

# Ann Sobrato High School

401 Burnett Ave. • Morgan Hill, CA, 95037 • 408-201-6200 • Grades 9-12

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

### **Morgan Hill Unified School District**

15600 Concord Circle  
Morgan Hill, CA, 95037  
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#### District Governing Board

Mary Patterson, President  
Carol Gittens, Vice President  
John Horner, Trustee  
Teresa Murillo, Trustee  
Heather Orosco, Trustee  
Wendy Sullivan, Trustee  
Vanessa Sutter, Trustee

#### District Administration

Steve Betando  
**Superintendent**  
Fawn Myers  
**Assistant Superintendent Human  
Resources**  
Kirsten Perez  
**Assistant Superintendent Business  
Services**  
Dr. Ramon Zavala  
**Assistant Superintendent  
Educational Services**

### **School Description**

Ann Sobrato High School is a comprehensive high school supporting grades nine through twelve. The school opened in August 2004 and the student population is approximately 1420 students. Sobrato is located on the southern boundary of San Jose and the northern boundary of Morgan Hill. The student population is drawn from suburban and rural areas of south San Jose, Morgan Hill, Coyote Valley and San Martin.

Before the school opened, teachers who volunteered to become the founding staff established Sobrato's guiding principles. These have been regularly reviewed and were again validated during our last accreditation review by the Western Association of Schools and Colleges (WASC) in 2014, resulting in the highest possible rating of a six-year accreditation. In 2017 the visiting committee confirmed we are making progress on our six-year goals. Our guiding principles include strong belief statements regarding standards, expectations, assessments, personalization, learning, culture and environment, lifelong learning, professional development and collaboration, and continuous improvement. We are pleased that our student achievement data demonstrates that our cycle of inquiry, analysis, dedication to personalization, student support, and professional collaboration are increasing the quality of our educational outcomes.

We follow a modified block schedule to allow opportunities within the classroom for increased support, enrichment, and personalization. Tutorial period is held every Tuesday, Thursday and Friday during the school day totaling 115 minutes each week. Advisory classes meet once a week to discuss academic and social issues, as well as to assist with scheduling and academic counseling. In Spring 2017, students and staff were introduced to Naviance, a comprehensive college and career readiness platform that helps schools align student strengths and interests to postsecondary goals. Families were provided access and training on this program as well. Advisory lessons incorporate the use of Naviance and grade level parent information nights are held throughout the year. The four-year Advisory program culminates with a Senior Exhibition project which allows seniors to reflect on their high school journey and post-secondary goals. These model programs were the foundation for our 2015 California Gold Ribbon Schools award, a distinction given to only 13% of the secondary schools in Santa Clara County.

At Sobrato, we offer a variety of educational opportunities for all students. In addition to rigorous advanced and AP classes offered in nearly every subject, students can also take several Career Tech Education (CTE) classes to acquire career skills and experience. In May 2015 Sobrato received one of only ten awards in the State of California for Exemplary CTE Programs. Through our ASB and Agriculture Leadership courses, we offer students leadership opportunities in addition to the curriculum.

Advancement via Individual Determination (AVID) elective courses support students with study habits, employ engaging guest speakers, and offer inquiry-based tutorials twice a week. The writing process, Socratic questioning, collaborative learning, organizational techniques, and reading are the core strategies of this program. Although AVID serves all students, it focuses on those traditionally underrepresented in colleges and universities: Hispanic students, African-American students, first-generation to go to college students, and socio-economically disadvantaged students. Sobrato has maintained participation in the program with its current 4 sections representing students in grades 9-12, and 17 current teachers have attended AVID training. As a result, all students use AVID strategies in multiple classes throughout their school day. In the fall of 2015, Sobrato High School was recognized as an AVID Certified Site and has since been named a Highly Certified Site. The validation study results indicate that schools implementing AVID at the highest levels of integration show evidence of significantly higher student achievement across all academic and course enrollment outcomes. To that end, our students are more likely to have higher levels of participation in AP<sup>®</sup> courses and exams, are more likely to take the SAT<sup>®</sup> or ACT<sup>®</sup>, are more likely to complete college entrance requirements, and are more likely to plan on attending college. This year, 97% of our AVID senior class completed four-year college applications.

Although Sobrato operates a complete program for Special Education-identified students, including Resource (RSP) and Special Day Classes (SDC), the majority of our Special Education students participate in an inclusion program and are supported through Collaborative mainstream classes. In addition, Sobrato has an English Language Development (ELD) program serving language learners in ELD-leveled classes as well as in mainstream courses with support. ELPAC testing, updated Student Progress Profiles, and re-designations occur annually under the administration of the ELD Facilitator.

Since Sobrato opened 12 years ago, we have increased the number of Advanced Placement (AP) opportunities to accommodate the diverse interests and ability levels of our students. We currently offer AP classes in 15 curricular areas: Physics 1, Physics 2, Chemistry, Biology, Calculus AB, Calculus BC, Computer Science A, English Language, English Literature, U.S. History, World History, Psychology, French, Spanish, and Studio Art.

With our equity focus, we have deliberately implemented programs that will address narrowing the achievement gap by providing opportunity and access to all students. In 2013, 2016, and 2018, we partnered with Equal Opportunity Schools (EOS) to receive support in increasing the number of underrepresented youth (specifically English Learners and low-SES) in Advanced Placement (AP) courses. The developmental assets of grit, growth mindset, self-efficacy, and academic strategies as evidenced by student surveys as well as academic performance and teacher recommendations were used as indicators of AP readiness. As a result, our AP enrollment increased to - and remains at - approximately 60% and we reached parity with our general population. Data collected by EOS places Ann Sobrato High School among the 1% of schools in the country whose AP enrollment mirrors the demographics of overall student population.

Sobrato partners with a variety of community organizations to support our students. Some examples are Cal-SOAP, Discovery Counseling, Community Solutions, Advent Group Ministries, Rotary Club, Morgan Hill Chamber of Commerce, and the Edward "Boss" Prado Foundation among others. The school boasts a plethora of co-curricular programs including over 30 clubs ranging from academics to student interest. Some examples are National Honor Society, Red Cross Club, Interact, Peer Counseling, California Scholarship Federation, Drama Club, Robotics, Math Club, M.E.Ch.A, Future Business Leaders of America, and Acts of Random Kindness Club. Sobrato's athletics program offers 11 girls' sports (cross country, golf, tennis, field hockey, volleyball, basketball, soccer, water polo, swimming, softball, and track and field), 11 boys' sports (football, cross country, golf, tennis, water polo, basketball, soccer, baseball, swim, track and field, and volleyball), and 4 coed sports (wrestling, badminton, cheerleading, and diving) including frosh/soph, junior varsity, and varsity levels of competition. The annual participation in interscholastic athletics totals approximately one-half of our student population.

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	363
Grade 10	394
Grade 11	344
Grade 12	361
<b>Total Enrollment</b>	<b>1,462</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.5
Asian	14.0
Filipino	3.3
Hispanic or Latino	38.5
Native Hawaiian or Pacific Islander	0.4
White	35.8
Socioeconomically Disadvantaged	34.1
English Learners	5.0
Students with Disabilities	10.4
Foster Youth	0.1

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Ann Sobrato High School	16-17	17-18	18-19
With Full Credential	63	60	59
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	2	1	0
Morgan Hill Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	388
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Ann Sobrato High School	16-17	17-18	18-19
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	.5	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>McGraw Hill Education, StudySync</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>Holt, Rinehart, and Winston: Algebra Readiness, EngageNY Holt, Rinehart, and Winston: Algebra Readiness workbooks, Brooks/Cole: Finite Mathematics Bedford, Freeman &amp; Worth: Statistics and Probability with Application, Freeman: Practice of Statistics for the AP Exam Pearson-Addison Wesley, Larson and Battaglia, Cengage Learning: Calculus for AP, Stewart, Cengage Learning: Calculus 8th Edition, CPM: Integrated Math I, CPM: Integrated Math II, CPM: Integrated Math III, CPM: Precalculus with Trigonometry</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>Glencoe McGraw Hill: Biology, Holt, Rinehart, and Winston: California Physics Glencoe McGraw Hill: Hole's Human Anatomy &amp; Physiology, Holt: Earth Science, Prentice Hall Publishing: Earth - An Introduction to Physical Geology, McDougal Littell: World of Chemistry, Houghton Mifflin: Chemistry Delmar Cengage: Plant &amp; Soil Science/Ag Chemistry, Pearson: Chemistry: A modular Approach AP, Pearson: Lab Manual for Chemistry: A Modular Approach, Paradigm Publishing: Biotechnology: Science for the New Millennium, Holt Rinehart &amp; Winston: Earth Science, Pearson: College Physics, Pearson: Biology in Focus AP Edition, AGI and NAGT: Laboratory Manual in Physical Geology, 9th edition, Pearson: Laboratory Manual in Physical Science, tenth edition</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>BFW, Bedford St. Martin's: America's History for the AP Course 8th Edition, BFW Publishers: Myer's Psychology for the AP Course 3rd Edition, McGraw Hill Education: Geography: The Human and the Physical World, McGraw Hill Education/Glencoe: Understanding Psychology, McGraw Hill Education: Sociology &amp; You, Norton and Company: Worlds Together, Worlds Apart: A History of the World: From the Beginnings of Humankind to the Present, Pearson: World History: The Modern World, Pearson: Economics: Principles in Action, Pearson: Magruder's American Government, Pearson: United States History: The Twentieth Century</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Foreign Language</b>	<p>Vista Higher Learning: Descubre Level 1,2,3, Vista Higher Learning: D'accord! Level 1,2,3 Vista, Temas AP Spanish Language and Culture, Wayside Azulejo Anthology &amp; Guide to the AP Spanish Literature and Culture Course</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Ann Sobrato High School was established in 2004. All four classroom wings, double sized gymnasium, athletic fields, swimming pool, district kitchen facility, beautiful performing arts center and a library that provides exceptional spaces to support our instructional programs.

As part of the Measure G Bond funds, Sobrato received a technology infrastructure upgrade which included WiFi in every classroom and exterior, a new projector and screen, new phone system and a new public address system including new clock and speakers throughout the campus. All students have also been provided a chrome book.

The campus also received canopies in the student parking lot with photovoltaic (solar) panels and the swimming pool was replastered and new LED lights were installed.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: Jul/Aug 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Swimming pool was replastered and new LED lights installed in 2017.
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	74.0	64.0	52.0	52.0	48.0	50.0
Math	49.0	50.0	42.0	43.0	37.0	38.0

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.

Note: 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	17.5	24.6	36.2

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	323	309	95.67	64.08
<b>Male</b>	159	151	94.97	55.63
<b>Female</b>	164	158	96.34	72.15
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	49	47	95.92	78.72
<b>Filipino</b>	12	12	100.00	83.33
<b>Hispanic or Latino</b>	122	117	95.90	41.03
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	114	109	95.61	81.65
<b>Two or More Races</b>	14	13	92.86	76.92
<b>Socioeconomically Disadvantaged</b>	117	109	93.16	43.12
<b>English Learners</b>	38	35	92.11	5.71
<b>Students with Disabilities</b>	33	31	93.94	16.13
<b>Students Receiving Migrant Education Services</b>	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	323	312	96.59	50
Male	159	153	96.23	47.71
Female	164	159	96.95	52.2
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	49	49	100	73.47
Filipino	12	12	100	58.33
Hispanic or Latino	122	118	96.72	24.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	114	109	95.61	66.06
Two or More Races	14	13	92.86	76.92
Socioeconomically Disadvantaged	117	112	95.73	32.14
English Learners	38	38	100	2.63
Students with Disabilities	33	33	100	12.12
Students Receiving Migrant Education Services	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2018-19)

Parent involvement is central to the success of Sobrato High School. Our parents have stepped in to take an active role in supporting the school both in its academic and co-curricular programs. Parents participate in school governance through our School Site Council and ELAC.

We have a Home and School Club that plays an important role in providing funds to support all classrooms and staff. We have a number of booster organizations including our Athletic Boosters, Music Association, and Ag Boosters. These parents raise money, purchase needed materials, and provide supervision. Without their support it would be impossible to have the quality of programs that are offered at Sobrato High School. The Grad Night Committee works to design a safe and sober graduation party for our graduates.

Our counseling office, in conjunction with Cal-SOAP, offer a variety of parent workshops and informational events throughout the year. These include College Night, Cash 4 College, and Naviance trainings to help parents understand how they can best support their students' access to college and careers.

#### 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.



### School Safety Plan

Having a safe, supportive school environment is the key to the educational process. To this end, all four administrators and three full-time campus supervisors monitor the school grounds on a daily basis. An additional 15 staff members comprise our safety team who assist in drill and emergency situations. Also, a school resource officer is available when needed to help maintain a safe environment. We also have a camera surveillance system that monitors the grounds. School procedures require all visitors to sign in at the front office. A computerized sign-in system was installed in Fall 2018. Students are not allowed to leave campus during the school day without first checking out in the front office.

Our School Safety Plan recently underwent major revisions as part of the school improvement plan process. The plan includes procedures for emergencies, evacuation routes, and assignments of responsibilities. A summary of emergency procedures is posted in each classroom. Safety policies and procedures are reviewed annually with the school staff, and drills are held throughout the year. Student and staff feedback is solicited when developing training protocols. The Morgan Hill Police Department assists in training our students and staff on Run Hide Defend procedures. The safety plan is reviewed annually by the School Site Council.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.6	4.0	5.5
Expulsions Rate	0.1	0.2	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	2.5	4.2	4.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

### 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.15
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	3
Other	
Average Number of Students per Staff Member	
Academic Counselor	710

\* 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.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	27.0	28.0	31.0	9	13	8	35	23	11	10	20	31
Mathematics	30.0	31.0	31.0	4	7	6	26	9	16	22	34	28
Science	30.0	31.0	31.0	5	4	5	21	15	11	23	23	21
Social Science	28.0	29.0	31.0	9	8	5	15	14	7	26	25	31

\* 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.

**Professional Development provided for Teachers**

To meet the needs of our English learners, professional development in Constructing Meaning to has been a district-wide area of focus. We are in our fifth cohort of training. Upon its completion, 45 teachers will have attended the five-day training. To continue this work, Sobrato has a teacher on stipend to support teachers in implementation of these highly effective instructional strategies.

Each year, several staff members are prepared to teach Advanced Placement coursework. All teachers assigned these courses are required to attend training. After the initial training, we recommend that teachers attend training every three to four years or when the curriculum is updated.

In addition, staff members have been attending AVID (Advancement Via Individual Determination) conferences. This year we had a team of seven attend to receive training on how to support students in a variety of areas to achieve academic success.

In anticipation of the rollout of Next Generation Science Standards (NGSS), all members of the science department have attended trainings and are receiving additional support from a district Teacher on Special Assignment (TOSA).

In response to the district's 1:1 Chromebook rollout in Fall 2015, teachers receive training in implementation of educational technology strategies through peer-led workshops and coaching from a district teacher on special assignment. Teachers were also assigned tablets in Fall 2017 and are trained to use them to enhance instruction as well as mobility within the classroom through programs such as Hapara.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,713	\$47,547
Mid-Range Teacher Salary	\$79,027	\$74,775
Highest Teacher Salary	\$99,994	\$93,651
Average Principal Salary (ES)	\$118,409	\$116,377
Average Principal Salary (MS)	\$124,347	\$122,978
Average Principal Salary (HS)	\$134,968	\$135,565
Superintendent Salary	\$255,234	\$222,853
Percent of District Budget		
Teacher Salaries	35.0	35.0
Administrative Salaries	6.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5520.84	234.15	5236.70	75502
District	◆	◆	8061.40	\$75,780
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-42.5	-0.4
Percent Difference: School Site/ State			-30.6	-1.3

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded**

The funding is allocated based upon the goals listed in the School Plan for Student Achievement. These goals emphasize academic success for all students.

All funding must be directly linked to the LCAP. There has been additional funding provided to support our EL students, socio-economic disadvantaged students and foster youth. At Sobrato, that funding has supported additional staffing for English learners, the opportunity to provide additional support for these subgroups in Advanced Placement courses and additional course opportunities for those needing credit recovery.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Ann Sobrato High School	2014-15	2015-16	2016-17
Dropout Rate	4.9	4.8	4.2
Graduation Rate	93.5	93.7	92.0
Morgan Hill Unified School District	2014-15	2015-16	2016-17
Dropout Rate	5.8	5.4	6.5
Graduation Rate	88.8	88.8	89.0
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1070
% of pupils completing a CTE program and earning a high school diploma	62
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.8
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	50.6

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	♦
English	2	♦
Fine and Performing Arts	1	♦
Foreign Language	2	♦
Mathematics	3	♦
Science	5	♦
Social Science	2	♦
All courses	16	45.2

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	90.7	89.8	88.7
Black or African American	92.3	100.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	97.5	98.2	94.9
Filipino	85.7	79.0	93.5
Hispanic or Latino	88.7	86.7	86.5
Native Hawaiian/Pacific Islander	50.0	66.7	88.6
White	91.4	91.8	92.1
Two or More Races	87.5	100.0	91.2
Socioeconomically Disadvantaged	88.2	88.0	88.6
English Learners	31.8	46.2	56.7
Students with Disabilities	75.0	84.1	67.1
Foster Youth	0.0	75.0	74.1

### Career Technical Education Programs

Advisory and our counseling program offer students career interest and aptitude surveys. Using online computer programs, parents and students may access aptitude and interest surveys as well as career and workplace information. In Spring 2017 we added additional online resources through Naviance targeted at college and career exploration, pathways, and goals.

An elective in the CTE program offers students many opportunities to explore and prepare for the workforce. Strong programs are offered in welding, digital arts, and agricultural science. All of our CTE programs have community and workforce advisory committees that provide opportunities for community input on curriculum and instruction, job trends, and intern opportunities.

CTE Programs offered at Sobrato High School:

#### Agriscience

- Agricultural Biology
- Soil Chemistry
- Veterinary Science
- Food Science

#### Agricultural Business

- Art & History of Floral Design
- Agricultural Sales & Service

#### Agricultural Mechanics

- Agricultural Mechanics
- Agricultural Welding

#### Design, Visual & Media Arts

- Studio Art
- Advanced Studio Art
- Ceramics
- Advanced Ceramics
- Graphics
- Advanced Photo

#### Production & Managerial Arts

- Drama
- Advanced Drama
- Stagecraft

#### Patient Care

- Sports Medicine

#### Software & Systems Development

- Computer Science
- AP Computer Science A

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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