

# Sonora Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Sonora Elementary School
<b>Street</b>	966 Sonora Road
<b>City, State, Zip</b>	Costa Mesa, CA 92626
<b>Phone Number</b>	(714) 424-7955
<b>Principal</b>	Mia Doidge
<b>Email Address</b>	mdoidge@nmusd.us
<b>School Website</b>	<a href="https://sonora.nmusd.us/">https://sonora.nmusd.us/</a>
<b>County-District-School (CDS) Code</b>	30-66597-6029482

## 2022-23 District Contact Information

<b>District Name</b>	Newport-Mesa Unified School District
<b>Phone Number</b>	(714) 424-5033
<b>Superintendent</b>	Dr. Wesley Smith
<b>Email Address</b>	superintendent@nmusd.us
<b>District Website Address</b>	www.nmusd.us

## 2022-23 School Overview

The Sonora staff, students, and parents are committed to creating a school that accepts no limits to the academic success of ALL students. Our overriding philosophy is that all students can and will succeed and there are "no acceptable excuses" for a child not to achieve academic success. We provide students with a comprehensive and rigorous educational experience to prepare them to be productive and contributing members to a diverse and progressive society. We are proud to be a 2019 California Distinguished School, focused on our Tier 2 Support Systems, among high academic achievement each year. We have also been previously awarded the Title I Achieving School and Exemplary Arts Awards.

Sonora Elementary School was built in 1962. We are a preschool through sixth grade elementary school. There are 385 students enrolled at Sonora Elementary in preschool through grade six. We have four special education preschool classes, two state preschool classes, and seventeen elementary classes. We are proud of our diverse student population with the following make-up: Asian 4%; Pacific Islander 2%; Latino 74%; and White 14%. Students who are English learners represent 36% of our student body.

Our teachers implement a comprehensive English Language Arts/English Language Development, district adopted curriculum, based on the Common Core State Standards. Students read a variety of texts to develop literature and informational reading skills as well as critical thinking skills. Teachers help each student develop literacy skills including print awareness, letter knowledge, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Writing and oral language (English language development) are also a focus of instruction each day.

Math, science, and social studies are taught using materials and instructional practices aligned to the standards. We teach mathematics using district adopted curriculum for TK through sixth grades that are aligned to common core state standards and encourage students to think critically and develop mathematical reasoning. The science teacher works with TK through sixth grade students and incorporates hands-on and relevant science experiences.

Our staff is committed to using technology meaningfully, with students in TK through Sixth grades accessing 1:1 Chromebooks to support learning.

Character education is an integral part of our culture. The Sonora School Creed is recited daily to encourage student responsibility and to demonstrate pride in our school. Each month we focus on one of the Six Pillars of Character and

## 2022-23 School Overview

recognize one student from each classroom every month at our Friday Eagle Rally. Each classroom has adopted a character trait that is displayed proudly in classrooms, worn by students on t-shirts, and discussed regularly with students. Our school implements an organized approach to supporting and reinforcing expectations for positive behavior through the Positive Behavior Interventions and Supports (PBIS) program.

Our students have many opportunities for enrichment experiences during the school day and through after school programs. Unique experiences during the school day include a partnership with The Segerstrom Center for the Arts, Arts Teach Program. The Arts Teach Program engages students in dance, music, interactive games, culture, acting, and different mediums in visual art. Master teaching artists hold residencies at Sonora for four to eight weeks. Students also have the opportunity to engage with Art Masters, where they learn about artists throughout history and create artwork in different genres with different mediums. Students have science based experiences through field trips and assemblies. After school programs offer engaging activities focused on STEM based learning. Many of our enrichment activities are made possible through the support of the Sonora Parent Teacher Association (PTA).

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	61
Grade 1	50
Grade 2	46
Grade 3	57
Grade 4	50
Grade 5	50
Grade 6	67
<b>Total Enrollment</b>	<b>381</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.3
Male	46.7
American Indian or Alaska Native	0.0
Asian	5.0
Black or African American	0.0
Filipino	1.3
Hispanic or Latino	76.4
Native Hawaiian or Pacific Islander	1.3
Two or More Races	2.6
White	12.3
English Learners	39.1
Foster Youth	0.3
Homeless	7.9
Migrant	0.0
Socioeconomically Disadvantaged	61.2
Students with Disabilities	7.9

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.00	100.00	861.90	93.55	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	7.80	0.85	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.60	0.73	12115.80	4.41
<b>Unknown</b>	0.00	0.00	44.90	4.88	18854.30	6.86
<b>Total Teaching Positions</b>	17.00	100.00	921.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Newport-Mesa Unified School District follows the state's curriculum cycle to adopt/approve updated, high quality textbooks/instructional materials. Students are provided with an adequate supply of Board approved textbooks/instructional materials for all subject areas. The reading/language arts and mathematics curricula are aligned with district and state content standards. Teachers also select supplementary instructional materials to meet the specific needs of their students. History/Social Science and Science curriculum instruction are aligned with district and state content standards. Individual schools support instruction by providing a library/media center and technology resources in the classroom including computers, CD-ROM, and instructional television. Internet access is available in the library/media center and in all classrooms. Teachers and administrators have been trained to use technology and the internet as an instructional tool in the classroom. Each school continues to develop a way of integrating technology into curriculum and instruction.

Year and month in which the data were collected

10/03/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK: McGraw-Hill - Big Books & My Word Book consumable, 2022  K-6: McGraw-Hill: California Wonders, 2017 Grade K - Eleven Units with eleven corresponding Anthologies and Reading/Writing Workshop Texts Grade 1 - Four units with four corresponding Anthologies and Reading/Writing Workshop Texts Grades 2-6 - One Anthology Text and one Reading/Writing Workshop Text	Yes	0%
<b>Mathematics</b>	TK-5: The Math Learning Center: Bridges in Mathematics, 2017 TK student materials include manipulatives, number mats, and story collections. Grades K-5 students use Student Edition and Number Corner.  Grade 6: Illustrative Mathematics, Course 1, 2018	Yes	0%
<b>Science</b>	TK: McGraw-Hill - World of Wonders Literacy and Language Flip Chart, 2022  K-5: Pearson Scott-Foresman, California Science, 2009 Grades K-2 - Each classroom has one Big Book Flip Chart. Grades 3-5 - All students have a Student Edition. Grade 6 - All students have a "Focus on Earth Science" Student Edition.  Science Specialists supplement this curriculum with the hands-on, inquiry-based science kits.	Yes	0%
<b>History-Social Science</b>	TK: McGraw-Hill - World of Wonders Literacy and Language Flip Chart, 2022  Grades K-5: Pearson Scott Foresman History-Social Science Consumables, 2007  Grade 6: Glencoe McGraw-Hill Impact California: World History and Geography, Ancient Civilizations, 2019	Yes	0%

## School Facility Conditions and Planned Improvements

SONORA - 28,200 Classroom Sq. Ft.

This school was built in 1962. There are 17 permanent classrooms, a multi-purpose room and an administration building. 1 portable was placed in 1986, 2 were placed in 1990, 4 were placed in 2000 and 5 new portables were placed in 2003. The school, along with seven of the older portables, was modernized in 2004.

265 work orders were completed for Sonora in the 2021-2022 fiscal year. This site was last inspected on 07/29/22.

Year and month of the most recent FIT report

07/29/22

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

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



### 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).
4. **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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	48	N/A	58	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	36	N/A	47	N/A	33

## 2021-22 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 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.

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
<b>All Students</b>	225	223	99.11	0.89	48.43
<b>Female</b>	118	116	98.31	1.69	53.45
<b>Male</b>	106	106	100.00	0.00	42.45
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	177	176	99.44	0.56	42.61
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	29	28	96.55	3.45	67.86
<b>English Learners</b>	80	79	98.75	1.25	18.99
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	15	15	100.00	0.00	26.67
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	141	141	100.00	0.00	39.72
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	24	23	95.83	4.17	4.35

## 2021-22 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 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.

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
<b>All Students</b>	225	224	99.56	0.44	36.16
<b>Female</b>	118	117	99.15	0.85	39.32
<b>Male</b>	106	106	100.00	0.00	32.08
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	177	177	100.00	0.00	29.94
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	29	28	96.55	3.45	60.71
<b>English Learners</b>	80	80	100.00	0.00	15.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	15	15	100.00	0.00	20.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	141	141	100.00	0.00	25.53
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	24	23	95.83	4.17	0.00

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	34	NT	37.16	28.5	29.47

## 2021-22 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
<b>All Students</b>	52	50	96.15	3.85	34
<b>Female</b>	28	26	92.86	7.14	23.08
<b>Male</b>	23	23	100	0	43.48
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	40	39	97.5	2.5	23.08
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	19	18	94.74	5.26	11.11
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	31	30	96.77	3.23	20
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	98	100	100	100

## 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.

#### 2022-23 Opportunities for Parental Involvement

Sonora parents are encouraged to be highly involved in the education of their children and to develop a partnership with our school. Parents have opportunities throughout the school year to volunteer in the classroom, attend field trips, and assist teachers with prepping work. Approved parents who have gone through the district's volunteer process are welcome to serve in classrooms and on campus. The Sonora PTA is actively involved in supporting educational field trips, assemblies, family events, and a variety of enrichment activities.

Other formal parent groups include our English Learners Advisory Committee (ELAC) and School Site Council (SSC). We encourage parents to attend parent meetings, as well as parent conferences and school events, such as Back to School Night and Open House. We provide parent education workshops, field trip opportunities, and special parent-child events including Family Math Morning and Read Across America Day. Parents are informed about our school programs through the weekly Sonora Eagle News, the school marquee, the school website, communication from teachers, and Blackboard communication.

For more information about opportunities to become involved in the school, please contact Marcy Shands-Brown, School Community Facilitator, at (714) 424-7955 or [mshandsbrown@nmusd.us](mailto:mshandsbrown@nmusd.us).

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	399	395	112	28.4
Female	212	210	64	30.5
Male	186	184	48	26.1
American Indian or Alaska Native	0	0	0	0.0
Asian	20	20	5	25.0
Black or African American	1	0	0	0.0
Filipino	5	5	1	20.0
Hispanic or Latino	305	302	81	26.8
Native Hawaiian or Pacific Islander	5	5	3	60.0
Two or More Races	11	11	3	27.3
White	47	47	17	36.2
English Learners	160	157	43	27.4
Foster Youth	3	3	1	33.3
Homeless	35	34	16	47.1
Socioeconomically Disadvantaged	257	253	79	31.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	41	40	16	40.0

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.43	1.55	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.25	1.00	0.60	2.87	0.20	3.17
Expulsions	0.00	0.00	0.00	0.04	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.00	0.00
Female	0.47	0.00
Male	1.61	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.31	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.88	0.00
Foster Youth	0.00	0.00
Homeless	2.86	0.00
Socioeconomically Disadvantaged	1.56	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.44	0.00



## 2022-23 School Safety Plan

State education code requires schools to review and update the Comprehensive School Safety Plan (as needed) at least once each year. These plans must be submitted to the local Board of Education for adoption by March 1st. In Newport-Mesa Unified School District, plans are evaluated and revised October through January, then submitted to the Board of Education in February. By following this cycle, schools open each August with a fully approved Comprehensive School Safety Plan in place for fall-winter and allows for training and adjustments through mid-year.

The safety of all students and staff at Sonora is a top priority. Sonora School's Comprehensive Safe School Plan addresses the school's emergency preparedness plan and the required items in both classrooms and the emergency bin to ensure efficiency in a disaster. The campus is inspected regularly to ensure safe conditions for all students and staff. Our emergency preparedness coordinator regularly attends district meetings and coordinates emergency preparedness at our school. The staff reviews and updates the School Safety Plan annually. The School Safety Plan includes policies and procedures that address the many facets of safety at a school site including, but not limited to: physical safety, social/emotional development of students, procedures for child abuse reporting, safe ingress and egress, discipline, and disaster procedures. School safety procedures are communicated with parents on the school website (Student-Parent Handbook), at the beginning of the school year, and through periodic updates and reminders via parent meetings, Blackboard messages, and the weekly Sonora Eagle News.

The School Safety Plan was approved by the Local Board of Education on February 8, 2022, reviewed with staff in October 2022, and with the School Site Council on October 25, 2022.

## 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.

## 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	20	2	1	
1	19	3		
2	23		2	
3	24		2	
4	24		3	
5	29		2	
6	29		2	

## 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	20	2	1	
1	21		2	
2	15	3		
3	22		2	
4	23		2	
5	32		1	
6	28		2	

## 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	17	5	6	
1	25		6	
2	20	1	6	
3	18	13		
4	23	1	8	
5	20	2	8	
6	18	3	12	

## 2021-22 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	0

## 2021-22 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1.0
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	2.5

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
<b>School Site</b>	\$12,506	\$3,498	\$9,008	\$108,338
<b>District</b>	N/A	N/A	\$7,549	\$100,875
<b>Percent Difference - School Site and District</b>	N/A	N/A	17.6	7.1
<b>State</b>	N/A	N/A	\$6,594	\$88,358
<b>Percent Difference - School Site and State</b>	N/A	N/A	30.9	20.3

## 2021-22 Types of Services Funded

The types of programs and services available at the school that support and assist students include:

- Teacher professional development
- After School Intervention led by classroom teachers
- Access to technology
- Renaissance Learning computer program
- Core 5 and Power Up foundational skills computer program
- Tier 2 Intervention
- Programs for English Learners
- Special Education Preschool
- GATE
- State Preschool offered in AM and PM cohorts
- After School Programs: Costa Mesa Parks & Recreation (ROCKS) and Think Together
- Visual and Performing Arts Enrichment Education through partnership with Segerstrom Arts Teach and Backhaus Dance
- Translation for Home-School Communication
- Parent Education Opportunities including but not limited to math and literacy mornings and trips to local universities

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$54,413	\$54,370
<b>Mid-Range Teacher Salary</b>	\$93,510	\$82,681
<b>Highest Teacher Salary</b>	\$130,439	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$145,635	\$135,283
<b>Average Principal Salary (Middle)</b>	\$159,138	\$141,244
<b>Average Principal Salary (High)</b>	\$176,894	\$152,955
<b>Superintendent Salary</b>	\$298,000	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	31%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	4	4