

# Ann Sobrato High School

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



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Ann Sobrato High School
<b>Street</b>	401 Burnett Ave.
<b>City, State, Zip</b>	Morgan Hill, CA, 95037
<b>Phone Number</b>	408-201-6200
<b>Principal</b>	Theresa Sage - See Attachment
<b>Email Address</b>	saget@mhusd.org
<b>School Website</b>	sobrato.mhusd.org
<b>County-District-School (CDS) Code</b>	43 69583 0102368

## 2022-23 District Contact Information

<b>District Name</b>	Morgan Hill Unified School District
<b>Phone Number</b>	408-201-6023
<b>Superintendent</b>	Dr. Carmen Garcia
<b>Email Address</b>	garciacarmen@mhusd.org
<b>District Website Address</b>	www.mhusd.org

## 2022-23 School Overview

Ann Sobrato High School is a comprehensive high school supporting grades nine through twelve. 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 May 2022, U.S. News & World Report ranked Sobrato among the top 7% of high schools in California and the top 5% of schools in 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 rotating block schedule to allow opportunities within the classroom for increased support, enrichment, and personalization. This year, we added a 7th period for students, and expanded our tutorial periods to four 45-minute periods per 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, each year typically providing 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

## 2022-23 School Overview

financial aid workshops. Their efforts have led to Sobrato having the highest FAFSA/CADA submission rate for multiple years among South County high schools, with a 65.7% submission rate in 2022.

Sobrato partners with Gavilan College's High Step program to bring evening community college 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, Introduction to Public Speaking, Mexican-American Studies, and Personal Finance. 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, Youth Alliance, and the Edward "Boss" Prado Foundation, among others. The school boasts a plethora of co-curricular programs including more than 45 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 8 girls' sports (tennis, field hockey, volleyball, basketball, soccer, water polo, softball, and lacrosse), 9 boys' sports (football, golf, tennis, water polo, basketball, soccer, baseball, volleyball, and lacrosse), and 7 coed sports (wrestling, track and field, swimming, cross country, badminton, cheerleading, and diving) including junior varsity and varsity levels of competition. Prior to COVID 19, our participation in school sports was approximately 675 students; post COVID, we are rebuilding our programs, with approximate participation around 530 students.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	398
Grade 10	383
Grade 11	407
Grade 12	356
<b>Total Enrollment</b>	<b>1,544</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	49.7
American Indian or Alaska Native	0.8
Asian	15.2
Black or African American	1.7
Filipino	4.4
Hispanic or Latino	41.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	4.1
White	29.9
English Learners	6.9
Foster Youth	0.0
Homeless	6.0
Migrant	1.0
Socioeconomically Disadvantaged	30.0
Students with Disabilities	9.8

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	55.20	93.57	327.10	87.46	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.10	0.84	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.70	2.88	18.60	4.98	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.60	3.38	12115.80	4.41
Unknown	2.00	3.54	12.40	3.33	18854.30	6.86
<b>Total Teaching Positions</b>	<b>59.00</b>	<b>100.00</b>	<b>374.00</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

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

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.70	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	1.70	

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

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

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

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

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.70	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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

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

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

Year and month in which the data were collected		December 2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	McGraw Hill Education, StudySync	Yes	0
<b>Mathematics</b>	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
<b>Science</b>	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	Yes	0
<b>History-Social Science</b>	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
<b>Foreign Language</b>	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	Yes	0
<b>Health</b>	Positive Prevention Plus Grade 9 physical education English Version Spanish Version Special Populations Version		
<b>Science Laboratory Equipment (grades 9-12)</b>	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		0

## 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.

Fencing was installed around the campus during the Fall of 2021. In Winter 2022-2023, the school is working with the district to add more gates to the fence to allow for safer and quicker exit in case of emergency.

Year and month of the most recent FIT report

January 2022

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	70	N/A	49	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	48	N/A	36	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	407	387	95.09	4.91	69.51
<b>Female</b>	196	186	94.90	5.10	76.34
<b>Male</b>	210	200	95.24	4.76	63.50
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	77	77	100.00	0.00	88.31
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	16	16	100.00	0.00	93.75
<b>Hispanic or Latino</b>	148	136	91.89	8.11	50.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	25	23	92.00	8.00	65.22
<b>White</b>	132	126	95.45	4.55	76.98
<b>English Learners</b>	27	23	85.19	14.81	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	22	20	90.91	9.09	40.00
<b>Military</b>	22	21	95.45	4.55	71.43
<b>Socioeconomically Disadvantaged</b>	109	98	89.91	10.09	52.04
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	31	29	93.55	6.45	10.34

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	406	385	94.83	5.17	47.53
<b>Female</b>	195	184	94.36	5.64	46.20
<b>Male</b>	210	200	95.24	4.76	49.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	77	77	100.00	0.00	80.52
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	16	16	100.00	0.00	62.50
<b>Hispanic or Latino</b>	147	134	91.16	8.84	22.39
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	25	23	92.00	8.00	47.83
<b>White</b>	132	126	95.45	4.55	52.38
<b>English Learners</b>	27	22	81.48	18.52	13.64
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	22	19	86.36	13.64	21.05
<b>Military</b>	22	21	95.45	4.55	42.86
<b>Socioeconomically Disadvantaged</b>	109	97	88.99	11.01	24.74
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	31	29	93.55	6.45	6.90

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	47.08	NT	34.04	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	754	720	95.49	4.51	47.08
<b>Female</b>	379	359	94.72	5.28	44.85
<b>Male</b>	372	358	96.24	3.76	49.72
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	129	129	100	0	67.44
<b>Black or African American</b>	16	16	100	0	25
<b>Filipino</b>	34	34	100	0	58.82
<b>Hispanic or Latino</b>	290	269	92.76	7.24	30.86
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	38	36	94.74	5.26	41.67
<b>White</b>	242	231	95.45	4.55	55.41
<b>English Learners</b>	41	38	92.68	7.32	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	44	40	90.91	9.09	20
<b>Military</b>	49	49	100	0	32.65
<b>Socioeconomically Disadvantaged</b>	223	204	91.48	8.52	27.94
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	72	67	93.06	6.94	10.45

## 2021-22 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:

**\*Agricultural Business**

Concentrator Course: Art & History of Floral Design

Capstone Course: Ag Sales and Services

**\*Agriscience**

Intro Course: Ag Biology

Concentrator Course: Soil Chemistry

Capstone Course: Vet Science

**\*Agriscience**

Intro Course: Ag Biology

Concentrator Course: Food Science

**\*Agricultural Mechanics**

Concentrator Course: Ag Mechanics

Capstone Course: Ag Welding

**\*Design, Visual, & Media Arts**

Concentrator Course: Studio Art 1

Capstone Course: Adv Studio Art

**\*Design, Visual, & Media Arts**

Concentrator Course: Ceramics

Capstone Course: Adv Ceramics

**\*Design, Visual, & Media Arts**

Concentrator Course: Adv Photography

Capstone Course: Graphic Design

**\*Performing Arts**

Concentrator Course: Drama 1

Capstone Course: Adv Drama

**\*Production & Managerial Arts**

Concentrator Course: Stagecraft 1

Capstone Course: Stagecraft 2

**\*Patient Care**

Concentrator Course: Sports Medicine

Capstone Course: Exercise Science

**\*Software & Systems Development**

Concentrator Course: Intro to Computer Science

Capstone Course Options: AP Computer Science Principles or AP Computer Science A

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	952
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	61.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	96.83
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	66.20

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	99%	99%	99%	99%	99%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2022-23 Opportunities for Parental Involvement

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 English Language Advisory Committee (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

## 2022-23 Opportunities for Parental Involvement

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 monthly with our families 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, Senior Exhibition, and freshman awards.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		3	2.8		9	5.1		8.9	7.8
Graduation Rate		96.4	96.9		87	92.5		84.2	87



## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	359	348	96.9
<b>Female</b>	189	185	97.9
<b>Male</b>	169	162	95.9
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	52	52	100.0
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	19	19	100.0
<b>Hispanic or Latino</b>	151	143	94.7
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	--	--	--
<b>White</b>	112	109	97.3
<b>English Learners</b>	18	17	94.4
<b>Foster Youth</b>	0	0	0.0
<b>Homeless</b>	32	28	87.5
<b>Socioeconomically Disadvantaged</b>	138	130	94.2
<b>Students Receiving Migrant Education Services</b>	11	11	100.0
<b>Students with Disabilities</b>	44	43	97.7

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1594	1581	223	14.1
Female	790	784	110	14.0
Male	797	790	111	14.1
American Indian or Alaska Native	13	13	0	0.0
Asian	235	235	10	4.3
Black or African American	27	27	4	14.8
Filipino	69	69	5	7.2
Hispanic or Latino	681	672	137	20.4
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	65	65	14	21.5
White	465	463	47	10.2
English Learners	120	119	35	29.4
Foster Youth	2	2	2	100.0
Homeless	106	106	27	25.5
Socioeconomically Disadvantaged	515	510	119	23.3
Students Receiving Migrant Education Services	18	18	3	16.7
Students with Disabilities	173	172	61	35.5

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.55	3.64	2.45
<b>Expulsions</b>	0.13	0.11	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.13	3.14	0.07	4.44	0.20	3.17
<b>Expulsions</b>	0.00	0.13	0.00	0.15	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	3.14	0.13
<b>Female</b>	1.14	0.13
<b>Male</b>	5.14	0.13
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.85	0.00
<b>Black or African American</b>	3.70	3.70
<b>Filipino</b>	1.45	0.00
<b>Hispanic or Latino</b>	5.14	0.15
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	4.62	0.00
<b>White</b>	1.51	0.00
<b>English Learners</b>	8.33	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	6.60	0.00
<b>Socioeconomically Disadvantaged</b>	6.02	0.39
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	9.83	0.58

## 2022-23 School Safety Plan

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. 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 12, 2022 by the School Site Council.

Our school continues to notify students when they are exposed to COVID 19. COVID tests are distributed to all students and staff so that everyone can test over breaks to ensure a healthy return back from any extended breaks.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	8	10	32
Mathematics	35	5	14	30
Science	32	3	12	22
Social Science	32	6	7	27

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	7	16	27
Mathematics	31	5	14	29
Science	31	6	10	23
Social Science	33	4	7	32

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	5	11	33
Mathematics	32	4	13	32
Science	31	3	15	23
Social Science	32	3	11	29

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	467.88

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.3
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.0

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

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6159.40	33.97	6125.43	79616
District	N/A	N/A	8495.23	\$83,657
Percent Difference - School Site and District	N/A	N/A	-32.4	-4.9
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-7.4	-4.3

## 2021-22 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 and wellness 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 and A-G eligibility rates for our underserved populations, and funding has been used to hire a math teacher to provide extra math support four days per week. The school is also supporting freshmen through a freshman success team and a summer bridge program.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,809	\$52,478
Mid-Range Teacher Salary	\$85,955	\$80,810
Highest Teacher Salary	\$108,761	\$101,276
Average Principal Salary (Elementary)	\$134,228	\$127,080
Average Principal Salary (Middle)	\$142,204	\$134,264
Average Principal Salary (High)	\$136,760	\$147,200
Superintendent Salary	\$278,901	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	37.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

<b>Subject</b>	<b>Number of AP Courses Offered</b>
<b>Computer Science</b>	2
<b>English</b>	2
<b>Fine and Performing Arts</b>	2
<b>Foreign Language</b>	2
<b>Mathematics</b>	3
<b>Science</b>	4
<b>Social Science</b>	3
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	18

## Professional Development

A significant district wide area of focus is Professional Learning Communities (PLCs) and Professional Learning Teams (PLTs). The district has provided many days of training for administrators and teacher leaders to understand the organization and implementation of PLTs. In addition, our district wide all-staff Professional Development days have included in-depth training for collaborating, backwards planning and identifying essential standards.

Each year, several staff members are prepared to teach Advanced Placement coursework. All teachers assigned these courses 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 PLT 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 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 PLT, as well as by the counselor and administrator who support 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. The district has provided training in Constructing Meaning to support English Learners in all classrooms. Thirty-seven current teachers will have attended the five-day training.

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 PLTs that have curriculum or data analysis work to do that would take more time than their monthly PLT time (four hours per month). PLTs can request this time, or administrators who are supporting the PLT can suggest it as a resource. For this kind of work, teachers are supported by PLT members and administrators to implement instructional strategies and curriculum. In addition, our site has a stipend for two lead teachers to prepare ongoing Professional Development around PLT work; they prepare materials and training for department and staff meetings to supplement learning that the district provides.

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 SPSA and LCAP.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	9		