

Ann Sobrato High
School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

| | | | |
|-----------------|---|--------------------|-------------------------|
| Address: | 401 Burnett Ave. Morgan Hill, CA, 95037-2641 | Principal: | Theresa Sage, Principal |
| Phone: | (408) 201-6200 | Grade Span: | 9-12 |

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.

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.

About This School

Theresa Sage, Principal

Principal, Ann Sobrato High

About Our School

Contact

Ann Sobrato High
401 Burnett Ave.
Morgan Hill, CA 95037-2641

Phone: (408) 201-6200
Email: saget@mhusd.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 20212022)

| | |
|----------------|--|
| District Name | Morgan Hill Unified (408) |
| Phone Number | 201-5023 Garcia, Carmen |
| Superintendent | garciacarmen@mhusd.org |
| Email Address | www.mhusd.org |
| Website | |

School Contact Information (School Year 20212022)

| | |
|-----------------------------------|---|
| School Name | Ann Sobrato High |
| Street | 401 Burnett Ave. |
| City, State, Zip | Morgan Hill, CA , 95037-2641 |
| Phone Number | (408) 201-6200 |
| Principal | Theresa Sage, Principal |
| Email Address | saget@mhusd.org |
| Website | https://sobrato.mhusd.org/ |
| County-District-School (CDS) Code | 43695830102368 |

Last updated: 1/14/22

School Description and Mission Statement (School Year 2021—2022)

Ann Sobrato High School is a high performing comprehensive high school supporting grades nine through twelve. The school was established in 2004 and the student population is approximately 1,550 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.

Sobrato staff believes in personalization, rigorous academic instruction, and support for all students. This is reflected in our guiding principles. We are pleased that our student achievement data reflects the dedication of our staff to improve student learning. Inside and outside of the classroom, we expect our students to "Do Good, Be GREAT" (Gritty, Responsible, Engaged, Accountable, and Thoughtful of others). Our Positive Behavior Intervention and Support (PBIS) team developed this motto that guides our school culture. The staff celebrates student successes through our acknowledgement system whereby teachers give students a raffle ticket for a weekly drawing when they notice a student exhibiting any of the GREAT behaviors. Teachers also fill out quarterly postcards with positive recognition that are mailed home to families.

We follow a modified block schedule to allow opportunities within the classroom for increased support, enrichment, and personalization. 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. We have also adopted Character Strong 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. Our bell schedule also includes a tutorial period in which students can choose where they go to get support from their teachers, make up missed tests and quizzes, and work with peers on assignments or projects.

At Sobrato, we offer a variety of educational opportunities for all students. In addition to advanced and AP classes offered in nearly every subject, students can also take a variety of Career Technical 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. 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 among South County high schools in 2021.

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 Sobrato operates a complete program for students with disabilities, the majority of our students with disabilities 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 through instructional strategies. ELPAC testing, updated Student Progress Profiles, and re-designations occur annually. Last year, 49 students were celebrated for earning the Seal of Biliteracy.

Sobrato offers a variety of Advanced Placement (AP) opportunities to accommodate the diverse interests and ability levels of our students. We currently offer AP classes in 18 curricular areas: Physics 1, Physics 2, Chemistry, Biology, Environmental Science, Calculus AB, Calculus BC, Statistics, Computer Science Principles, Computer Science A, English Language, English Literature, U.S. History, World History, Psychology, Spanish Language, French Language, and Studio Art.

In 2013, we started our partnership with Equal Opportunity Schools (EOS) to receive support in increasing the number of underrepresented youth, specifically Latinx and socioeconomically disadvantaged students, in Advanced Placement (AP) courses. Through our partnership in 2020, we have expanded our course registration process to include student voices 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. 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.

One of our core goals is to support students in transitioning from middle school to high school, and we have implemented several supports for our 9th grade students. Staff meet regularly to monitor progress and to plan interventions for students who are struggling in their classes. A summer program to support the transition to 9th grade was also implemented in the summer of 2021, and will continue each summer. Additionally, we implement Ninth Grade Academy during Tutorial periods in the first month of each school year. Teachers of English, Biology, and PE compile independent and teacher-led activities for students to complete during Tutorial, giving students the chance to practice skills they need in their classes and encourage them to form productive habits.

This year we were able to open a Wellness Center to support students and staff with general wellness support, therapy services, and connections to outside services if needed. The center has also been hosting tutoring support for 9th graders on Saturdays.

In addition to the Wellness Center, our Student Wellness Team meets weekly to discuss students they've worked with who may need supports and interventions, and to monitor student data to identify students they may not know yet, but who might need support. The team consists of academic counselors, assistant principals, Wellness Center staff, CARE counselor, AP secretary, and Community Liaison.

Sobrato continues to partner 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, Introduction to Public Speaking, and Mexican-American Culture and History.

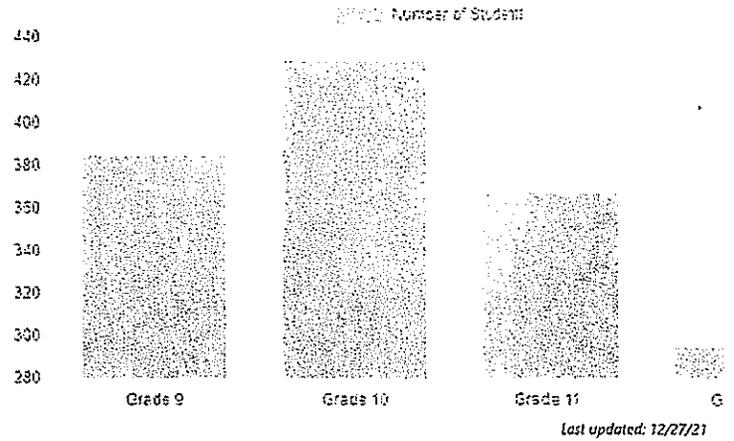
Sobrato partners with a variety of community organizations to support our students. Some examples are Cal-SOAP, Discovery Counseling, Community Solutions, Rotary Club, Morgan Hill Chamber of Commerce, Morgan Hill Police Department, and the Edward "Boss" Prado Foundation among others. The school has a plethora of co-curricular programs including more than 30 clubs ranging from academic clubs to a variety of 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, 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.

Last updated: 1/19/22

Student Enrollment by Grade Level (School Year 2020—2021)

| Grade Level | Number of Students |
|-------------|--------------------|
| Grade 9 | 385 |

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 10 | 429 |
| Grade 11 | 367 |
| Grade 12 | 295 |
| Total Enrollment | 1476 |



Student Enrollment by Student Group (School Year 2020—2021)

| Student Group | Student Group | Student Group (Other) | Student Group |
|-------------------------------------|---------------|---------------------------------|---------------|
| Black or African American | 1.60% | Socioeconomically Disadvantaged | 29.90% |
| American Indian or Alaska Native | 0.80% | English Learners | 6.30% |
| Asian | 15.90% | Students with Disabilities | 10.30% |
| Filipino | 4.10% | Foster Youth | 0.10% |
| Hispanic or Latino | 40.40% | Homeless | 6.50% |
| Native Hawaiian or Pacific Islander | 0.20% | | |
| White | 32.00% | | |
| Two or More Races | 3.60% | | |

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: December 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--------------------------------|---|----------------------------|--|
| Reading/Language Arts | Read 180 Stage A Read 180 Stage B Read 180 Stage C System 44 McGraw StudySync AP Language AP Literature | Yes | 0% |
| Mathematics | CPM Integrated Math 1-3 | Yes | 0% |
| Science | HMH The Living Earth Savvas Experiencing Chemistry HMH Physics in the Universe Physical Science (Sped) AP Chemistry AP Physics | Yes | 0% |
| History-Social Science | Pearson World History 10 Pearson US History 11 Pearson Civics/Econ 12 AP World History AP US History | Yes | 0% |
| Foreign Language | Vista Higher Learning Descubre 1-3 Vista Higher Learning D'accord 1-3 | Yes | 0% |
| Health | Positive Prevention Plus English Version Spanish Version Special Populations Version | Yes | 0% |
| Visual and Performing Arts | n/a | | 0% |
| Science Lab Eqmt (Grades 9-12) | N/A | N/A | 0% |

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

Last updated: 12/27/21

School Facility Conditions and Planned Improvements

Generally the entire campus (inside and outside) is well maintained. Some finishes are near the end of their life (flooring, casework, ceiling tiles) but are being maintained in a safe and clean way.

Last updated: 1/18/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (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 of the most recent FIT report: January 2022

| 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: January 2022

Overall Rating

Exemplary

Last updated: 1/18/22

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 2019-2020 | School 2020-2021 | District 2019-2020 | District 2020-2021 | State 2019-2020 | State 2020-2021 |
|--|---------------------|---------------------|-----------------------|-----------------------|--------------------|--------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | 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.

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: 1/11/22

Ann Sobrato High School

| English Language Arts | Total Enrollment | Number Tested | Percent Tested | Percent not Tested | Percent at or above grade level. |
|-------------------------------------|------------------|---------------|----------------|--------------------|----------------------------------|
| All | 351 | 312 | 89% | 11% | 94% |
| Female | 191 | 171 | 90% | 10% | 96% |
| Male | 159 | 141 | 89% | 11% | 91% |
| American Indian or Alaskan Native | 2 | 2 | 100% | 0% | |
| Asian | 51 | 50 | 98% | 2% | 98% |
| Black or African American | 9 | 6 | 67% | 33% | |
| Filipino | 14 | 12 | 86% | 14% | 100% |
| Hispanic or Latino | 147 | 123 | 84% | 16% | 88% |
| Native Hawaiian or Pacific Islander | 0 | | | | |
| Not Specified | 5 | 4 | 80% | 20% | |
| Two or More Races | 11 | 11 | 100% | 0% | 100% |
| White | 112 | 104 | 93% | 7% | 96% |
| English Learners | 17 | 11 | 65% | 35% | 73% |
| Foster Youth | 2 | 2 | 100% | 0% | |
| Homeless | 32 | 24 | 75% | 25% | 92% |
| Military | 25 | 19 | 76% | 24% | 89% |
| Socioeconomically Disadvantaged | 95 | 81 | 85% | 15% | 91% |
| Migrant Education | 7 | 6 | 86% | 14% | |
| Students with Disabilities | 43 | 25 | 58% | 42% | 72% |

| Mathematics | Total Enrollment | Number Tested | Percent Tested | Percent not Tested | Percent at or above grade level. |
|-------------------------------------|------------------|---------------|----------------|--------------------|----------------------------------|
| All | 351 | 286 | 81% | 19% | 93% |
| Female | 191 | 164 | 86% | 14% | 95% |
| Male | 159 | 122 | 77% | 23% | 91% |
| American Indian or Alaskan Native | 2 | 2 | 100% | 0% | |
| Asian | 51 | 29 | 57% | 43% | 93% |
| Black or African American | 9 | 6 | 67% | 33% | |
| Filipino | 14 | 12 | 86% | 14% | 100% |
| Hispanic or Latino | 147 | 125 | 85% | 15% | 89% |
| Native Hawaiian or Pacific Islander | 0 | | | | |
| Not Specified | 5 | 5 | 100% | 0% | |
| Two or More Races | 11 | 9 | 82% | 18% | 100% |
| White | 112 | 98 | 88% | 13% | 98% |
| English Learners | 17 | 15 | 88% | 12% | 47% |
| Foster Youth | 2 | 1 | 50% | 50% | |
| Homeless | 32 | 28 | 88% | 13% | 82% |
| Military | 25 | 23 | 92% | 8% | 87% |
| Socioeconomically Disadvantaged | 95 | 88 | 93% | 7% | 86% |
| Migrant Education | 7 | 6 | 86% | 14% | |
| Students with Disabilities | 43 | 34 | 79% | 21% | 53% |

Note: NWEA MAP growth assessments in Mathematics and English Language Arts/Reading were administered in the spring of 2020-21 to students in grades 3-8, 11. Percent at or above grade level was determined by the number of students scoring above one standard deviation below the NWEA Nationally Normed grade level averages determined by the pre-pandemic NWEA National norm study. Student groups with less than 10 members do not report Percent At or Above grade level in accordance with Federal Data Privacy requirements.

**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 2019-2020 | School 2020-2021 | District 2019-2020 | District 2020-2021 | State 2019-2020 | State 2020-2021 |
|--|-----------------------------|-----------------------------|-------------------------------|-------------------------------|----------------------------|----------------------------|
| Science (grades 5, 8, and high school) | N/A | N/T | N/A | N/T | N/A | 28.72 |

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.

Last updated: 1/11/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

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

CTE Pathway: 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

CTE Pathway: Health Science & Medical Technology

Course 1

Sports Medicine

Course 2

Exercise Science

CTE Pathway: Information & Communication Technologies

Course 1

Computer Science CP

Course 2

AP Computer Science Principles

AP Computer Science A

Last updated: 1/10/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 867 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 73.9 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | -- |

Last updated: 1/11/22

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.52% |
| 2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission | 59.94% |

Last updated: 1/11/22

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 2020—2021)

| 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 |
|-------------|--|--|---|
| | | | |

| 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 |
|-------------|--|--|---|
| 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-30-20 was issued which waived the requirement for statewide testing for the 2019--2020 school year.

Last updated: 1/11/22

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 2021-2022)

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 for these important programs. 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.

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)

| Indicator | School 2018-2019 | School 2019-2020 | School 2020-2021 | District 2018-2019 | District 2019-2020 | District 2020-2021 | State 2018-2019 | State 2019-2020 | State 2020-2021 |
|-----------------|------------------|------------------|------------------|--------------------|--------------------|--------------------|-----------------|-----------------|-----------------|
| Dropout Rate | 7.50% | 3.00% | 2.00% | 12.20% | 9.00% | 3.30% | 9.00% | 8.90% | 9.40% |
| Graduation Rate | 91.50% | 96.40% | 96.30% | 84.00% | 87.00% | 89.20% | 84.50% | 84.20% | 83.60% |

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

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

| Rate | School 2018-2019 | School 2020-2021 | District 2018-2019 | District 2020-2021 | State 2018-2019 | State 2020-2021 |
|-------------|---------------------|---------------------|-----------------------|-----------------------|--------------------|--------------------|
| Suspensions | 5.03% | 0.13% | 4.97% | 0.07% | 3.47% | 0.20% |
| Expulsions | 0.13% | 0.00% | 0.16% | 0.00% | 0.08% | 0.00% |

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 2019-2020 | District 2019-2020 | State 2019-2020 |
|-------------|---------------------|-----------------------|--------------------|
| Suspensions | 3.55% | 3.64% | 2.45% |
| Expulsions | 0.13% | 0.11% | 0.05% |

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.

Last updated: 1/11/22

School Safety Plan (School Year 2021-2022)

Having a safe, supportive school environment is the key to the educational process. 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 with the front office. Fencing was installed around the campus during the fall of 2021.

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 20, 2021 by the School Site Council.

Last updated: 12/27/21

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

| Subject | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|----------------|--------------------|-------------------------|--------------------------|-----------------------|
| English | 29.00 | 9 | 16 | 25 |
| Math | 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)

| Subject | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|----------------|--------------------|-------------------------|--------------------------|-----------------------|
| English | 33.00 | 8 | 10 | 32 |
| Math | 33.00 | 5 | 14 | 30 |
| Science | 32.00 | 3 | 12 | 22 |
| Social Science | 32.00 | 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)

| Subject | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|----------------|--------------------|-------------------------|--------------------------|-----------------------|
| English | 30.00 | 7 | 16 | 27 |
| Math | 30.00 | 5 | 14 | 29 |
| Science | 31.00 | 6 | 10 | 23 |
| Social Science | 33.00 | 4 | 7 | 32 |

Last updated: 1/11/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 492.0 |

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020—2021)

| 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 | 1.00 |
| Social Worker | 0.00 |
| Nurse | 0.15 |
| Speech/Language/Hearing Specialist | 1.50 |
| Resource Specialist (non-teaching) | 0.00 |
| Other | 0.50 |

Last updated: 1/1/00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$5873.45 | \$40.77 | \$5832.68 | \$81175.00 |
| District | N/A | N/A | \$8232.56 | \$82914.00 |
| Percent Difference – School Site and District | N/A | N/A | -34.10% | -2.10% |
| State | N/A | N/A | \$8443.83 | \$81044.00 |
| Percent Difference – School Site and State | N/A | N/A | -36.60% | 0.20% |

Last updated: 1/11/22

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

Types of Services Funded (Fiscal Year 2020-2021)

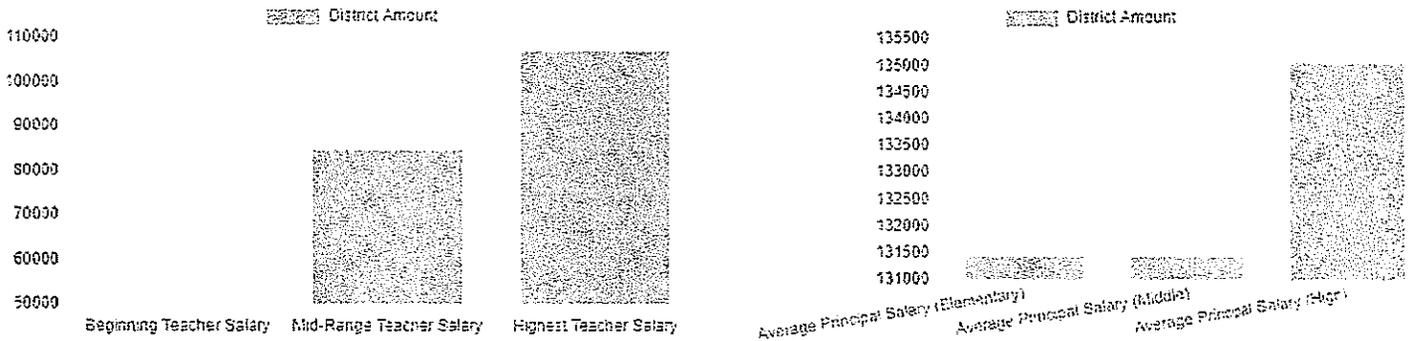
Funding is allocated based upon the goals listed in the Single Plan for Student Achievement (SPSA). These goals emphasize academic success for all students. All funding must be directly linked to the Local Control Accountability Plan (LCAP). There has been additional funding provided to support our EL 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. A focus for this year is increasing graduation rates for our struggling populations. Funding has been used to hire a math teacher to provide extra math support four days per week after school, to expand a program to support 9th grade success through a summer bridge program, and to support a 9th grade academy program which currently takes place during the school day.

Last updated: 12/27/21

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$50058.00 | \$51029.00 |
| Mid-Range Teacher Salary | \$84684.00 | \$78583.00 |
| Highest Teacher Salary | \$107152.00 | \$99506.00 |
| Average Principal Salary (Elementary) | \$124783.00 | \$124576.00 |
| Average Principal Salary (Middle) | \$131437.00 | \$131395.00 |
| Average Principal Salary (High) | \$135073.00 | -- |
| Superintendent Salary | \$278901.00 | \$240194.00 |
| Percent of Budget for Teacher Salaries | 33.00% | 34.00% |
| 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:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 41.40%

| Subject | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science | 2 |
| English | 2 |
| Fine and Performing Arts | 1 |
| Foreign Language | 2 |
| Mathematics | 5 |
| Science | 3 |
| Social Science | 3 |
| Total AP Courses Offered* | 18 |

Last updated: 1/11/22

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

Professional Development

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 or test 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 resources 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 three 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 underserved. 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, as well as discuss it in nearly every staff meeting. Our most recent book studies included Culturally Responsive Teaching and the Brain and Grading for Equity.

| Measure | 2019-2020 | 2020-2021 | 2021-2022 |
|---|-----------|-----------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6 | 9 | 9 |