

# Ann Sobrato High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 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            |
| <b>Email Address</b>                     | saget@mhusd.org         |
| <b>School Website</b>                    | sobrato.mhusd.org       |
| <b>County-District-School (CDS) Code</b> | 43 69583 0102368        |

## 2023-24 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</b> | www.mhusd.org                       |

## 2023-24 School Description and Mission Statement

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. We are a WASC-accredited school in year four of a six-year accreditation cycle, and are ranked in the top 6% in the state and 4% in the nation, according to US News and World Report. Inside and outside of the classroom, we expect our students to “Do Good, Be GREAT” (Gritty, Responsible, Engaged, Accountable, and Thoughtful of others).

At Sobrato, we offer a variety of educational opportunities for all students. In 2022-2023, we offered 19 AP courses, 10 Inclusion courses, 11 CTE pathways, and UC/CSU eligibility requirements as our default graduation requirements. We also offer support classes such as Math 1 support, Math 3 support, AVID, ELD, and special education courses. The school reached an agreement with Gavilan College to offer three dual enrollment classes for the 2023-2024 school year. Through our ASB and Agriculture Leadership courses, we offer students leadership opportunities in addition to the curriculum. We follow a rotating block schedule of seven periods that includes tutorial periods four times a week and an advisory period once a week. 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. Sobrato’s athletics program offers 18 sports programs, including junior varsity and varsity levels of competition. Participation in school sports is approximately 822 students, or about 54% of our student body.

Our partnership with Cal-SOAP and our four academic counselors provide information and individual support to students in the way of college applications and financial aid workshops. Their efforts have led to Sobrato having the highest FAFSA/CADAA submission rate for multiple years among South County high schools. Grade-level parent information nights are held throughout the year. Sobrato partners with a variety of community organizations to support our students, including Rotary

## 2023-24 School Description and Mission Statement

Club, Morgan Hill Chamber of Commerce, and Morgan Hill Police Department. In addition, we have several parent organizations that support our students in extracurricular activities, such as booster clubs for Band, FFA, and Athletics. Sobrato has an active Wellness Center that supports our students' social-emotional well-being.

## About this School

### 2022-23 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 9          | 374                |
| Grade 10         | 398                |
| Grade 11         | 358                |
| Grade 12         | 391                |
| Total Enrollment | 1,521              |

### 2022-23 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 48.6%                       |
| Male                                | 51.1%                       |
| American Indian or Alaska Native    | 0.8%                        |
| Asian                               | 15.6%                       |
| Black or African American           | 1.3%                        |
| Filipino                            | 4.3%                        |
| Hispanic or Latino                  | 41.7%                       |
| Native Hawaiian or Pacific Islander | 0.3%                        |
| Two or More Races                   | 4.5%                        |
| White                               | 28.5%                       |
| English Learners                    | 8.4%                        |
| Foster Youth                        | 0.1%                        |
| Homeless                            | 5.6%                        |
| Migrant                             | 1.1%                        |
| Socioeconomically Disadvantaged     | 29.1%                       |
| Students with Disabilities          | 10.5%                       |

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

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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 53.10         | 90.08          | 312.70          | 86.75            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 3.50            | 0.97             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 5.10          | 8.79           | 37.60           | 10.43            | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 4.50            | 1.27             | 11953.10     | 4.28          |
| <b>Unknown</b>   | 0.60          | 1.12           | 2.00            | 0.57             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 58.90         | 100.00         | 360.40          | 100.00           | 279044.80    | 100.00        |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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        | 0.80        |
| Misassignments   | 1.70        | 4.30        |
| Vacant Positions   | 0.00        | 0.00        |
| <b>Total Teachers Without Credentials and Misassignments</b> | <b>1.70</b> | <b>5.10</b> |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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        | 0.00        |
| Local Assignment Options                               | 0.00        | 0.00        |
| <b>Total Out-of-Field Teachers</b>                     | <b>0.00</b> | <b>0.00</b> |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 4.7     | 8.4     |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 0       |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected |  | December 2023               |  |
|---|--|-----------------------------|--|
| Subject   | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts                           | McGraw Hill Education, StudySync   | Yes                         | 0  |
| Mathematics                                     | Freeman & Worth: Statistics and Probability with Application, Freeman: Practice of Statistics for the AP Exam Pearson- | Yes                         | 0  |

|                               |   |     |   |
|-------------------------------|---|-----|---|
|                               | 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   |     |   |
| <b>Science</b>                | HMH The Living Earth, HMH Science California Dimensions Physics in the Universe Savvas: Experience Chemistry, McGraw Hill: Hole's Human Anatomy & Physiology, BFW: Environmental Science for the AP Course 4th Edition, Pearson: Chemistry: A Molecular Approach AP, Laboratory Manual, Chemistry: a Molecular Approach, Pearson Test Prep Series for AP Chemistry, Pearson: College Physics: A Strategic Approach, Pearson: Biology in Focus Third Edition, Pearson: Test Prep Workbook for AP Biology   | 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, Pearson: The Cultural Landscape; an introduction to Human Geography AP Edition, Pearson: Test Prep Series for AP Human Geography, McGraw Hill Education/Glencoe: Understanding Psychology, McGraw Hill Education: Sociology & You, BFW: Ways of the World: A Global History With Sources, BFW: Thinking Through Sources for Ways of the World: A Global History with Sources for the AP World History 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>       | Savvas: Auténtico Online Textbook and Online Curriculum, Savvas: Auténtico Leveled Vocabulary and Grammar Workbook 1-3 , Temas AP Spanish Language and Culture, Wayside Azulejo Anthology & Guide to the AP Spanish Literature and Culture Course, Edmentum French 2A and French 2B Online Textbook and Online Curriculum, Middlebury Interactive French 3 Online Textbook and Online Curriculum  | Yes | 0 |
| <b>Health</b>                 | Positive Prevention Plus Grade 9 physical education English Version<br>Spanish Version<br>Special Populations Version   | Yes | 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, performing arts center, and a library provide spaces to support our instructional programs. The main part of campus is enclosed with fencing.

**Year and month of the most recent FIT report**

November 2023

| System Inspected                                     | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer | X         |           |           |   |

## School Facility Conditions and Planned Improvements

|   |   |  |   |   |
|---|---|--|---|---|
| <b>Interior:</b><br>Interior Surfaces   |   |  | X | Ceiling tiles are broken. Maintenance and custodial staff are working on repairs.   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X |  |   |   |
| <b>Electrical</b>   |   |  | X | Electrical covers missing, daisy chaining electrical cords, electrical cords are tripping hazards. Custodial staff are working on repairs, teachers are removing tripping hazards and extra electrical cords. |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    |   |  | X | Menstrual products not readily available (no notice posted), toilets and faucets leak. Maintenance and custodial staff are working on making improvements and repairs.  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X |  |   |   |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X |  |   |   |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X |  |   |   |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
|           |      | X    |      |



## 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 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).

#### 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.

### 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.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 70             | 73             | 49               | 46               | 47            | 46            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 48             | 45             | 36               | 35               | 33            | 34            |

## 2022-23 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>                                  | 364                     | 350                  | 96.15                 | 3.85                      | 72.78                          |
| <b>Female</b>  | 153                     | 146                  | 95.42                 | 4.58                      | 77.40                          |
| <b>Male</b>  | 208                     | 201                  | 96.63                 | 3.37                      | 69.00                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 54                      | 54                   | 100.00                | 0.00                      | 88.89                          |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | 16                      | 14                   | 87.50                 | 12.50                     | 78.57                          |
| <b>Hispanic or Latino</b>                            | 153                     | 147                  | 96.08                 | 3.92                      | 61.64                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | 20                      | 18                   | 90.00                 | 10.00                     | 66.67                          |
| <b>White</b>   | 110                     | 107                  | 97.27                 | 2.73                      | 80.37                          |
| <b>English Learners</b>                              | 21                      | 20                   | 95.24                 | 4.76                      | 5.00                           |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                                      | 24                      | 22                   | 91.67                 | 8.33                      | 50.00                          |
| <b>Military</b>                                      | 25                      | 25                   | 100.00                | 0.00                      | 76.00                          |
| <b>Socioeconomically Disadvantaged</b>               | 103                     | 97                   | 94.17                 | 5.83                      | 50.00                          |
| <b>Students Receiving Migrant Education Services</b> | --                      | --                   | --                    | --                        | --                             |
| <b>Students with Disabilities</b>                    | 38                      | 37                   | 97.37                 | 2.63                      | 27.03                          |

## 2022-23 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>                                  | 364                     | 352                  | 96.70                 | 3.30                      | 44.73                          |
| <b>Female</b>  | 153                     | 148                  | 96.73                 | 3.27                      | 42.18                          |
| <b>Male</b>  | 208                     | 201                  | 96.63                 | 3.37                      | 46.27                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 54                      | 54                   | 100.00                | 0.00                      | 72.22                          |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | 16                      | 14                   | 87.50                 | 12.50                     | 64.29                          |
| <b>Hispanic or Latino</b>                            | 153                     | 148                  | 96.73                 | 3.27                      | 26.53                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | 20                      | 20                   | 100.00                | 0.00                      | 55.00                          |
| <b>White</b>   | 110                     | 106                  | 96.36                 | 3.64                      | 50.94                          |
| <b>English Learners</b>                              | 21                      | 21                   | 100.00                | 0.00                      | 0.00                           |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                                      | 24                      | 23                   | 95.83                 | 4.17                      | 22.73                          |
| <b>Military</b>                                      | 25                      | 25                   | 100.00                | 0.00                      | 40.00                          |
| <b>Socioeconomically Disadvantaged</b>               | 103                     | 98                   | 95.15                 | 4.85                      | 21.65                          |
| <b>Students Receiving Migrant Education Services</b> | --                      | --                   | --                    | --                        | --                             |
| <b>Students with Disabilities</b>                    | 38                      | 37                   | 97.37                 | 2.63                      | 8.11                           |

## 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.

Science test results include the CAST 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 CAST 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.

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.

| Subject                                  | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science<br>(grades 5, 8 and high school) | 47.08          | 52.85          | 34.04            | 35.35            | 29.47         | 30.29         |

## 2022-23 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 |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 751              | 739           | 98.40          | 1.60               | 52.85                   |
| Female  | 340              | 334           | 98.24          | 1.76               | 52.10                   |
| Male  | 406              | 400           | 98.52          | 1.48               | 53.13                   |
| American Indian or Alaska Native              | --               | --            | --             | --                 | --                      |
| Asian   | 129              | 129           | 100.00         | 0.00               | 71.32                   |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | 30               | 30            | 100.00         | 0.00               | 70.00                   |
| Hispanic or Latino                            | 289              | 281           | 97.23          | 2.77               | 33.93                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| Two or More Races                             | 46               | 45            | 97.83          | 2.17               | 46.67                   |
| White   | 238              | 235           | 98.74          | 1.26               | 64.26                   |
| English Learners                              | 42               | 40            | 95.24          | 4.76               | 0.00                    |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                       |
| Homeless                                      | 36               | 34            | 94.44          | 5.56               | 26.47                   |
| Military                                      | 45               | 45            | 100.00         | 0.00               | 48.89                   |
| Socioeconomically Disadvantaged               | 199              | 191           | 95.98          | 4.02               | 30.53                   |
| Students Receiving Migrant Education Services | --               | --            | --             | --                 | --                      |
| Students with Disabilities                    | 67               | 66            | 98.51          | 1.49               | 13.64                   |

## 2022-23 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

## 2022-23 Career Technical Education (CTE) Participation

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | 1261                      |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | 53.6                      |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 0                         |

## 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 |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission          | 99.41   |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 63.71   |

## 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.

## 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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     | 97                            | 97.8  | 97.3   | 85.4   | 97.8                     |

## 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.

## 2023-24 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

## 2023-24 Opportunities for Parental Involvement

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 bi-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, and Cash 4 College 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 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| <b>Dropout Rate</b>    | 2              | 2.8            | 2.6            | 3.3              | 5.1              | 2.8              | 9.4           | 7.8           | 8.2           |
| <b>Graduation Rate</b> | 96.3           | 96.9           | 96.2           | 89.2             | 92.5             | 92.8             | 83.6          | 87            | 86.2          |

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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>                                  | 390                          | 375                        | 96.2                   |
| <b>Female</b>  | 188                          | 184                        | 97.9                   |
| <b>Male</b>  | 201                          | 190                        | 94.5                   |
| <b>Non-Binary</b>                                    |                              |                            |                        |
| <b>American Indian or Alaska Native</b>              | --                           | --                         | --                     |
| <b>Asian</b>   | 75                           | 75                         | 100.0                  |
| <b>Black or African American</b>                     | --                           | --                         | --                     |
| <b>Filipino</b>                                      | 16                           | 15                         | 93.8                   |
| <b>Hispanic or Latino</b>                            | 137                          | 125                        | 91.2                   |
| <b>Native Hawaiian or Pacific Islander</b>           | --                           | --                         | --                     |
| <b>Two or More Races</b>                             | 19                           | 19                         | 100.0                  |
| <b>White</b>   | 128                          | 127                        | 99.2                   |
| <b>English Learners</b>                              | 28                           | 25                         | 89.3                   |
| <b>Foster Youth</b>                                  | 0.0                          | 0.0                        | 0.0                    |
| <b>Homeless</b>                                      | 28                           | 23                         | 82.1                   |
| <b>Socioeconomically Disadvantaged</b>               | 137                          | 125                        | 91.2                   |
| <b>Students Receiving Migrant Education Services</b> | --                           | --                         | --                     |
| <b>Students with Disabilities</b>                    | 38                           | 33                         | 86.8                   |



## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 1603                  | 1560                                    | 299                       | 19.2                     |
| Female  | 781                   | 755                                     | 141                       | 18.7                     |
| Male  | 817                   | 800                                     | 157                       | 19.6                     |
| Non-Binary                                    | 5                     | 5                                       | 1                         | 20.0                     |
| American Indian or Alaska Native              | 12                    | 12                                      | 2                         | 16.7                     |
| Asian   | 241                   | 241                                     | 10                        | 4.1                      |
| Black or African American                     | 22                    | 21                                      | 4                         | 19.0                     |
| Filipino                                      | 67                    | 67                                      | 7                         | 10.4                     |
| Hispanic or Latino                            | 688                   | 659                                     | 182                       | 27.6                     |
| Native Hawaiian or Pacific Islander           | 5                     | 4                                       | 1                         | 25.0                     |
| Two or More Races                             | 75                    | 70                                      | 12                        | 17.1                     |
| White   | 446                   | 439                                     | 68                        | 15.5                     |
| English Learners                              | 148                   | 139                                     | 46                        | 33.1                     |
| Foster Youth                                  | 6                     | 3                                       | 3                         | 100.0                    |
| Homeless                                      | 117                   | 107                                     | 38                        | 35.5                     |
| Socioeconomically Disadvantaged               | 509                   | 482                                     | 162                       | 33.6                     |
| Students Receiving Migrant Education Services | 20                    | 17                                      | 3                         | 17.6                     |
| Students with Disabilities                    | 177                   | 169                                     | 59                        | 34.9                     |

### 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.

| Rate        | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.13           | 3.14           | 2.25           | 0.07             | 4.44             | 4.90             | 0.20          | 3.17          | 3.60          |
| Expulsions  | 0.00           | 0.13           | 0.00           | 0.00             | 0.15             | 0.03             | 0.00          | 0.07          | 0.08          |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 2.25             | 0               |
| Female  | 1.92             | 0               |
| Male  | 2.57             | 0               |
| Non-Binary                                    |                  |                 |
| American Indian or Alaska Native              | 0                | 0               |
| Asian   | 0                | 0               |
| Black or African American                     | 9.09             | 0               |
| Filipino                                      | 0                | 0               |
| Hispanic or Latino                            | 4.07             | 0               |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 2.67             | 0               |
| White   | 0.67             | 0               |
| English Learners                              | 4.73             | 0               |
| Foster Youth                                  | 0                | 0               |
| Homeless                                      | 5.13             | 0               |
| Socioeconomically Disadvantaged               | 5.11             | 0               |
| Students Receiving Migrant Education Services | 0                | 0               |
| Students with Disabilities                    | 7.34             | 0               |

## 2023-24 School Safety Plan

Having a safe, supportive school environment is the key to the educational process. All four administrators and four 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 through the front office.

Our School Safety 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. Students were trained on safety procedures during advisory on September 13, 2023. The Morgan Hill Police Department trained our staff on Run Hide Defend procedures on October 4, 2023. The safety plan is reviewed annually and was approved on September 11, 2023 by the School Site Council.

Our school continues to notify students when they are exposed to COVID 19. We follow the health and safety guidelines issued by California Department of Public Health (CDPH) regarding COVID 19 and other health related situations.

## 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                                  |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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                 | 6                                    | 8                                     | 34                                  |
| Mathematics           | 34                 | 4                                    | 16                                    | 30                                  |
| Science               | 32                 | 3                                    | 19                                    | 19                                  |
| Social Science        | 31                 | 7                                    | 11                                    | 32                                  |

## 2022-23 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 | 380.25 |

## 2022-23 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) | 4                                |
| Library Media Teacher (Librarian)                             | 1                                |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  | 0                                |
| Social Worker   |                                  |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            |                                  |
| Resource Specialist (non-teaching)                            |                                  |
| Other   | 5                                |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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                               | \$89,709               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -32.4                                 | -4.9                   |
| State   | N/A                          | N/A                                 | \$7,607                               | \$87,362               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -7.4                                  | -4.3                   |

## Fiscal Year 2022-23 Types of Services Funded

Funding is allocated based upon the goals listed in the Single 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 students who identify as English Language Learners, socio-economically disadvantaged, and foster youth. At Sobrato, that funding has supported additional staffing for students who identify as English Language Learners, additional support for these groups in Advanced Placement courses, and additional course opportunities for students 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 after school. The school is also supporting freshmen through a freshman success team and a summer bridge program.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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                      | \$54,619        | \$54,190                                     |
| Mid-Range Teacher Salary                      | \$92,401        | \$85,111                                     |
| Highest Teacher Salary                        | \$116,918       | \$104,999                                    |
| Average Principal Salary (Elementary)         | \$141,746       | \$132,492                                    |
| Average Principal Salary (Middle)             | \$150,439       | \$140,987                                    |
| Average Principal Salary (High)               | \$163,233       | \$153,884                                    |
| Superintendent Salary                         | \$275,000       | \$255,503                                    |
| Percent of Budget for Teacher Salaries        | 32.32%          | 32.09%                                       |
| Percent of Budget for Administrative Salaries | 6.39%           | 5.25%  |

## 2022-23 Advanced Placement (AP) Courses

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

|                                   |      |
|-----------------------------------|------|
| Percent of Students in AP Courses | 50.6 |
|-----------------------------------|------|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject  | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science   | 0                            |
| English  | 8                            |
| Fine and Performing Arts   | 2                            |
| Foreign Language   | 3                            |
| Mathematics  | 6                            |
| Science  | 9                            |
| Social Science   | 15                           |
| <b>Total AP Courses Offered</b><br>Where there are student course enrollments of at least one student. | 43                           |

## 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. Our district-wide all-staff Professional Development days have included in-depth training for collaborating, identifying essential standards, and developing common assessments. In addition, our site has a stipend for two lead teachers to prepare ongoing Professional Development around book studies and PLT work; they prepare materials and training for leadership, department, and staff meetings to supplement learning that the district provides. At the request of

## Professional Development

administration or individual PLTs, there is also paid hourly time available for PLTs to collaborate on analyzing data and aligning curriculum.

Each year, several staff members are prepared to teach Advanced Placement coursework. All teachers assigned to 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. In addition, staff members have been attending AVID (Advancement Via Individual Determination) conferences. Teachers of the AVID elective are supported by the counselor and administrator who support the AVID program. The district has also provided training in Constructing Meaning to support students who are English Learners in all classrooms. At teacher request or program recommendation, teachers and staff attend professional development related to their subject area or program.

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  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 9       | 9       | 5       |