

Sonora Elementary School District

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	ses.k12.org
Grade Span	K-8
County-District-School (CDS) Code	55723716054910

2024-25 District Contact Information

District Name	Sonora Elementary School District
Phone Number	209.532.5491
Superintendent	Cheryl Griffiths
Email Address	cgriffiths@sesk12.org
District Website	www.ses.k12.org

2024-25 School Description and Mission Statement

Sonora Elementary School Vision and Mission Statement:

Vision Statement:
Educating and inspiring every student to achieve personal excellence.

Mission Statement:
In a positive and safe environment, alongside families and community, honoring tradition, and fostering innovation, Sonora

2024-25 School Description and Mission Statement

Elementary School District will:

- Promote successful, well-rounded students
- Cultivate perseverance and academic preparedness
- Attract, support and retain dynamic teachers and staff
- Create Accountable, Respectful, and Engaged members of society

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. 47.2% of our students population is socioeconomically disadvantaged, 3.8% are English Learners, and 0.6% Foster Youth.

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 2023-2024 school year, approximately 693 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	81
Grade 2	77
Grade 3	72
Grade 4	72
Grade 5	88
Grade 6	79
Grade 7	75
Grade 8	59
Total Enrollment	693

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.9
Male	48.1
American Indian or Alaska Native	2.5
Asian	1.6
Black or African American	1
Filipino	0.7
Hispanic or Latino	17.6
Native Hawaiian or Pacific Islander	0.1
Two or More Races	4.2
White	72
English Learners	3.8
Foster Youth	0.6
Homeless	6.5
Socioeconomically Disadvantaged	47.2
Students with Disabilities	18.8

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.70	96.42	33.70	96.42	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.86	1.00	2.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	0.20	0.72	0.20	0.72	18854.30	6.86
Total Teaching Positions	34.90	100.00	34.90	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.20	90.05	39.20	90.05	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.40	3.21	1.40	3.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	1.90	0.80	1.90	11953.10	4.28
Unknown/Incomplete/NA	2.00	4.79	2.00	4.79	15831.90	5.67
Total Teaching Positions	43.60	100.00	43.60	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.70	91.83	37.70	91.83	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	4.86	2.00	4.86	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	1.30	3.31	1.30	3.31	14303.80	5.15
Total Teaching Positions	41.10	100.00	41.10	100.00	277698.00	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.90	1
Misassignments	1.00	0.50	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.00	1.40	2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.80	0
Total Out-of-Field Teachers	0.00	0.80	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1.7	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)	0.60	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Sonora Elementary held a public hearing on October 8, 2023 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

October 2024

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	Yes	0.0%
	McGraw Hill Wonders ELA 3-5 Adopted 2023		
	Houghton Mifflin Collections 6-8 Adopted 2016		
Mathematics	Savvas Learning Co. Adopted 2016	Yes	0.0%
	Houghton Mifflin/Larson Big Ideas Math 6-8 Adopted 2016		
Science	Houghton Mifflin Harcourt Science Dimension 6-8 Adopted 2020	Yes	0.0%
	Discovery Education Adopted 2023		

	K-5		
History-Social Science	Studies Weekly K-5 Adopted 2018	Yes	0.0%
	History Alive - TCI 6-8 Adopted 2018		

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

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 4 playgrounds.

Cleaning Process: The District works daily with the maintenance department and custodial staff 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. In 2020 the district completed the process of building a two-story classroom building, which houses two kindergarten and 6 primary classrooms. The school is currently in constriction of a new gymnasium which is located on the lower west blacktop.

Year and month of the most recent FIT report

11/13/2024

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			:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Lower Play Structure: Lower drinking fountain does not work. A new drinking station was put in place outside brick building for lower playground use.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			Building G Classrooms 1-2: Alarm is needing to be connected with the rest of buildings on campus/This building needs updating and LED lighting Lower Portables R 5-8 R12: alarm is needing to be connected with the rest of buildings on campus
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Lower Field: Field is in need of resurfing / reseeding

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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	43	42	43	42	46	47
Mathematics (grades 3-8 and 11)	33	31	33	31	34	35

2023-24 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	447	439	98.21	1.79	42.01
Female	244	241	98.77	1.23	51.87
Male	203	198	97.54	2.46	29.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	76	76	100.00	0.00	34.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	18	94.74	5.26	44.44

White	325	319	98.15	1.85	43.08
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	47.83
Military	0	0	0	0	0
Socioeconomically Disadvantaged	210	207	98.57	1.43	30.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	98	92	93.88	6.12	14.29

2023-24 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	449	438	97.55	2.45	31.34
Female	244	240	98.36	1.64	30.96
Male	205	198	96.59	3.41	31.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	76	75	98.68	1.32	28.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	18	94.74	5.26	35.29
White	327	319	97.55	2.45	32.28
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	18.18
Military	0	0	0	0	0

Socioeconomically Disadvantaged	212	206	97.17	2.83	20.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	98	91	92.86	7.14	10.11

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	38.06	34.51	38.06	34.51	30.29	30.73

2023-24 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	149	142	95.30	4.70	34.51
Female	77	76	98.70	1.30	32.89
Male	72	66	91.67	8.33	36.36
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	35.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	108	101	93.52	6.48	33.66
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	63	94.03	5.97	25.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	27	84.38	15.62	7.41

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.8	94.2	96.5	96.5	94.2
Grade 7	94.7	98.7	97.3	96.0	98.7

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.

2024-25 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 and 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.org

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	747	724	104	14.4
Female	382	376	55	14.6
Male	365	348	49	14.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	18	18	2	11.1
Asian	11	11	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	135	128	22	17.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	33	32	4	12.5
White	534	520	74	14.2
English Learners	27	26	2	7.7
Foster Youth	--	--	--	--
Homeless	57	52	15	28.8
Socioeconomically Disadvantaged	383	366	70	19.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	157	155	25	16.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
7.79	4.59	4.95	7.79	4.57	4.95	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.62	0.38	0.13	0.62	0.38	0.13	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.95	0.13
Female	0.79	0.26
Male	9.32	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	16.67	5.56
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.03	0.00
White	4.31	0.00
English Learners	3.70	0.00
Foster Youth	0.00	0.00
Homeless	1.75	0.00
Socioeconomically Disadvantaged	6.79	0.26
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.19	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 2023 by the School Site Council and may be viewed by appointment. All revisions were

2024-25 School Safety Plan

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	2	3	
1	20	2	2	1
2	23	1	2	1
3	17	1	4	
4	20	1	3	
5	26	5	15	2
6	34	3	10	7
Other	19	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	18	3	3	
1	20	4		
2	25	2	1	1
3	22		3	
4	68		3	1
5	29	2	15	3
6	31	6	10	7

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	17	4		
1	17	1	3	
2	30		2	1
3	24		3	
4	24		12	
5	24	5	24	
6	29	2	19	5
Other	14	2		

2023-24 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	693

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	\$68,797
Percent Difference - School Site and District	N/A	N/A	0.0	13.7
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	-30.7	-0.6

Fiscal Year 2023-24 Types of Services Funded

Sonora Elementary provided the following services during the 2022-2023 school year:

- After School Program
- Extended Learning after school classes
- Home-to-School Transportation
- State Adopted Curriculum and Instructional Materials
- Special Education
- MTSS
- Reading Intervention
- Math intervention
- Positive Behavioral Intervention Support
- Library resources
- Art
- Drama
- GATE
- Athletics
- Counseling Services
- EL instruction and support
- Homeless and Foster Services
- Technology Services
- Summer School and Extended School Year

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$50,777	\$51,352
Mid-Range Teacher Salary	\$65,676	\$80,424
Highest Teacher Salary	\$89,043	\$103,442
Average Principal Salary (Elementary)	\$135,498	\$124,852
Average Principal Salary (Middle)	\$0	\$135,030
Average Principal Salary (High)	\$0	
Superintendent Salary	\$154,020	\$145,237
Percent of Budget for Teacher Salaries	30.26	26.17
Percent of Budget for Administrative Salaries	6.49	6.29

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 two student free days to provide professional development and one day 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4