

Ann Sobrato High

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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/fq/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).

Internet Access

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

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Morgan Hill Unified
Phone Number	(408) 201-6023
Superintendent	Steve Betando
Email Address	betandos@mhusd.org
Website	www.mhusd.org

School Contact Information (School Year 2019—20)	
School Name	Ann Sobrato High
Street	401 Burnett Ave.
City, State, Zip	Morgan Hill, Ca, 95037-2641
Phone Number	408-201-6200
Principal	Courtney Macko, Principal
Email Address	mackoc@mhusd.org
Website	www.sobrato.mhusd.org
County-District-School (CDS) Code	43695830102368

Last updated: 1/6/2020

School Description and Mission Statement (School Year 2019—20)

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 1475 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 validated during the six-year accreditation reviews by the Western Association of Schools and Colleges (WASC). 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. In 2019, U.S. News & World Report ranked Sobrato among the top 7% of high schools in California and the United States. Inside and outside of the classroom, we expect our students to "Do Good, Be GREAT" (Gritty, Responsible, Engaged, Accountable, and Thoughtful of others).

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. We use Naviance, a comprehensive college and career readiness platform that helps schools align student strengths and interests to postsecondary goals. Families are 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.

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 a variety of Career Tech Education (CTE) classes to acquire career skills and experience. As part of the CTE program, we have partnered with community members and local businesses to provide learning opportunities such as Manufacturing Day, Job Shadow Day, and Rock the Mock. 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. In addition to the AVID elective classes representing students in grades 9-12, seventeen current staff have attended AVID trainings. 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® courses and exams, are more likely to take the SAT® or ACT®, are more likely to complete college entrance requirements, and are more likely to plan on attending college. This year, 93% 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 16 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 17 curricular areas: Physics 1, Physics 2, Chemistry, Biology, Environmental Science, Calculus AB, Calculus BC, Statistics, Computer Science Principles, 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. Through our 2019 partnership we have expanded our partnership to include professional development and a focus on activities around student belongingness. 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 are used as indicators of AP readiness. As a result, our AP enrollment increased to - and remains at - approximately 60% of 10th-12th graders and we reached parity with our general population. Data collected by EOS places Ann Sobrato High School among the top schools in the country whose AP enrollment mirrors the demographics of overall student population.

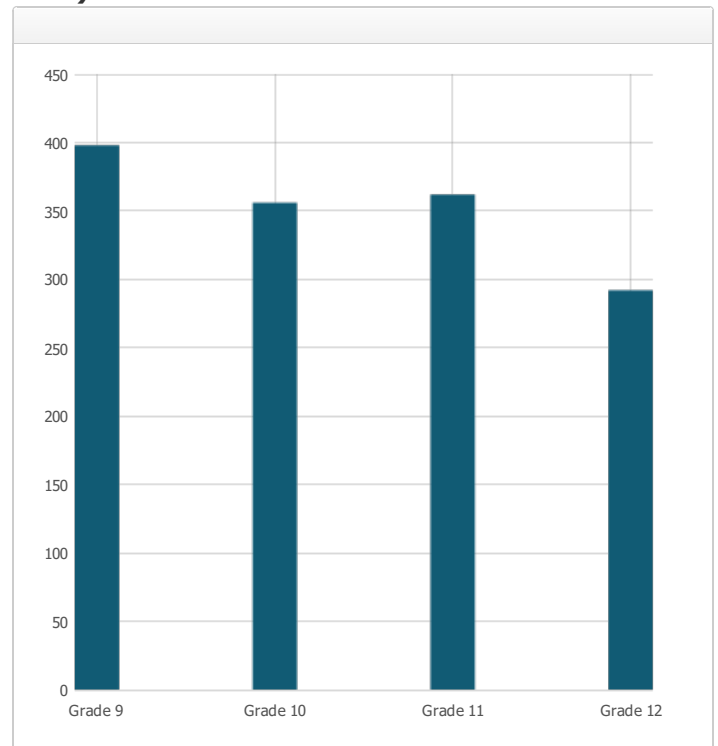
In Spring 2018, Sobrato partnered with Gavilan College's High Step program to bring free evening courses to our students. The program provides students an opportunity to earn college credits early and be competitive in the four-year college admission process while reducing their expenses. The following courses have been offered since our partnership began: Early Child Development, Child Growth & Development, and Introduction to Public Speaking.

Sobrato partners with a variety of community organizations to support our students. Some examples are Cal-SOAP, Discovery Counseling, Community Solutions, Rotary Club, Morgan Hill Chamber of Commerce, Morgan Hill Police Department, and the Edward "Boss" Prado Foundation among others. The school boasts a plethora of co-curricular programs including over 40 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, Genders and Sexualities Alliance, 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.

Last updated: 1/2/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	398
Grade 10	356
Grade 11	362
Grade 12	292
Total Enrollment	1408



Last updated: 1/3/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.20 %
American Indian or Alaska Native	0.50 %
Asian	14.70 %
Filipino	4.00 %
Hispanic or Latino	38.40 %
Native Hawaiian or Pacific Islander	0.40 %
White	34.80 %
Two or More Races	4.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	31.70 %
English Learners	5.10 %
Students with Disabilities	11.00 %
Foster Youth	%
Homeless	4.00 %

A. Conditions of Learning

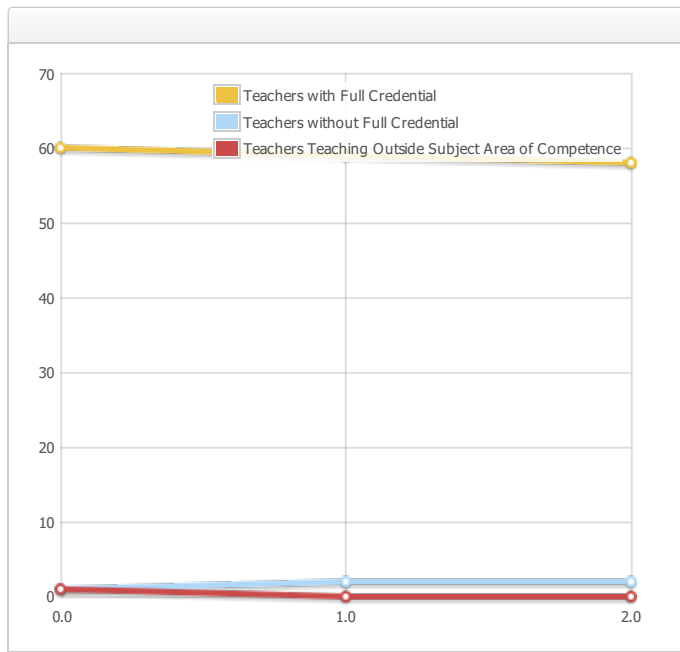
State Priority: Basic

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

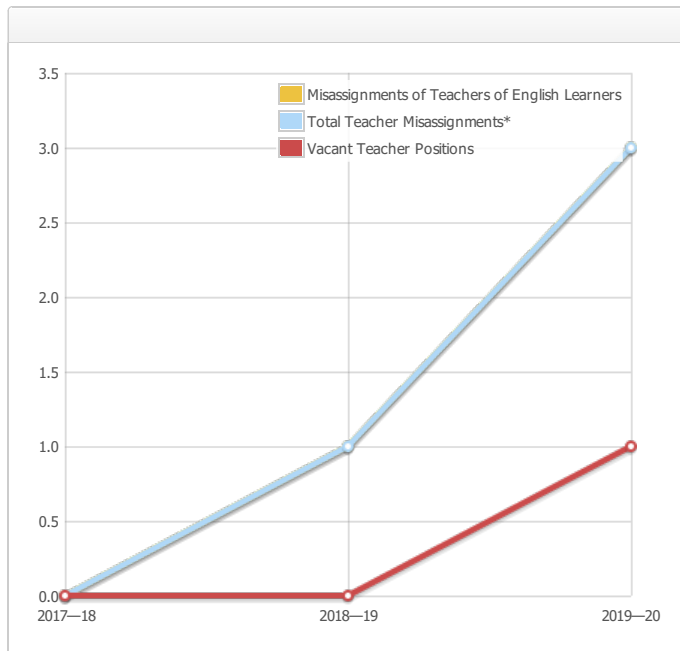
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	60	59	58	364
Without Full Credential	1	2	2	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	6



Last updated: 12/16/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	1	3
Total Teacher Misassignments*	0	1	3
Vacant Teacher Positions	0	0	1



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.

Last updated: 12/16/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education, StudySync	Yes	0.00 %
Mathematics	Holt, Rinehart, and Winston: Algebra Readiness, EngageNY Holt, Rinehart, and Winston: Algebra Readiness workbooks, Brooks/Cole: Finite Mathematics Bedford, Freeman & 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	Yes	0.00 %
Science	Glencoe McGraw Hill: Biology, will be implementing HMH The Living Earth, California Physics Glencoe McGraw Hill: Hole's Human Anatomy & Physiology, Holt: Earth Science, Prentice Hall Publishing: Earth - An Introduction to Physical Geology, McDougal Littell: World of Chemistry, Houghton Mifflin: Chemistry Delmar Cengage: Plant & 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 & 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	Yes	0.00 %
History-Social Science	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 & 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	Yes	0.00 %
Foreign Language	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 & Guide to the AP Spanish Literature and Culture Course	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/23/2019

School Facility Conditions and Planned Improvements

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.

Last updated: 1/6/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
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Last updated: 12/17/2019

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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	64.0%	69.0%	52.0%	52.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	50.0%	49.0%	43.0%	43.0%	38.0%	39.0%

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.

Last updated: 1/3/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	359	345	96.10%	3.90%	68.70%
Male	197	189	95.94%	4.06%	64.55%
Female	162	156	96.30%	3.70%	73.72%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	51	50	98%	1.96%	88.00%
Filipino	12	12	100.00%	0.00%	75.00%
Hispanic or Latino	129	124	96.12%	3.88%	49.19%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	127	120	94.49%	5.51%	79.17%
Two or More Races	20	20	100.00%	0.00%	90.00%
Socioeconomically Disadvantaged	116	110	94.83%	5.17%	50.00%
English Learners	25	23	92.00%	8.00%	8.70%
Students with Disabilities	43	37	86.05%	13.95%	21.62%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	18	18	100.00%	0.00%	33.33%

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.

Last updated: 1/3/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	359	347	96.66%	3.34%	49.28%
Male	197	191	96.95%	3.05%	46.60%
Female	162	156	96.30%	3.70%	52.56%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	51	51	100%	0.00%	76.47%
Filipino	12	12	100.00%	0.00%	58.33%
Hispanic or Latino	129	125	96.90%	3.10%	28.80%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	127	120	94.49%	5.51%	59.17%
Two or More Races	20	20	100.00%	0.00%	65.00%
Socioeconomically Disadvantaged	116	111	95.69%	4.31%	32.43%
English Learners	25	24	96.00%	4.00%	8.33%
Students with Disabilities	43	39	90.70%	9.30%	7.69%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	18	18	100.00%	0.00%	16.67%

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.

Last updated: 1/3/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/3/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

Electives in pathways representing various industries in the CTE program offer students many opportunities to explore and prepare for the workforce. 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:

- Adv. Digital Photography
- Ceramics
- Computer Science
- Drama
- Graphics
- Sports Medicine
- Stagecraft
- Studio Art
- Ag Art & History of Floral Design
- Ag Food Science
- Ag Mechanics
- Ag Welding
- Ag Veterinary Science

Last updated: 12/19/2019

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1142
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.00%

Last updated: 12/17/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.40%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	67.30%

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

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	13.90%	24.60%	40.80%

Note: 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.

Last updated: 1/2/2020

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 2019–20)

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: Pupil Engagement

Last updated: 12/19/2019

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

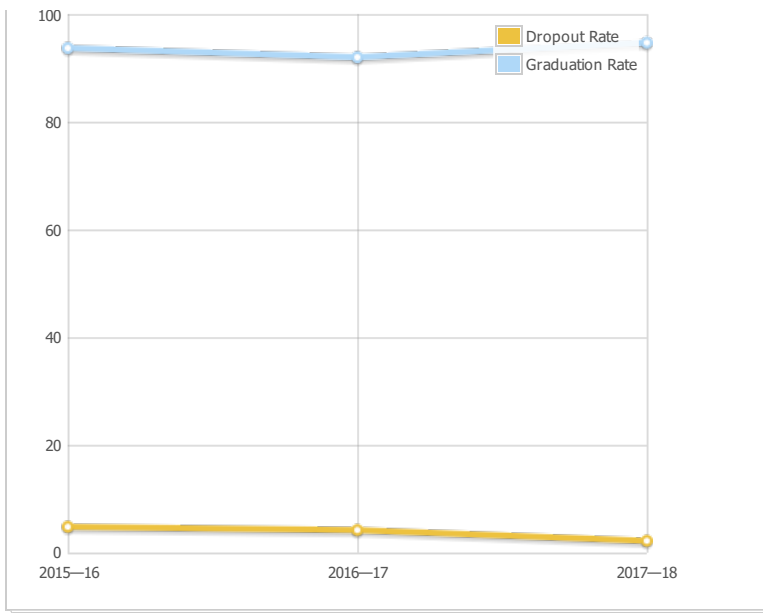
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	4.80%	5.40%	9.70%
Graduation Rate	93.70%	88.80%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	4.20%	2.20%	6.50%	9.00%	9.10%	9.60%
Graduation Rate	92.00%	94.70%	89.00%	86.20%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/3/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	4.00%	5.50%	5.00%	4.20%	4.90%	5.00%	3.60%	3.50%	3.50%
Expulsions	0.20%	0.10%	0.10%	0.10%	0.10%	0.20%	0.10%	0.10%	0.10%

Last updated: 1/3/2020

School Safety Plan (School Year 2019—20)

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 students, and drills are held throughout the year. 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.

Last updated: 12/19/2019

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	28.00	13	23	20
Mathematics	31.00	7	9	34
Science	31.00	4	15	23
Social Science	29.00	8	14	25

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	31.00	8	11	31
Mathematics	31.00	6	16	28
Science	31.00	5	11	21
Social Science	31.00	5	7	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	29.00	9	16	25
Mathematics	31.00	7	14	27
Science	30.00	6	10	22
Social Science	32.00	4	10	28

* 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.

Last updated: 1/3/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	502.90

*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 Number of Pupils per Counselor

Last updated: 1/2/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.60
Social Worker	0.00
Nurse	0.15
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.00
Other	0.00

*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.

Last updated: 1/2/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5748.09	\$300.68	\$5447.41	\$77874.00
District	N/A	N/A	--	\$78079.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$78059.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 12/19/2019

Types of Services Funded (Fiscal Year 2018—19)

Funding is allocated based upon the goals listed in the Single Plan for Student Achievement (SPSA). These goals emphasize academic success for all students.

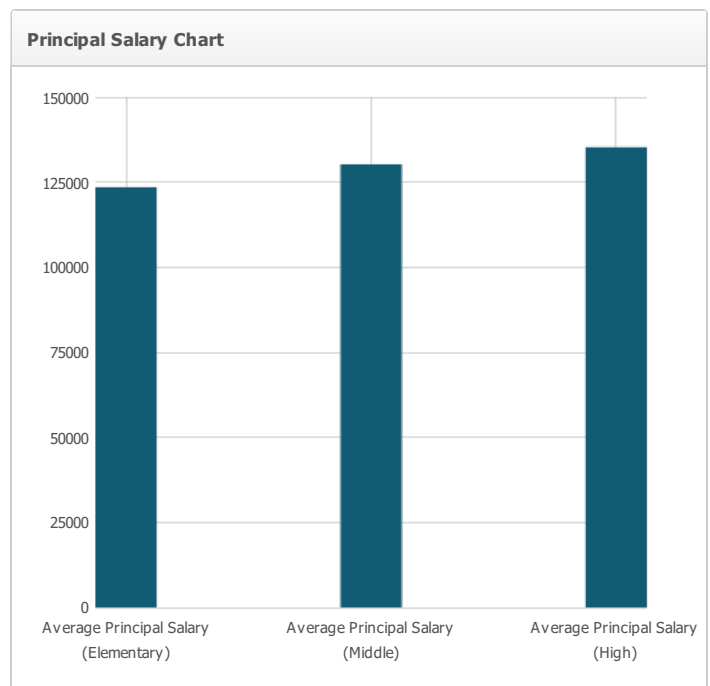
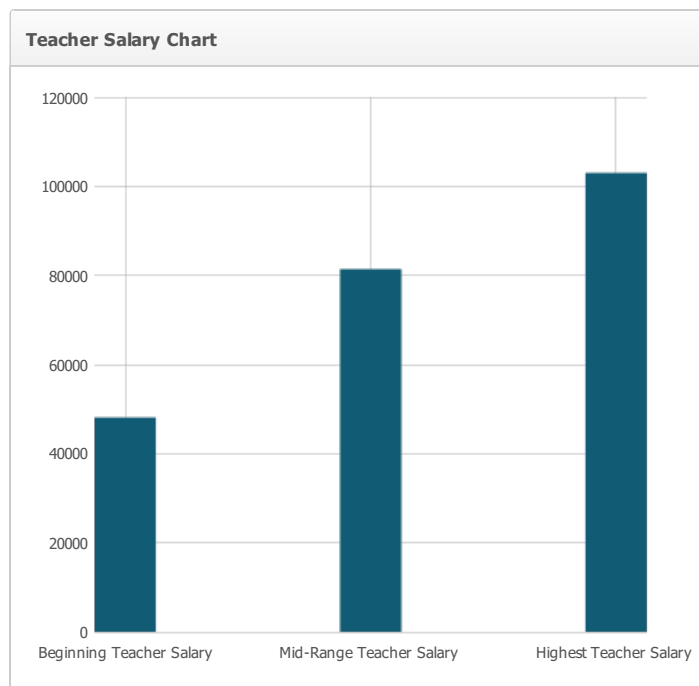
All funding must be directly linked to the Local Control Accountability Plan (LCAP). There has been additional funding provided to support our EL students, socio-economic disadvantaged students and foster youth. At Sobrato, that funding has supported additional staffing for English learners, the opportunity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

Last updated: 12/19/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,115	\$49,084
Mid-Range Teacher Salary	\$81,398	\$76,091
Highest Teacher Salary	\$102,994	\$95,728
Average Principal Salary (Elementary)	\$123,538	\$118,990
Average Principal Salary (Middle)	\$130,264	\$125,674
Average Principal Salary (High)	\$135,254	\$137,589
Superintendent Salary	\$262,891	\$230,096
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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



Last updated: 1/3/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	3	N/A
All Courses	15	35.30%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/6/2020

Professional Development

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 sixth cohort of training. Upon its completion, 49 teachers will have attended the five-day training. To continue this work, Sobrato has several lead teachers who are trained to support their colleagues 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 four attend to receive training on how to support students in a variety of areas to achieve academic success.

As part 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).

District wide professional development (pd) includes two whole day pd's, one additional whole day provided at the site, and weekly one hour collaboratives for a total of three scheduled whole day pd's or 8 total day equivalents.

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/3/2020