

Ann Sobrato High School

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

Theresa Sage, Principal

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2019-20 School Accountability Report Card Published During the 2020-21 School Year

Morgan Hill Unified School District

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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 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 2020, 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. During distance learning this year, tutorial periods were expanded to 50 minutes daily. 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. We have also adopted CharacterStrong curriculum for advisory to promote character development. 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. While these events will not take place this year because of COVID-19, we look forward to bringing them back once students are on campus again. Through our ASB and Agriculture Leadership courses, we offer students leadership opportunities in addition to the curriculum. Our partnership with Cal-SOAP provides information and individual support to students in the way of college applications and financial aid workshops. Their efforts led to Sobrato having the highest FAFSA/CADA submission rate (71%) among South County high schools in 2020.

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, twenty 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 Specialist Program (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 16 curricular areas: Physics 1, Physics 2, Chemistry, Biology, Calculus AB, Calculus BC, Statistics, Computer Science Principles, Computer Science A, English Language, English Literature, U.S. History, World History, Psychology, 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, we started our partnership 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 partnership in 2020, we have expanded our course registration process to include student voice in our efforts to recruit historically underrepresented students for our AP program. 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 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 one free evening course per semester 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 more than 30 clubs ranging from academic clubs to a variety student interest clubs. 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 12 girls' sports (cross country, golf, tennis, field hockey, volleyball, basketball, soccer, water polo, swimming, softball, track and field, and lacrosse), 12 boys' sports (football, cross country, golf, tennis, water polo, basketball, soccer, baseball, swim, track and field, and volleyball, and lacrosse), and 4 coed sports (wrestling, badminton, cheerleading, and diving) including frosh/soph, junior varsity, and varsity levels of competition. During a typical school year, the annual participation in interscholastic athletics totals approximately one-half of our student population.

During the COVID-19 pandemic, Sobrato has provided distance learning to our students. The schedule, learning platform, and curriculum have been adapted to provide the maximum access to content in order to continue serving our students. Since the first day of the 2020-2021 school year, Sobrato has had a connectivity center for students without access to reliable internet. As COVID-19 restrictions improved, we were able to expand the connectivity center to a second classroom to foster tiered support for more students. Because distance learning is challenging, our staff has prioritized building relationships and checking in with their students. New processes for handing out schedules, textbooks, materials and more have been created to provide inclusive access while following current safety guidelines. Many services (including student clubs, parent groups, counseling support for students, etc.) have been adapted to virtual participation. In June 2020, we implemented the first Ann Sobrato High School virtual graduation and drive through diploma retrieval. While school activities have primarily been virtual, the school has been able to offer some in-person activities such as athletic conditioning for our athletes; on and off campus ASB, FFA, and band activities; and a variety of fundraiser activities (Athletic Boosters, Home & School Club, etc.). All of these in-person opportunities have followed safety protocols.

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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	430
Grade 10	398
Grade 11	320
Grade 12	335
Total Enrollment	1,483

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.4
Asian	15.4
Filipino	3.7
Hispanic or Latino	39
Native Hawaiian or Pacific Islander	0.4
White	33.2
Two or More Races	4.5
Socioeconomically Disadvantaged	31.8
English Learners	5.7
Students with Disabilities	9.7
Foster Youth	0.1
Homeless	4.4

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 for Ann Sobrato High	18-19	19-20	20-21
With Full Credential	59	58	62
Without Full Credential	2	2	1
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for Morgan Hill Unified	18-19	19-20	20-21
With Full Credential	♦	♦	370
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	9

Teacher Misassignments and Vacant Teacher Positions at Ann Sobrato High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	1	3	3
Total Teacher Misassignments*	1	3	4
Vacant Teacher Positions	0	1	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 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Education, StudySync The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Glencoe McGraw Hill: Biology, 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Vista Higher Learning: Descubre Level 1,2,3, Vista Higher Learning: D'accord! Level 1,2,3 Vista, Teras AP Spanish Language and Culture, Wayside Azulejo Anthology & Guide to the AP Spanish Literature and Culture Course The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	incubators, steam sterilizer, autoclaves, UV transilluminator, white light box, vertical gel boxes, gel boxes, power supplies, microcentrifuges, heat blocks, centrifuges, BioHit micropipettes, analytical balance, Spectrophotometer20, digital camera, ice crusher, water baths, vacuum pumps, microscopes, dissecting scopes, digital scales, triple beam balances, Van der Graaf machines, digital slow motion camera, mineral/rock sets, LCD projectors, oscilloscope, solar panel kit, wind tunnel, stream tables, bunsen burners, cart tracks/aluminum dynamic carts, solar system models, celestial spheres, anatomical models Percent of students lacking their own assigned textbook: 0

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, Live Oak 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)Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: June 2020

System Inspected	Repair Status	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 Rating	Exemplary	

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	69	N/A	52	N/A	50	N/A
Math	49	N/A	43	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	46	N/A	35	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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.

We communicate weekly with our parents through a newsletter that is published in English and Spanish. This includes the meeting dates and times for all of our governance and booster meetings. If parents would like more information they can contact the principal's office at 408-201-6201.

Our counseling office, in conjunction with Cal-SOAP, offers 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. Sobrato is also pleased to celebrate with parents the many accomplishments of their students through Senior Awards Night, Honor Roll assemblies, and Senior Exhibition.

Parents have the opportunity to participate, at no cost, in the District's Project to Inspire program through the California Association of Bilingual Education. The 12 week sessions cover the US Educational System, Learning Standards, advocacy strategies, and parent school leadership.

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 (School Year 2020-2021)

Having a safe, supportive school environment is the key to the educational process. When we are not in distance learning, 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 underwent major revisions as part of the school improvement plan process in 2019. 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 and was approved on September 21, 2020 by the School Site Council.

For the 2020-21 school year, many staff worked remotely, and some classified staff assisted with duties outside their typical assignment both at our site and across the district. Our safety team has assisted with new COVID-19-related safety protocols. Students largely worked at their homes, though we had a small group of students on campus who had connectivity challenges. Students and staff are screened for symptoms daily when they are on campus.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.5	5.0	4.9	5.0	3.5	3.5
Expulsions	.1	.1	.1	.2	.1	.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.04	.04	n/a
Expulsions	.001	.001	n/a

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	529.6

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	3.283
Library Media Teacher (Librarian)	n/a
Library Media Services Staff (Paraprofessional)	n/a
Psychologist	1
Social Worker	0
Nurse	.15
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	n/a
Other	1.91

*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	31	8	11	31	29	9	16	25	33	8	10	32
Mathematics	31	6	16	28	31	7	14	27	35	5	14	30
Science	31	5	11	21	30	6	10	22	32	3	12	22
Social Science	31	5	7	31	32	4	10	28	32	6	7	27

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	9

To meet the needs of our English learners, professional development in Constructing Meaning has been a district-wide area of focus. We are in our sixth cohort of training. Upon its completion, 40 current 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. The expectation is that all secondary teachers will complete CM training, so teachers are selected based on whether they have been trained yet or not. They are supported in implementation by the CM site and department lead teachers through individual coaching and quarterly department trainings.

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. Teachers are supported in implementing AP strategies by their peers who are also teaching the course, by their department chair or administrator, or through the AP PLC which meets twice per year. College Board also has a significant library of resource for teachers who have been trained.

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. Teachers of the AVID elective are supported by one another in their PLC, as well as by the counselor and administrator that supports the AVID program. Teachers who have been to AVID training in their subject area but do not teach the AVID elective are supported in implementing AVID strategies by the AVID Site Team, and by teachers and administrators who share AVID strategies and resources with the staff during staff meetings or department meetings.

Other professional development at the site level includes book studies, collaboration time spent on creating and aligning curriculum across courses, and release time to analyze data and discuss instructional strategies to support students who may be underperforming. Book studies are required for teacher leaders, but any staff member can participate. We discuss the book throughout the semester to support implementation of strategies and philosophies. Collaboration time is offered to PLCs that have curriculum or data analysis work to do that would take more time than their monthly PLC time (two hours per month). PLCs can request this time, or administrators who are supporting the PLC can suggest it as a resource. For this kind of work, teachers are supported by PLC members and administrators to implement instructional strategies and curriculum.

PD for teachers / subs	\$20,000 68% Unrestricted Lottery; 32% LCFF
AP Summer Institutes	\$5,000 68% Unrestricted Lottery; 32% LCFF
AVID Summer Institute	\$10,000 LCFF

Site PD/collaboration/data subs \$3,000 68% Unrestricted Lottery; 32% LCFF
 Cultural Responsiveness book study \$500 Unrestricted Lottery

All teachers were provided training on strategies and platforms to teach during Distance Learning. They continue to receive ongoing support by the District's Teachers on Special Assignment.

Professional development was offered to administrators and teachers regularly during the school year and summer by district and school staff and external partners. Individual schools prioritize and align their professional development learning to their approved School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,318	\$49,782
Mid-Range Teacher Salary	\$83,434	\$76,851
Highest Teacher Salary	\$105,569	\$97,722
Average Principal Salary (ES)	\$127,689	\$121,304
Average Principal Salary (MS)	\$136,052	\$128,629
Average Principal Salary (HS)	\$131,848	\$141,235
Superintendent Salary	\$270,778	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	33.0
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/.

Types of Services Funded

Funding is allocated based upon the goals listed in the School 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. A focus for this year is increasing graduation rates for our struggling populations, and funding has been used to hire a math teacher to provide extra math support four days per week, as well as to expand a program to support 9th grade success through a summer bridge program and a 9th grade academy program which currently takes place during the school day. To address students' social-emotional needs, we will provide funding for additional Discovery Counseling services, expand use of character education lessons in our Advisory program, and any other needs as recommended by the PBIS Tier 2 intervention team.

State Priority: Pupil Engagement

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)

Rate for Ann Sobrato High School	2016-17	2017-18	2018-19
Dropout Rate	4.2	2.2	7.5
Graduation Rate	92	94.7	91.5

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6159.40	33.97	6125.43	79616
District	N/A	N/A	8495.23	\$81,305
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-32.4	-2.1
School Site/ State	-23.4	0.5

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

Rate for Morgan Hill Unified School	2016-17	2017-18	2018-19
Dropout Rate	6.5	9	12.2
Graduation Rate	89	86.2	84

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	988
% of pupils completing a CTE program and earning a high school diploma	29.8
% 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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.66
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	59.93

Career Technical Education Programs

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 Pathways offered at Sobrato High School:

- CTE Pathway
- Agriculture and Natural Resources
- Course 1: Soil Chemistry
- Ag Sales & Service
- Course 2: Vet Science
- Art & History of Floral Design
- Arts and Media
- Course 1: Advanced Photo
- Ceramics
- Studio Art
- Drama
- Stagecraft 1
- Course 2: Graphics
- Advanced Ceramics
- Advanced Studio Art
- Advanced Drama
- Stagecraft 2
- Health Science & Medical Technology
- Course 1: Sports Medicine
- Course 2: Exercise Science (Proposed)
- Information & Communication Technologies
- Course 1: Computer Science CP
- Course 2: AP Computer Science Principles
- AP Computer Science A

Sobrato offers 8 Capstone courses for its 4 pathways. The Capstone courses offered are AP Studio Art, Adv. Ceramics, Graphics, Adv. Drama, Stagecraft 2, Vet Science, Art History Floral Design, and AP Computer Science.

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.

2019-20 Advanced Placement Courses

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	3	N/A
Science	5	N/A
Social Science	3	N/A
All courses	17	21.1

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