

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ann Sobrato High School	43 69583 0102368	5/9/2022	TBD

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement

Based on the CA Schools Dashboard, Sobrato High has been identified for ATSI for the following student group(s): English Learner

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.

Aligned with the LCAP for Morgan Hill Unified School District (MHUSD), the School Plan for Student Achievement (SPSA) is an annual plan that aligns with the district's LCAP. Our vision is to maintain our overall high level of academic performance while providing increased opportunities and supports for underrepresented groups. The SPSA includes continuous cycles of action, reflection, and improvement. Stakeholders include students; Sobrato staff, including teachers, classified, and

administrative personnel; families and community members. In order to develop the school's SPSA, input is solicited from all stakeholders through surveys and meetings. In addition, data regarding student achievement is analyzed to help determine site needs. We also reflect on our current SPSA actions/services and measurable outcomes to identify a plan moving forward into the 2023-2024 school year.

The following areas were identified in our last WASC self-study, which drives our vision and goals through 2025-2026, as critical areas of focus:

1. Student Achievement: Improve A-G eligibility
2. Communication: Improve communication with all stakeholders
3. Support Student Social-emotional Well-being: Provide supports and strategies for students to maintain positive mental health
4. Professional Development: Develop a strategic plan that utilizes data to further professional growth that supports student achievement and school climate

Our school's plan is organized into four goals:

- Improving college, career, and civic readiness
- Increasing family and community engagement
- Enhancing student engagement, social emotional learning, and school climate
- Increasing opportunities and outcomes for diverse student learners in the least restrictive environment

These goals are aligned with the four main goals in the MHUSD LCAP, and they meet the requirements of ESSA. One of our main focuses will be on A-G eligibility to ensure that students are career and college ready. We are also focusing on parent engagement, especially for our families who speak a language other than English. To support this, we have added coordinator positions for family engagement to increase communications. We are also focusing on student data regarding school connectedness and social emotional support. We plan to do some root cause analysis to identify why some students are not meeting A-G eligibility, and will plan professional development to support that cause. Throughout the SPSA, we focus on several student groups who are underserved based on the data we analyzed. These groups include students with disabilities, socio-economically disadvantaged students, Latino students, and English Learners. In particular, our SPSA contains focused support for English Learners, Sobrato has been identified for Additional Targeted Support and Improvement for our English Learners.

Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our LCAP and SPSA.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	5
Analysis of Current Instructional Program.....	6
Educational Partner Involvement	11
Resource Inequities	12
School and Student Performance Data	13
Student Enrollment.....	13
CAASPP Results.....	15
ELPAC Results	19
Student Population.....	22
Overall Performance	24
Academic Performance.....	26
Conditions & Climate.....	34
Goals, Strategies, & Proposed Expenditures.....	36
Goal 1.....	36
Goal 2.....	52
Goal 3.....	59
Goal 4.....	72
Budget Summary	77
Budget Summary	77
Other Federal, State, and Local Funds	77
Budgeted Funds and Expenditures in this Plan.....	78
Funds Budgeted to the School by Funding Source.....	78
Expenditures by Funding Source	78
Expenditures by Budget Reference	78
Expenditures by Budget Reference and Funding Source	78
Expenditures by Goal.....	78
School Site Council Membership	79
Recommendations and Assurances	80

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys are used to collect input from key stakeholders, including students, staff, and families.

Equal Opportunity Schools (EOS) Survey: This survey was given to 9th-11th graders to help us identify information about students in order to promote equitable access to the most academically intense courses and ensure high levels of success for all students. In addition, it includes information about sense of belonging, student career and college goals, and student mindsets.

MHUSD conducted the Local Control and Accountability Plan Survey (LCAP) at the district-wide level through the Hanover 2022-2023 Student, Staff, and Family Survey. The survey analyzed four overall areas: College, Career, & Civic Readiness; Family & Community Engagement; Student Engagement & Climate; and Support for Special Populations.

Survey participants included:

543 students

114 staff

279 parents

Based on the survey data, the following are areas of strength and growth for Sobrato High School.

Student Engagement

Areas of strength: 91% of parent respondents reported their student wants to do well in school, as well as 92% of students responded they want to do well in school.

Areas for growth: 53% of student respondents reported that student voice is included in decisions about instruction. 38% of student respondents reported that instruction motivates students.

Climate

Areas of strength: 87% of students responded that our school offers challenging classes and 75% of students feel that our school sets high expectations for student achievement.

Areas for growth: Only 60% of students feel our school values student voices and experiences.

Parent Involvement

Areas of strength: 76% of parents agree that our school hosts high school, college and career readiness workshops so that parents can learn about programs for student success.

Areas for growth: Only 33% of parents reported that our school offers parents a voice in the decision making process. Only 65% of parents feel our school effectively communicates with parents regarding student progress.

Support for Student Populations

The sample size for this section was under 20.

Areas of strength: 88% of parents feel that special education students at our school are included in general education classes and activities.

Areas for growth: 32% of the parents who responded feel our school provides enough academic support for special education students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The annual evaluation process at Sobrato High School involves frequent informal classroom observations and walk-throughs. Administrators, induction coaches, and teachers can participate in these informal observations/walk-throughs, and they can be used to provide direct feedback to the teacher or be used as a snapshot of all or part of the campus. When snap-shots of multiple classrooms are used, they are typically shared and discussed while keeping specific names of teachers confidential. This is helpful in identifying behaviors, instructional strategies, and student learning that seem to be common at our site. In addition, temporary and probationary teachers also participate in the formal observation cycle that includes goal-setting and monitoring. Permanent teachers participate in the evaluation cycle every other year at this time. Teachers who are permanent and have a positive evaluation are also able to participate in peer-based or project-based evaluations. Sobrato staff have access to the documents on MHUSD's website. All parts of the evaluation cycle are in accordance with the MHUSD and Morgan Hill Federation of Teachers (MHFT) Collective Bargaining Agreement.

The following are instructional strategies that can be seen on campus on a regular basis. Our Leadership Team will continue to encourage the use of these high-impact strategies:

- Academic language supports from Constructing Meaning (CM) such as language patterns, structured student talk, modeling the writing process, and think-pair-share
- Strategic combinations of instructional practices to ensure gradual release of responsibility, such as explicit instruction, independent work, and group work with assigned roles and responsibilities
- Clear agendas and objectives to make learning visible to students, including bell-ringers, warm-ups, and exit tickets
- Guided practice that includes graphic organizers, interactive notebooks, focused note-taking, problem-based learning, close reading, and annotation
- Student-centered presentations and discussions, including multimedia presentations and Socratic Seminars
- Technology-based learning, including multimedia presentations from teachers, analysis of videos, and online learning platforms (Gizmos, Pear Deck, CodeHS)

Our vision is to foster student engagement and critical thinking by increasing high-impact instructional strategies and limiting low-engagement activities.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

This site administers the Measures of Academic Progress (MAP) assessments from Northwest Evaluation Association (NWEA) in the fall and winter periods to get a baseline and growth score for 9th - 11th grade students. This year, 26% of 11th graders and a few 9th and 10th graders are enrolled in a math class beyond Integrated 3. For this reason, they did not take the math MAP assessment, which does not assess the standards beyond Integrated 3, resulting in significantly lower school-level scores. In addition, 11th graders take the California Assessment of Academic Performance and Progress (CAASPP) and in 2021-2022, any 12th graders who did not take it the previous year joined the 11th graders in taking the California Science Test (CAST). The LCAP funded free PSATs for all 10th graders, in addition to 9th and 11th graders who purchased the test. During the 2022-2023 school year, ___ students purchased and took the PSAT on campus. We offer a robust Advanced Placement (AP) program, and most students enrolled in AP courses participate in the College Board AP Exams. In the 2022-2023 school year, we administered approximately 1,350 AP Exams. Course-alike classes take common curriculum-based assessments throughout the school year. In addition, teachers routinely administer quizzes and informal assessments to gauge content mastery and need for reteaching.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use results of summative assessments from previous terms for baseline measures and then routinely use curriculum-based quizzes for formative information to drive reteaching and student readiness. Unit exams, many of which are provided by the publishers of the adopted curriculum or by the College Board, are used to determine student mastery of content. As a school, our vision is to continue to increase the number and consistency of common formative assessments through the Professional Learning Community (PLC) process. During the 2022-2023 school year, our Integrated Math 1 team and English 9 team have piloted this work.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Morgan Hill Unified School District strives to provide highly qualified staff for all students at all school sites. Teacher qualifications are monitored using data from the California Department of Education and our Morgan Hill Unified School District Human Resources Department. The District's goal is to hire teachers with the appropriate credentials for their given assignment. In addition, new/inexperienced teachers in Morgan Hill Unified School District participate in additional professional development, are assigned a mentor teacher, and are closely monitored by site administrators to assure effective teaching. If misassigned or out-of-field teachers become a concern in the future, the Human Resources Department would develop a plan with the site administrator to assist teachers in completing credential work or reassigning the teachers.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

For the 2021-2022 school year, Sobrato had 55.2 teachers with full credentials and 1.7 teachers without full credentials or misassigned.

Teachers receive training from organizations like College Board, AVID, textbook and curriculum publishers, the county office, and other professional subject area organizations. MHUSD provides new teachers with a teacher induction program, a two-year program that provides beginning teachers with mentoring, support, and professional development in partnership with New Teacher Project (NTP). MHUSD has also provided training regarding Professional Learning Communities and intervention strategies in partnership with Solution Tree.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned with California State Standards and College Board standards. Teachers receive training in utilizing adopted curriculum and utilizing data derived from both curriculum-based and standards-based assessments such as MAP and unit assessments. As a district, a team of teachers and administrators is being trained to work in Professional Learning Communities (PLCs). This work will lead us to reach our vision of uniting and inspiring all staff at our school to embrace best practices to ensure high levels of learning for all students through collaboration and data-driven decisions.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Sobrato has weekly meeting times to allow for PLC work, collaboration time for staff, professional development, and staff meetings. PD is driven by accreditation and SPSA goals. Department Chairs provide direct support for teachers in their curricular areas, and they oversee course alike collaboration. New teachers are also provided with mentors and extra support by our new teacher support team. Administrators meet individually with department chairs each month to monitor progress of course alike teams.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate with great frequency (minimally once a week) by whole department or course alike teams. Our goals for collaboration include identifying essential standards, developing and refining curriculum maps, developing common assessments (grade level or course level), and analyzing student achievement data to inform instruction and intervention. Although Sobrato has had collaboration as a founding pillar of the school, our vision is to improve collaboration with fidelity according to the PLC model in order to foster collective efficacy.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction, and materials are aligned to content and performance standards. English Language Development (ELD) standards are incorporated into subject area curriculum with the support of Constructing Meaning (CM) strategies. Some publishers provide supports in languages other than English to support English Learners. The site uses district adopted curriculum aligned with CCSS standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Not applicable

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Not applicable

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to state adopted, standards-based, and appropriate curriculum for all groups. Sobrato and MHUSD have a vision to provide culturally and linguistically relevant materials for students. We continue to dedicate resources to increase supplemental materials that meet this need.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to state adopted, standards-based, and appropriate instructional materials, including intervention materials, for all groups. Teachers also use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Sobrato has a robust inclusion program providing appropriate supports for students with special needs to participate in general education classes in English, Math, Social Studies, and Science. In the 2022-2023 school year, Sobrato has 22 sections of inclusion classes where there is a general education teacher along with a special education teacher or paraprofessional who pushes in to support student achievement, especially for students with disabilities. The English Language Development (ELD) program provides integrated ELD support for all students classified as English Learners through their general education English classes. Based on students' English Language Proficiency Assessments for California (ELPAC) scores, teacher feedback, and class performance, students may also be provided designated ELD support through an additional class. Math support classes are offered to general education students who need more support in order to be successful in their concurrent grade level math class. After-school math and general homework support is available to all students on a drop in basis four days a week. In addition, peer tutors are available upon request to assist any students. Sobrato's bell schedule includes four 45-minute tutorial periods where students select any one of their teachers and can receive additional support and interventions.

Evidence-based educational practices to raise student achievement

Approximately half of Sobrato's teaching staff has received training in making content accessible to English Learners through Constructing Meaning (CM) strategies, which is an ongoing site and district initiative. Our site professional development continues to focus on culturally responsive teaching and the brain as well as on grading for equity, which are both evidence-based practices to improve outcomes for all students, especially historically underserved students such as our Latinx population. In addition, MHUSD's and our site trainings in PLC work are focusing on providing a system to increase student achievement for these groups.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Sobrato has a Coordinated Advocacy and Resources for Education (CARE) support provider who works with students and their families to find basic resources such as transportation, food, and housing. In addition, a goal of the CARE program is to help improve access to the educational system for families who are not familiar with our school. The CARE support provider also works closely with students as a trusted adult for them on campus. Sobrato is in its second year of implementing a Freshman On Track program to provide additional supports to freshmen as they transition to high school. The Freshman On Track site team is partnering with the National Freshman Success Institute at University of Chicago, as research shows that being on-track during freshman year is the best indicator of future high school graduation and post-secondary success. Sobrato houses a Wellness Center, which provides drop-in counseling and a safe place for all students, supporting social-emotional needs of all students in need and building community connections both within and outside of our campus. The Wellness Center is available to students during brunch and lunch as well as during class time for students to seek support. In addition, all students have access to free after school homework help, targeted math support, and peer tutors to provide one on one support in specific subjects. Credit recovery is now offered during the traditional school day as well as during the summer for all students who are not currently on track to graduate with their cohorts.

Community service organizations are active participants on our campus, with Kiwanis Club overseeing our Key Club and Rotary club overseeing our Interact Club. The Chamber of Commerce provides volunteers and keynote speakers for our annual Rock the Mock day, when all seniors had the opportunity to participate in workshops and mock job interviews. The Rotary Club and Chamber of Commerce also partnered with us to have our students participate in Manufacturing Day; this event allows our Career Technical Education (CTE) students to visit local businesses to understand their structure and day-to-day operations. In addition, the local "Mushroom Mardi Gras" organization and the American Association of University Women provide scholarships for our students to attend post secondary programs.

Sobrato partners with Youth Alliance and Rebekah's Children's Services and other outside counseling agencies to provide support to our students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

In order to promote learning and provide a more positive learning experience for our students, Sobrato has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, SPSA, WASC, etc.). Information/input sessions include Home and School Club meetings (HSC), booster meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, student voices meetings, student engagement meetings with the principal, principal meetings, and staff meetings. Parents on our ELAC, HSC, and SSC also serve in district level advisory groups such as District English Learner Advisory Committee (DELAC) and district roundtable.

Our SSC and ELAC review important data and information from each department and provide input for our SPSA. These governing committees follow the educational code requirements for membership.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

LCFF funds are used to provide extra direct instruction and added supports for underserved and/or underperforming students.

Fiscal support (EPC)

LCFF, General, Extended Day, and Extra Curricular funds are used to implement the SPSA/LCAP actions needed to reach goals.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The primary creation of the SPSA was accomplished via consultation with and preliminary approval by the School Site Council (SSC). At the end of the first semester, students, staff, and parents on School Site Council were provided with an update regarding our SPSA goals and relevant data. The leadership team and staff also reviewed data in alignment with our SPSA goals half way through the school year. Students, staff, and parents from ELAC and SSC were present and gave feedback for the SPSA during March and April 2023 feedback meetings. SSC and ELAC will give final approval of this plan in May 2023. Other stakeholders with input include our site Leadership Team, our Student Voices group, and student leadership, all of whom provided examples of what they would like to see added based on the SPSA goals and relevant data. In addition, areas for growth were identified in our WASC self-study in 2019-2020 and mid-cycle review in March 2023 that will guide our work through the 2025-2026 school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Sobrato was identified for Additional Targeted Support & Improvement in the 2022 school year for English Learners. While our overall graduation rate is 96.9%, English Learners graduated at a rate of 94.4% for the class of 2022. In addition, the rate of A-G eligibility for English Learners was 16% for the class of 2022 whereas the overall rate was 62%. In the Fall 2022 semester, our overall rate for students earning Cs or better was 68% while the rate for English Learners was 26%.

Throughout the SPSA, we identify goals and strategies focusing on the improved success of English Learners at Sobrato, including increased academic success, reduced suspension rates, reduced chronic absenteeism, and improved communication with families.

Goal 1 of the SPSA includes a strategy specifically focusing on the academic success of English Learners and includes the following:

1. A release period for Constructing Meaning Coach to support all teachers in incorporating best practices for reading, writing, speaking, and listening in content areas
2. 10 1.5 stipends for English Learner Scholar Coaches to meet with and advocate for English Learner students and reach out to families quarterly
3. Release period for ELD Coordinator to facilitate strategic planning among ELD teachers, support mainstream classroom teachers, coordinate EL Scholar Coaches, and monitor and regularly report on timely EL data
4. Books, materials, and audiobooks to provide relevant, engaging, and appropriate learning materials for English Learners

Goal 2 of the SPSA includes a strategy specifically focusing on the engagement of families of English Learners and includes the following:

1. Orientation for English Learners and their families (food, hourly pay for staffing) so that students and families can connect with the school and feel comfortable navigating the school's systems
2. English Learner Advisory Committee (ELAC) food and childcare so that families of English Learners can attend meetings, receiving important information and providing feedback to school staff that will assist students in navigating the school system and finding academic success
3. Extra hours for bilingual liaison to provide in-person and electronic communication with families in Spanish
4. Family engagement days (food, hourly pay for staffing) to connect families with community, health, and/or academic resources
5. 1.0 stipend for family engagement coordinator to measure and increase family engagement; coordinate two family days; recruit families to attend chats with the principal; and send quarterly calendar updates to families

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	430	385	398
Grade 10	398	429	383
Grade 11	320	367	407
Grade 12	335	295	356
Total Enrollment	1,483	1,476	1,544

Conclusions based on this data:

1. Enrollment has shown an overall increase due to choice placement in the district, growth of the community, and possibly shifts due to COVID.
2. The class of 2023 is the largest cohort, but there is an overall stable enrollment trend. Changes in placement may be due to economic and pandemic causes.
3. Overall, enrollment is steady or growing positively over the last several years, reflecting school status in the community and growth trends in the area.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	84	93	106	5.7%	6.30%	6.9%
Fluent English Proficient (FEP)	427	420	394	28.8%	28.50%	25.5%
Reclassified Fluent English Proficient (RFEP)	1	1		1.4%	1.1%	

Conclusions based on this data:

1. The number of EL students has been steadily increasing, reflecting general community-level trends.
2. The percentage of EL students is steadily increasing, reflecting general community-level trends.
3. 2020-2021 percent of RFEP students has increased (but the numbers are not statistically significant due to the small number).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	359	351	407	345	22	387	345	22	387	96.1	6.3	95.1
All Grades	359	351	407	345	22	387	345	22	387	96.1	6.3	95.1

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2636.	2694.	2631.	42.32	59.09	33.59	26.38	31.82	35.92	17.39	4.55	17.83	13.91	4.55	12.66
All Grades	N/A	N/A	N/A	42.32	59.09	33.59	26.38	31.82	35.92	17.39	4.55	17.83	13.91	4.55	12.66

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	40.29	*	32.82	39.13	*	55.04	20.58	*	12.14
All Grades	40.29	*	32.82	39.13	*	55.04	20.58	*	12.14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	56.69	*	41.34	31.69	*	42.89	11.63	*	15.76
All Grades	56.69	*	41.34	31.69	*	42.89	11.63	*	15.76

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	33.62	*	18.09	55.36	*	71.58	11.01	*	10.34
All Grades	33.62	*	18.09	55.36	*	71.58	11.01	*	10.34

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	42.61	*	27.65	42.03	*	65.37	15.36	*	6.98
All Grades	42.61	*	27.65	42.03	*	65.37	15.36	*	6.98

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Reading level of % at or near grade level increased about 16% in addition the % of students below standard dropped about 8%.
2. There was an increase of students who dropped in writing from above standard to at or near standard and an increase in below standard performance in writing.
3. Over half of our students are at or near standard in Reading, Listening, and Research/inquiry.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	359	351	406	347	19	385	347	19	385	96.7	5.4	94.8
All Grades	359	351	406	347	19	385	347	19	385	96.7	5.4	94.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2619.	2698.	2610.	23.34	52.63	21.30	25.94	36.84	26.23	24.21	10.53	23.38	26.51	0.00	29.09
All Grades	N/A	N/A	N/A	23.34	52.63	21.30	25.94	36.84	26.23	24.21	10.53	23.38	26.51	0.00	29.09

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	37.57	*	24.68	26.30	*	45.71	36.13	*	29.61
All Grades	37.57	*	24.68	26.30	*	45.71	36.13	*	29.61

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	29.77	*	21.56	47.11	*	62.34	23.12	*	16.10
All Grades	29.77	*	21.56	47.11	*	62.34	23.12	*	16.10

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	30.06	*	23.12	52.89	*	61.82	17.05	*	15.06
All Grades	30.06	*	23.12	52.89	*	61.82	17.05	*	15.06

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Mean scores has decreased by 88%.
2. Students not meeting standards overall decreased.
3. Applying mathematics concepts of procedures has the greatest percent of students not meeting standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1532.7	1556.8	1522.9	1540.1	1567.1	1502.5	1524.6	1546.0	1542.8	20	30	31
10	1534.7	1569.3	1540.1	1531.6	1577.8	1532.7	1537.3	1560.0	1546.8	19	28	28
11	1549.9	1589.1	1552.9	1557.4	1602.8	1561.3	1541.8	1574.9	1544.0	19	17	27
12	1567.2	*	1572.6	1570.3	*	1565.4	1563.3	*	1579.2	13	10	17
All Grades										71	85	103

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	20.00	26.67	0.00	25.00	30.00	51.61	30.00	20.00	22.58	25.00	23.33	25.81	20	30	31
10	15.79	21.43	10.71	26.32	39.29	35.71	31.58	28.57	25.00	26.32	10.71	28.57	19	28	28
11	15.79	29.41	18.52	26.32	35.29	25.93	36.84	23.53	37.04	21.05	11.76	18.52	19	17	27
12	30.77	*	23.53	15.38	*	35.29	46.15	*	29.41	7.69	*	11.76	13	*	17
All Grades	19.72	23.53	11.65	23.94	34.12	37.86	35.21	27.06	28.16	21.13	15.29	22.33	71	85	103

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	25.00	40.00	16.13	40.00	33.33	32.26	10.00	10.00	22.58	25.00	16.67	29.03	20	30	31
10	21.05	32.14	25.00	36.84	46.43	28.57	21.05	14.29	10.71	21.05	7.14	35.71	19	28	28
11	31.58	52.94	40.74	47.37	35.29	29.63	10.53	0.00	14.81	10.53	11.76	14.81	19	17	27
12	38.46	*	35.29	38.46	*	41.18	15.38	*	11.76	7.69	*	11.76	13	*	17
All Grades	28.17	38.82	28.16	40.85	40.00	32.04	14.08	9.41	15.53	16.90	11.76	24.27	71	85	103

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	0.00	13.33	0.00	10.00	20.00	19.35	45.00	33.33	51.61	45.00	33.33	29.03	20	30	31
10	5.26	10.71	14.29	15.79	25.00	7.14	36.84	32.14	46.43	42.11	32.14	32.14	19	28	28
11	5.26	17.65	3.70	21.05	5.88	18.52	36.84	47.06	40.74	36.84	29.41	37.04	19	17	27
12	0.00	*	17.65	38.46	*	11.76	30.77	*	58.82	30.77	*	11.76	13	*	17
All Grades	2.82	11.76	7.77	19.72	17.65	14.56	38.03	38.82	48.54	39.44	31.76	29.13	71	85	103

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	20.00	20.00	0.00	50.00	43.33	64.52	30.00	36.67	35.48	20	30	31
10	15.79	7.14	14.29	63.16	67.86	60.71	21.05	25.00	25.00	19	28	28
11	0.00	5.88	3.70	47.37	88.24	59.26	52.63	5.88	37.04	19	17	27
12	0.00	*	0.00	69.23	*	88.24	30.77	*	11.76	13	*	17
All Grades	9.86	11.76	4.85	56.34	61.18	66.02	33.80	27.06	29.13	71	85	103

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	65.00	73.33	51.61	15.00	23.33	25.81	20.00	3.33	22.58	20	30	31
10	42.11	81.48	44.44	31.58	14.81	33.33	26.32	3.70	22.22	19	27	27
11	84.21	88.24	76.92	10.53	0.00	7.69	5.26	11.76	15.38	19	17	26
12	76.92	*	64.71	15.38	*	29.41	7.69	*	5.88	13	*	17
All Grades	66.20	79.76	58.42	18.31	14.29	23.76	15.49	5.95	17.82	71	84	101

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	5.00	16.67	3.23	55.00	43.33	58.06	40.00	40.00	38.71	20	30	31
10	10.53	17.86	14.29	31.58	53.57	50.00	57.89	28.57	35.71	19	28	28
11	5.26	23.53	11.11	36.84	23.53	33.33	57.89	52.94	55.56	19	17	27
12	0.00	*	11.76	69.23	*	70.59	30.77	*	17.65	13	*	17
All Grades	5.63	16.47	9.71	46.48	45.88	51.46	47.89	37.65	38.83	71	85	103

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	0.00	6.67	0.00	75.00	70.00	80.65	25.00	23.33	19.35	20	30	31
10	5.26	3.57	3.57	63.16	71.43	78.57	31.58	25.00	17.86	19	28	28
11	5.26	17.65	3.70	78.95	64.71	66.67	15.79	17.65	29.63	19	17	27
12	7.69	*	35.29	76.92	*	41.18	15.38	*	23.53	13	*	17
All Grades	4.23	8.24	7.77	73.24	68.24	69.90	22.54	23.53	22.33	71	85	103

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. ELD enrollment has increased from 2018 to 2022.
2. The ELPAC scores have stayed consistent overall.
3. Under the written language category most students score a 1 and 2.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,544	30.0	6.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Ann Sobrato High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	106	6.9
Foster Youth		
Homeless	93	6.0
Socioeconomically Disadvantaged	463	30.0
Students with Disabilities	151	9.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	1.7
American Indian	13	0.8
Asian	235	15.2
Filipino	68	4.4
Hispanic	639	41.4
Two or More Races	64	4.1
Pacific Islander	4	0.3
White	462	29.9

Conclusions based on this data:

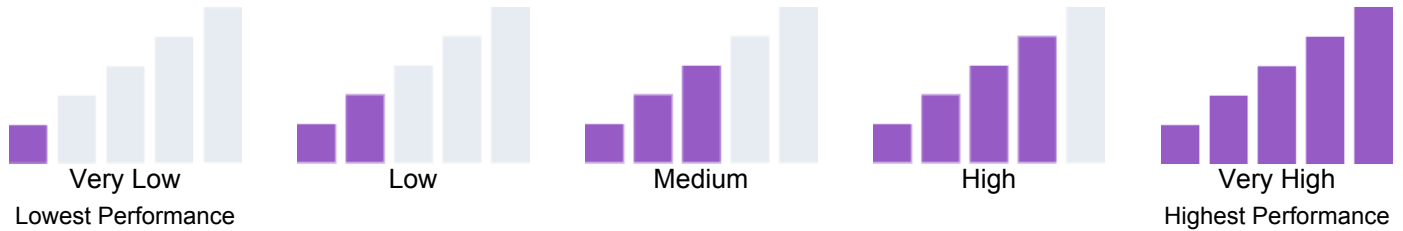
1. Latinx population continues to be our largest population, making up 41.4% of the overall student body in 2021-22.
2. Our population of SED students continues to hold steady at about 30% of the population.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	Graduation Rate Very High	Suspension Rate Medium
Mathematics Medium		
English Learner Progress VeryLow		
College/Career Not Reported in 2022		

Conclusions based on this data:

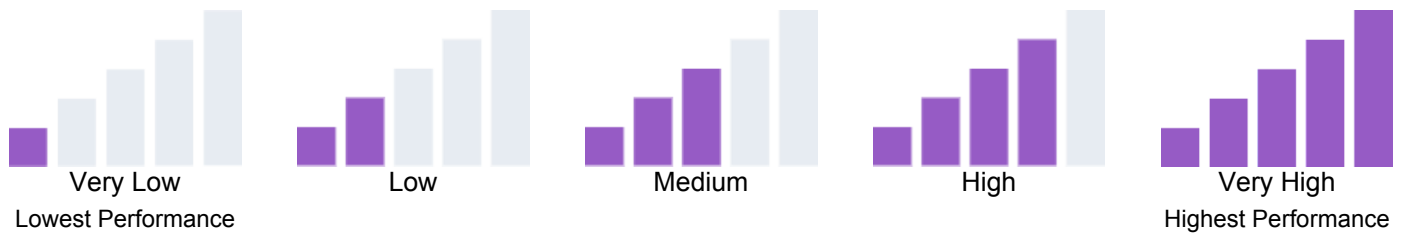
1. There is a deficit in overall academic performance between mathematics and English language arts, mathematics performance is lower than ELA performance.
2. English Learner performance is the area of greatest need, data indicates that our EL population has “very low” academic performance.

School and Student Performance Data

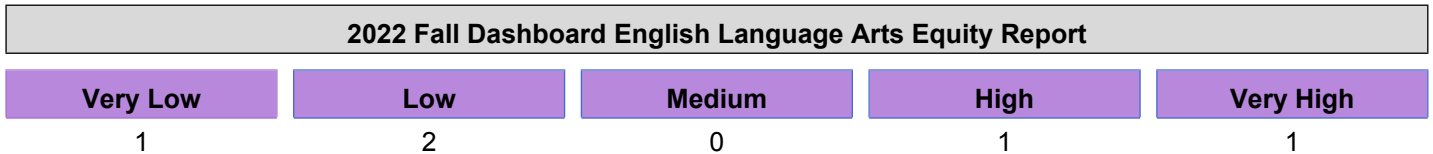
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

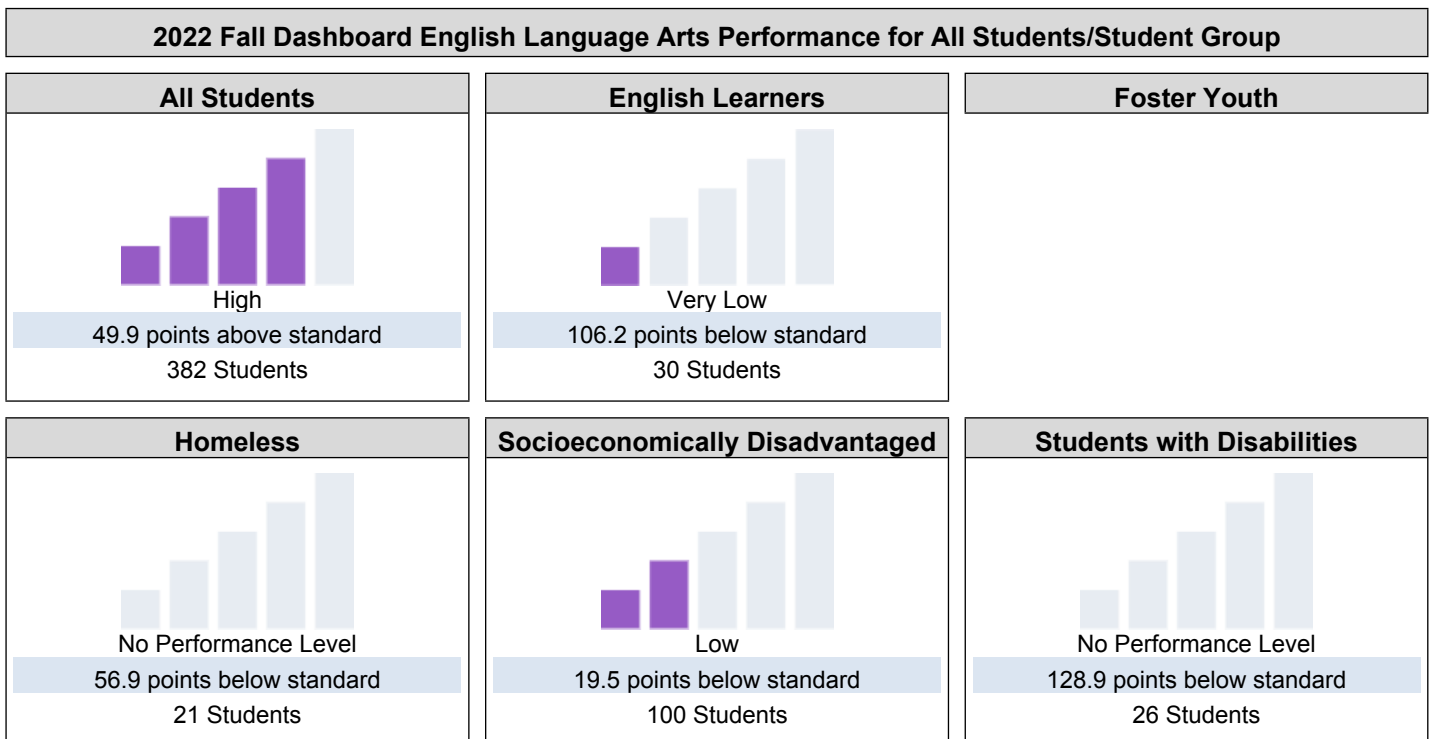
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



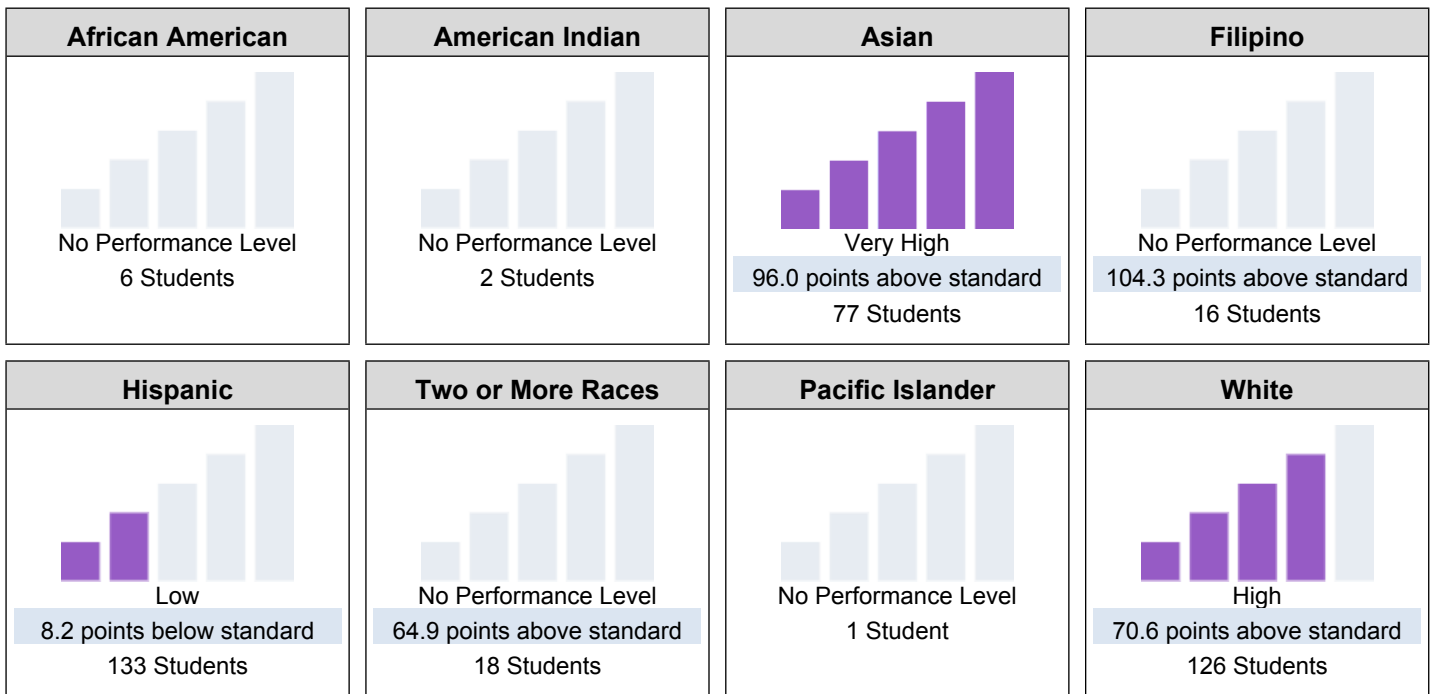
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>146.4 points below standard</p> <p>22 Students</p>	<p>8 Students</p>	<p>54.9 points above standard</p> <p>258 Students</p>

Conclusions based on this data:

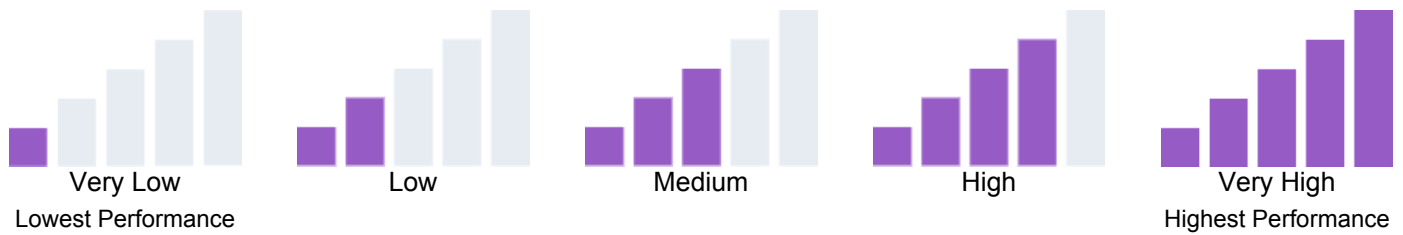
1. While all student ELA performance is above standard, not all population subgroups are performing above standard for ELA academic performance.
2. The three lowest performing subgroups are: English Learners with the lowest performance, followed by SED students, and Hispanic student subgroups.

School and Student Performance Data

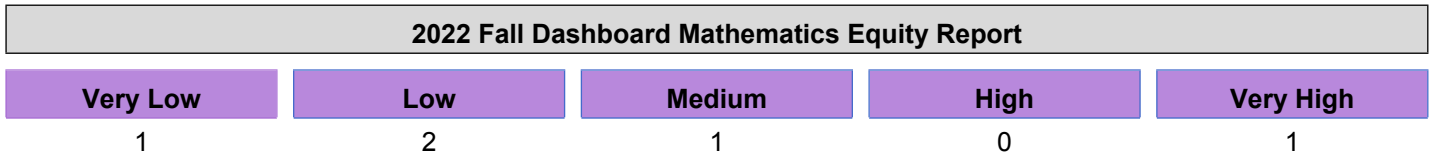
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

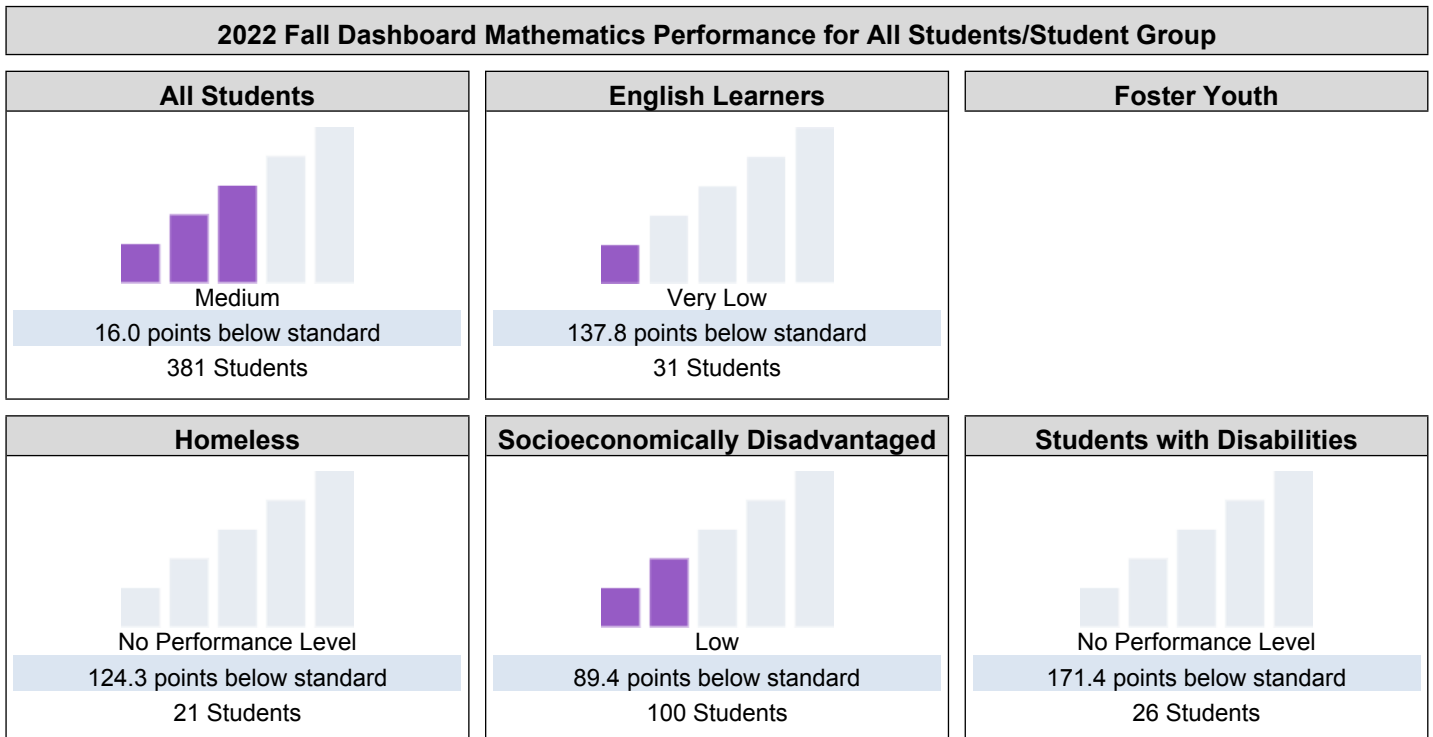
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



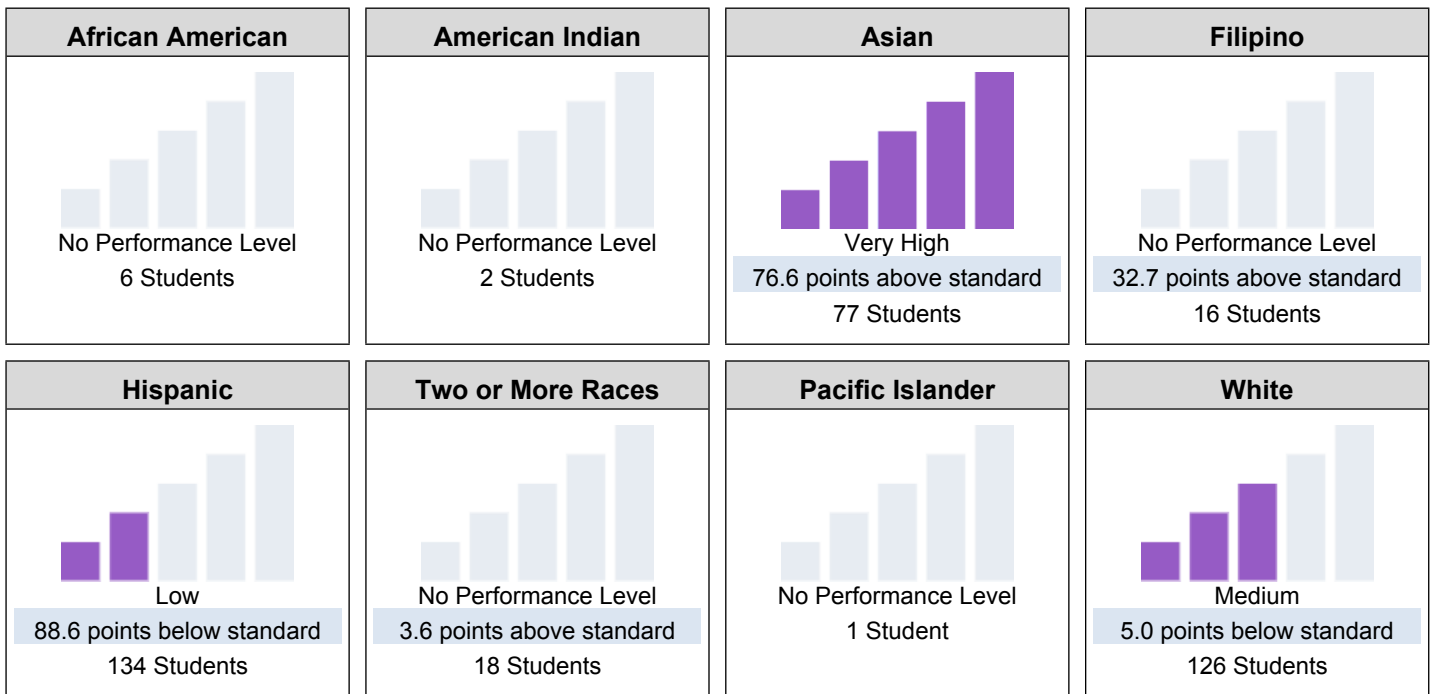
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
182.4 points below standard 23 Students	8 Students	15.2 points below standard 258 Students

Conclusions based on this data:

1. We have a “medium” status level for all students in math. Our EL, SWD, SED, and homeless students score well below standard.
2. Our Asian students are well above standard, while our white students are slightly below standard, and Hispanic students are well below standards.

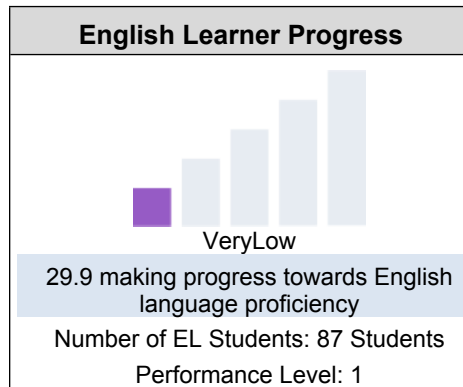
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
32.2%	37.9%	8.0%	21.8%

Conclusions based on this data:

- 29% of our ELs are making progress towards English language proficiency.
- 32% of decreased one level in proficiency.
- 46% of ELs are maintaining their skills, but not making improvements.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

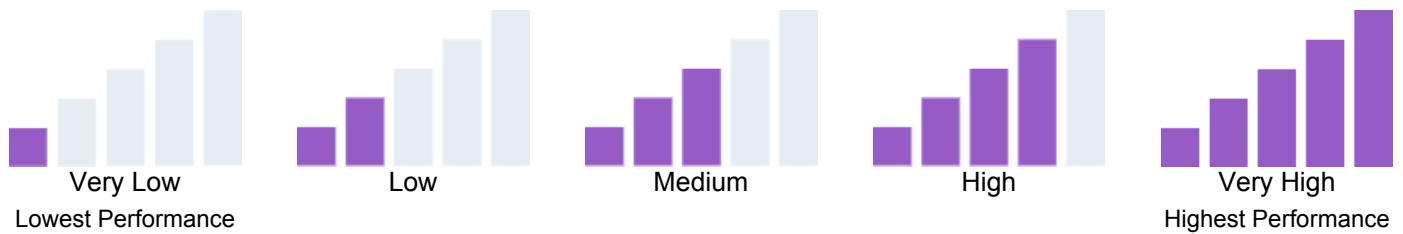
Conclusions based on this data:

1. Based on data from 2020-2021, target groups (EL, SWD, SED, Latinx) students have significantly lower rates of meeting A-G graduation requirements. All factors contributing to the achievement gap are in play here. This SPSA includes focused help to close this gap.
2. Based on data from 2020-2021, SWD students had the second highest rate of completing at least one CTE pathway, with our white subgroup of students completing one CTE pathway at one percentage point higher. The relatively high rate of participation in CTE for SWD is partially due to tapping into student strengths in application of skills.
3. Based on data from 2020-2021, Latinx and SED students have the highest rate of earning the Seal of Biliteracy, due to programs supporting EL students gain academic skills needed to be successful in content areas.

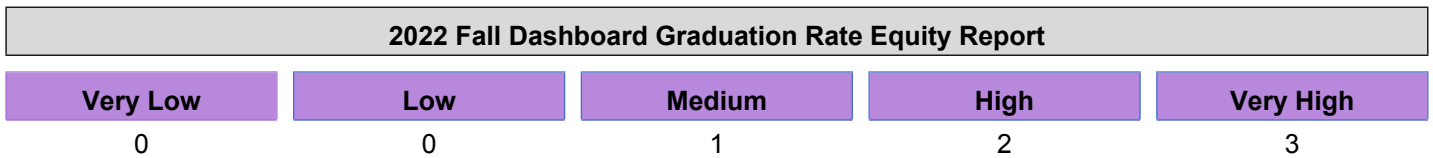
School and Student Performance Data

Academic Engagement Graduation Rate

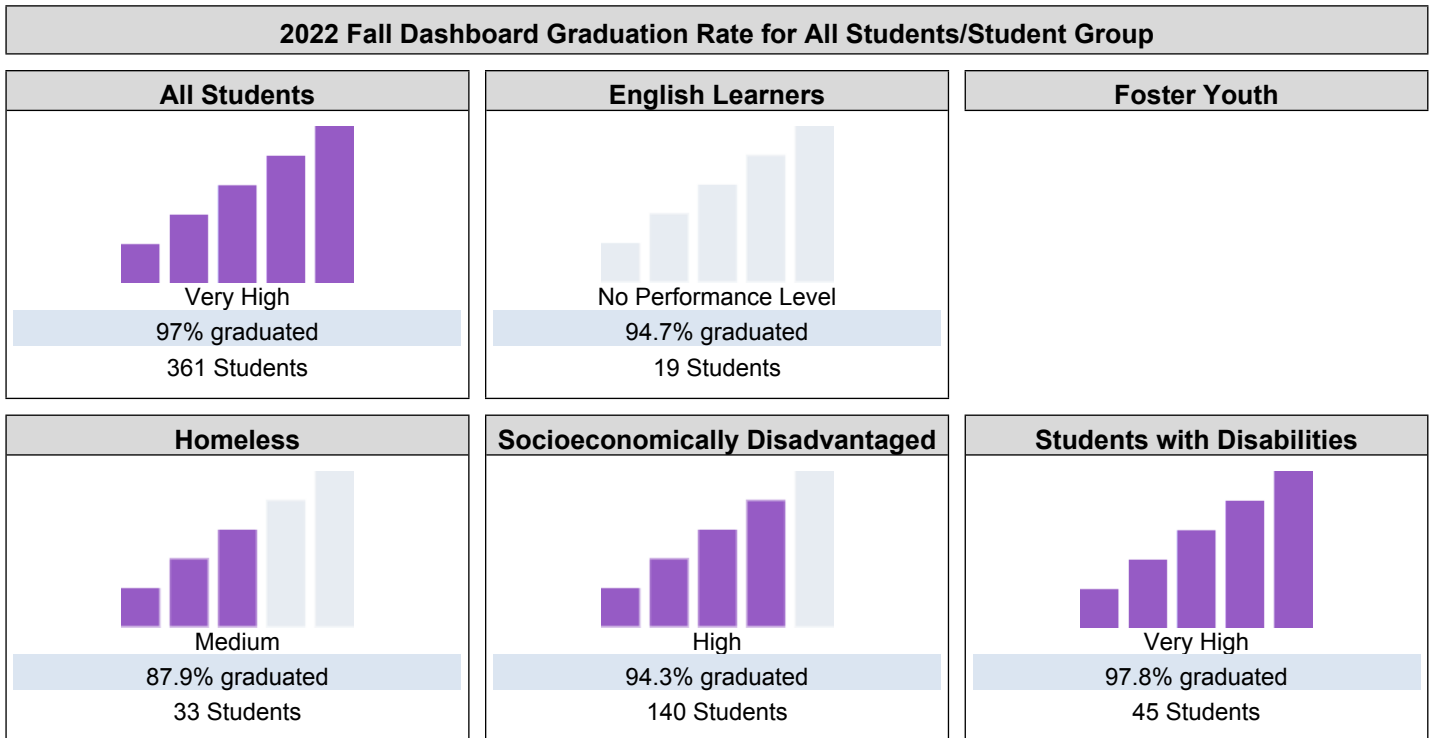
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



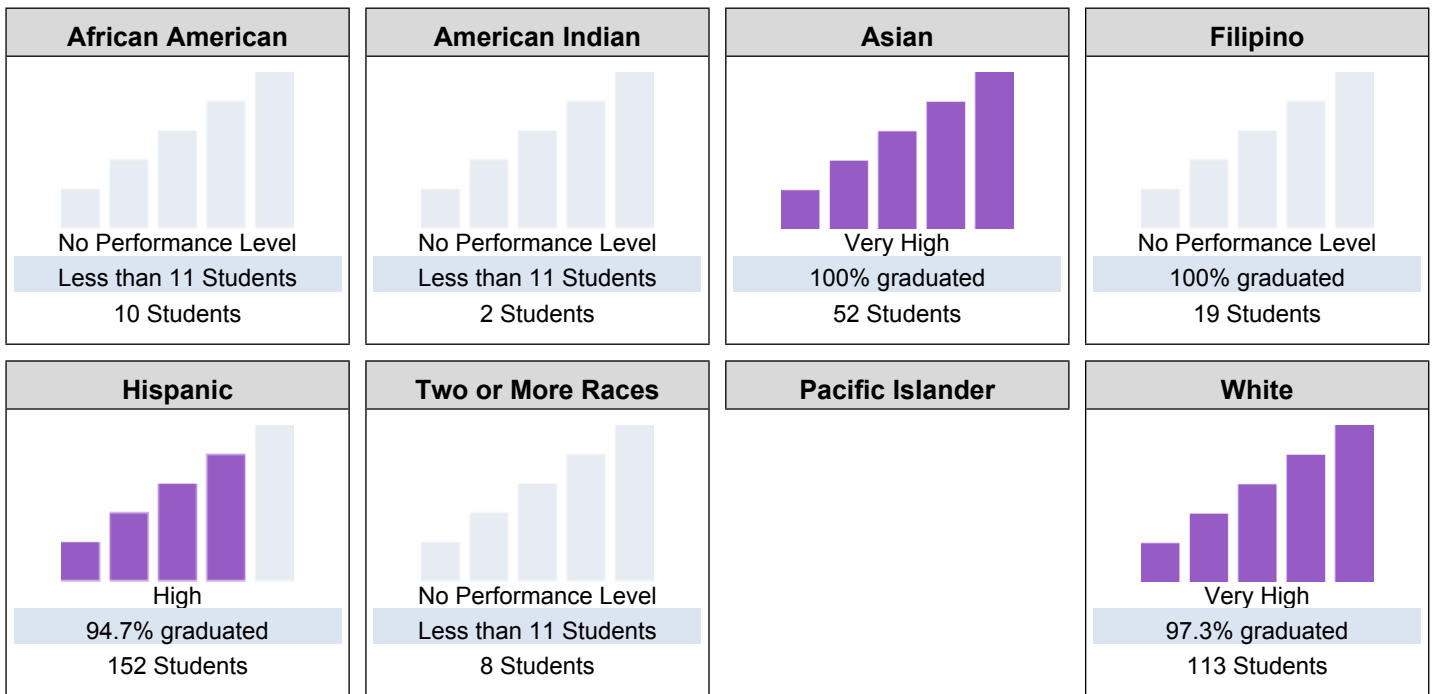
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

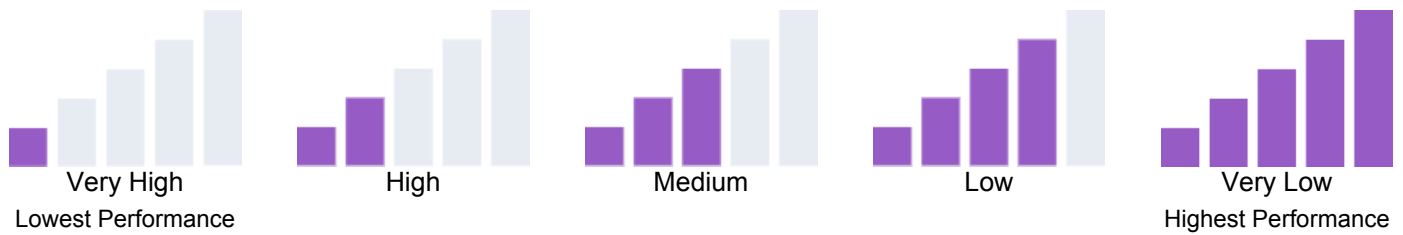
1. Our graduation rates are relatively high except for our students classified as Homeless.

School and Student Performance Data

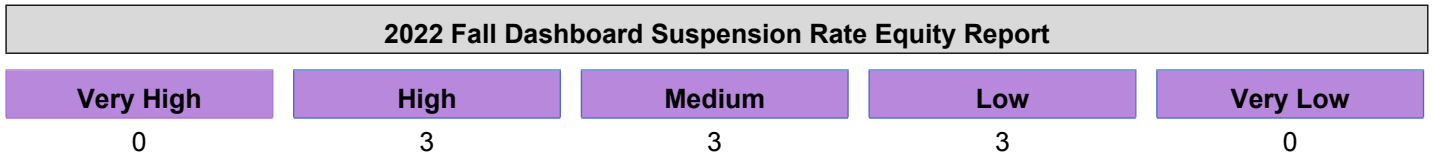
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

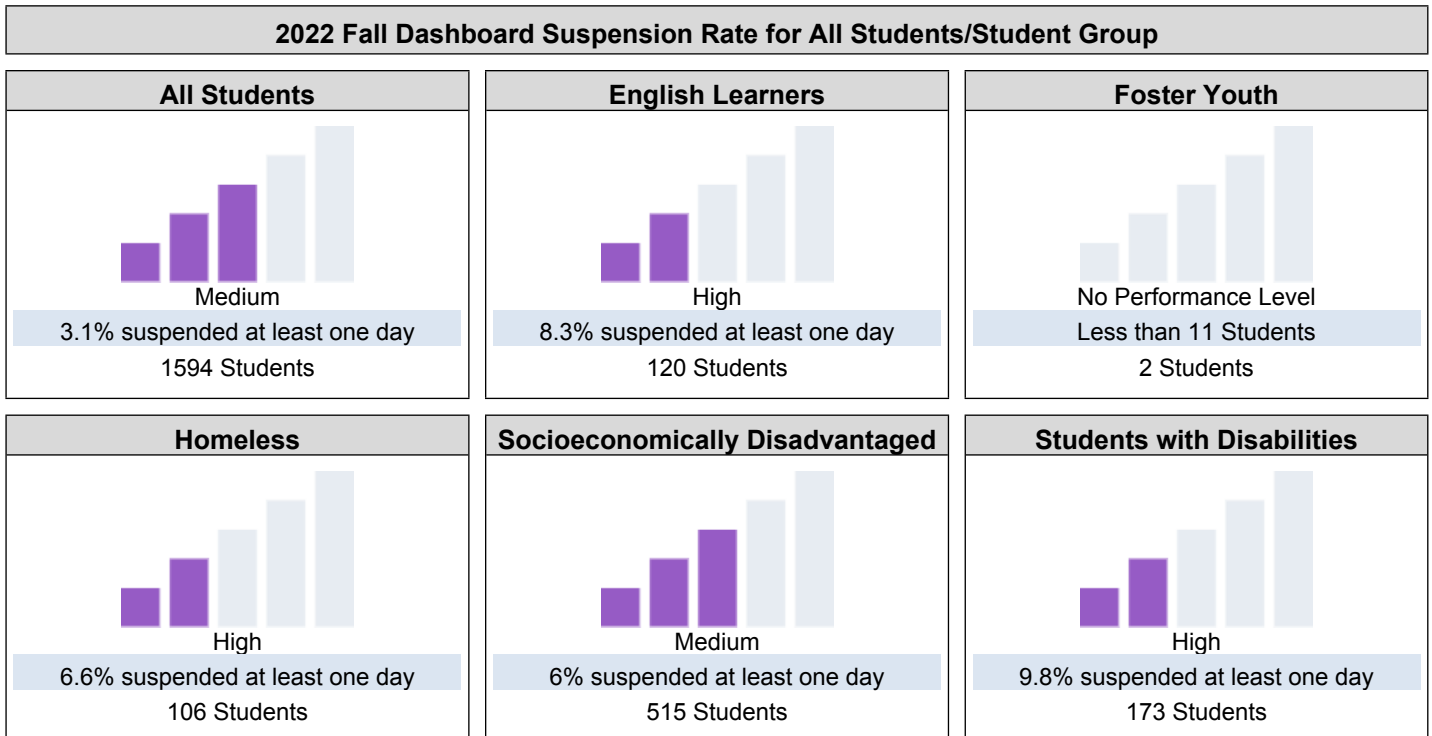
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



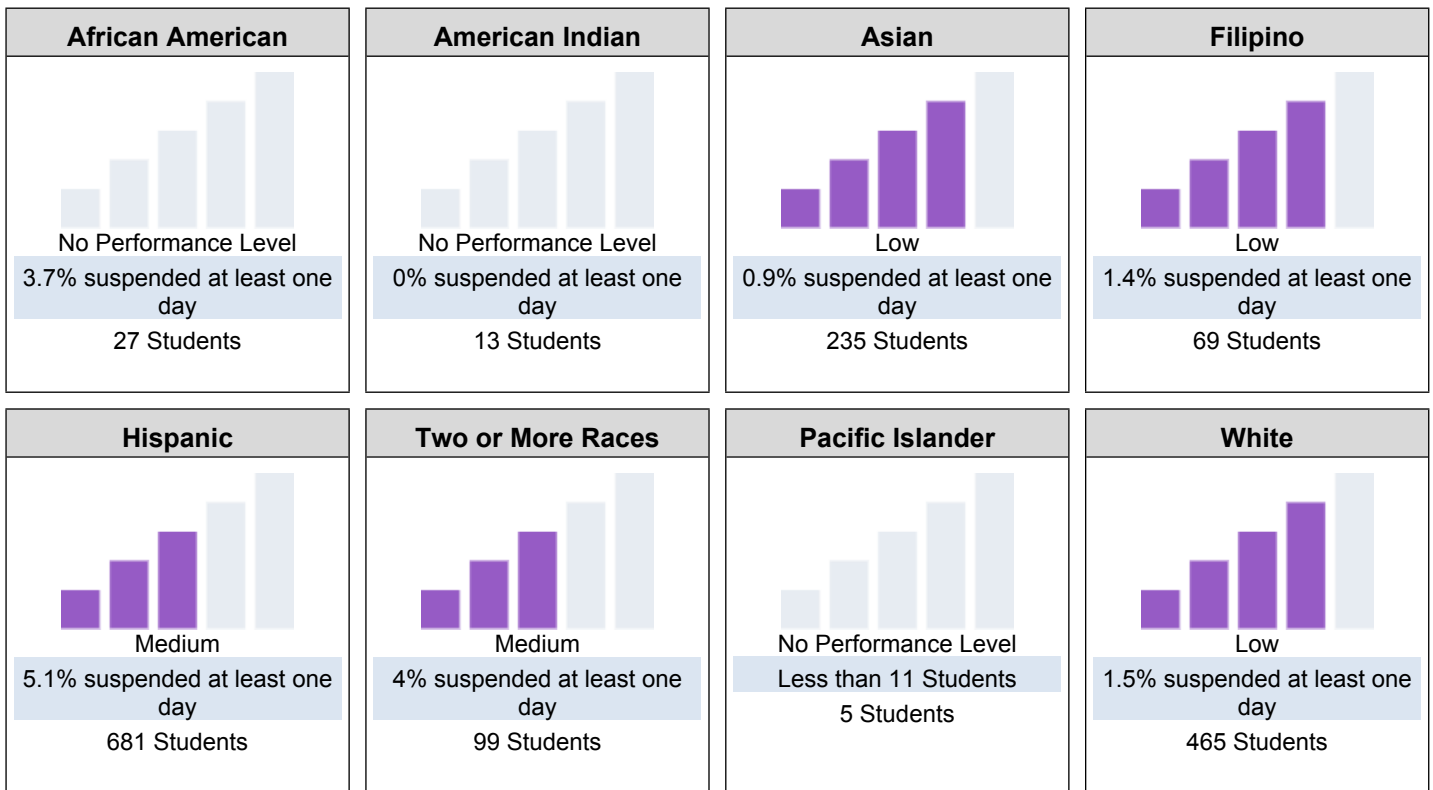
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Students classified as English Learners and Students with Disabilities were suspended at the highest rate of 8.3% and 9.8% respectively.
- White, Asian, and Filipino had the lowest rates of suspension. All three were less than 2%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

College and Career Readiness

LEA/LCAP Goal

Goal 1: Advance College, Career and Civic Readiness for Improved Year-Over-Year Student Achievement in Pre-K - 12th grades

Goal 1

By June 2024, A-G eligibility will increase to the following percentages in the following groups:

- Overall: 64%
- Latinx: 50.6%
- Socio-economically disadvantaged: 52.8%
- Students with disabilities: 25.4%
- English Learners: 21%

Identified Need

Per DataQuest, compared to the overall A-G rate at Sobrato, Latinx eligibility is 16.4 percentage points lower, Socio-economically disadvantaged eligibility is 14.2 percentage points lower, Students with disabilities eligibility is 41.6 percentage points lower, and English Learner eligibility is 46 percentage points lower.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rates as reported in DataQuest	<p>2021 Cohort --> 2022 Cohort</p> <ul style="list-style-type: none"> • All Student: 96.3% --> 96.9% • Overall state: 83.6% --> 87% • Overall county: 86.2% --> 88.9% • SED: 94.7% --> 94.2% • County SED: 76% --> 80.5% • SWD: 86.5% --> 97.7% • County SWD: 68.3% --> 74.4% • White: 95.3% --> 97.3% • County White: 93.2% --> 95% • Asian: 100% --> 100% 	<p>While our school vision is to have 100% of our students graduate, based on current data the aim is to increase upon the previous graduation rate from 96.9% to 97.4% of all students and to close the gap in graduation rates of target population groups.</p> <p>Our goal is to increase our English Learners' graduation rate from 94.4% to 95.4%, and Students with Disabilities from 97.7% to 98.2% in 2022-2023.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • County Asian: 95.8% - -> 96.9% • Hispanic/Latinx: 96.1% --> 94.7% • County Hispanic/Latinx: 73.9% -> 78.7% • English Learners: 80% --> 94.4% • County English Learners: 61.6% --> 65.1% 	
<p>CSU/UC Eligibility:</p> <ul style="list-style-type: none"> • Percent meeting A-G as reported in 2021 DataQuest 	<ul style="list-style-type: none"> • - Sobrato Percent meeting A-G Class of 2021 --> Class of 2022: • - All Students: 63.7 --> 62% • - Latinx: 49.5% --> 45.6% • - SED: 48.2%--> 47.8% • - SWD: 21.6% --> 20.4% • - ELs: 13.3% -->16% <p>County meeting A-G: 57.5% State meeting A-G: 44.7%</p>	<p>Increase the A-G graduation completion rate by 2 percentage points overall and by 5 percentage points for students who identify as Latinx, SED, SWD, and EL for the 2023 graduating class.</p>
<p>Biliteracy</p> <ul style="list-style-type: none"> • Earn Seal of Biliteracy 	<ul style="list-style-type: none"> • -Class of 2021 Seal Earners: 16.9% (number of seals over number of graduates) • - Class of 2022 Seal Earners: 11.7% (number of seals over number of graduates) <p>** note: there were 348 graduates in 2022 compared to 284 graduates in 2021</p>	<p>Increase number of seal earners by 2 percentage points.</p>
<p>Advanced Placement</p> <ul style="list-style-type: none"> • Participation per capita 	<ul style="list-style-type: none"> • - Participation per capita: 	<p>Increase our 3+ score per capita by 3 percentage points (equivalent to our pre-COVID scores) while continuing to</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> 3+ score per capita (percentage points change) 	<p>In 2021-2022, participation per capita was 49.4% based on number of students testing over enrollment May 17, 2021, 10th-12th graders (down 1.1 percentage points)</p> <ul style="list-style-type: none"> - In 2022-2023, Sobrato offered AP Human Geography to 9th graders, changing our measurement. Participation per capita in 2022-2023 including 9th-12th graders based on number of students testing over enrollment as of 4/24/23 was 47.9%. - 3+ score per capita: 52.1% in Spring 2021 to 65.5% in Spring 2022 	<p>increase enrollment especially of historically underrepresented groups.</p>
<p>PSAT Exam (Grades 10&11)</p> <ul style="list-style-type: none"> Participation Met ERW benchmark Met Math benchmark Met both benchmarks 	<p>Data Comparing October 2021 to October 2022</p> <p>Participation: 11th graders 137 (2021) --> 145 (2022) 10th graders 77 (2021) --> 367 (2022)</p> <p>11th grade benchmarks: 90% met ERW (2021) --> 82% (2022) 64% met Math (2021) --> 59% (2022) 61% met both (2021) --> 57% (2022)</p> <p>10th grade benchmarks: 95% met ERW (2021) --> 57% (2022) 70% met Math (2021) --> 38% (2022) 68% met both (2021) --> 33% (2022)</p>	<p>Increase 10th grade benchmark pass rates by 5 percentage points.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>*Note: the number of 10th graders taking the PSAT increased by almost 300 students, impacting benchmark scores.</p>	
<p>Career Technical Ed.</p> <ul style="list-style-type: none"> number enrolled - number concentrators -pathway completers 	<p>Career Technical Ed. 2021-2022</p> <ul style="list-style-type: none"> -number enrolled: 1151 (1299 including AgBio and Soil Chem) -pathway completers: 60 - students taking 3 CTE courses: 110 <p>2020-2021</p> <ul style="list-style-type: none"> -number enrolled: 1125 (1312 including AgBio and Soil Chem) -pathway completers: 83 - students taking 3 CTE courses: 85 	<p>Increase/maintain pathway completers by 5 percentage points.</p>
<p>Freshmen On Track - Grades, on track percentage</p>	<p>Fall 2021 compared to Fall 2022 Semester Grades for Freshmen</p> <ul style="list-style-type: none"> - Freshmen with at least one F 22% (2021) --> 17% (2022) - Freshmen with Ds or better 78% (2021) --> 83% (2022) - Freshmen with Cs or better 63% (2021) --> 65% (2022) - Freshmen with Bs or better 45% (2021) --> 37% (2022) 	<p>Decrease number of students who are receiving failing grade by 3%. Increase number of students earning Cs or better by 3%.</p>
<p>Post Secondary %</p> <ul style="list-style-type: none"> Enrolled 4 yr. College Complete Brag Sheet Naviance Graduation Survey 	<p>Post Secondary Data for the senior class of 2020-2021 compared to senior class of 2021-2022: 4 Year College: 52% (20-21) --> 59.5% (21-22)</p>	<p>Increase % enrolled in 4 yr college >1% % completing bragsheet >5% % completing Naviance graduation survey >5%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Community College: 32%(20-21) --> 33.3% (21-22) Trade School: 3.5% (20-21) --> 2.4% (21-22) Military: 1% (20-21) --> 1.9% (21-22) Work/Gap: 6% (20-21) --> 1.9% (21-22) Other: 1% (20-21) --> 2.4% (21-22) Completed the graduation survey: 180 students or 62.7% (20-21) --> 199 students or 60% (21-22)</p> <p>We recently replaced the common scholarship app with a brag sheet. For the class of 2020-2021, 249 students (85.5%) completed the brag sheet. For the class of 2021-2022 171 students (48%) completed the brag sheet.</p>	
<p>Overall Grades Percent with Cs or better, Fall 2021 and Fall 2022</p>	<p>Semester 1 Grades from Fall 2021-Fall 2022</p> <p>All students with Cs or better in all courses: 66% (2021) --> 68% (2022) ELs with Cs or better in all courses: 25% (2021) --> 26% (2022) SWD with Cs or better in all courses: 29% (2021) -->29% (2022) 9th graders with Cs or better in all courses: 64% (2021) --> 65% (2022) Latinx students with Cs or better: 50% (Fall 2022) Students in EL Scholar Program with Cs or better: 22% (Fall 2022)</p>	<p>Increase number of students with Cs or better in all courses by 2% and increase number of Cs or better for ELs, Latinx and SWD by 5%</p>
<p>English Learner Scholar Grades</p>	<p>2021 Fall Semester (Fall 2021 grades for students now in the 22-23 EL Scholar Program)</p>	<p>Increase number of students in the EL Scholar Program</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>One or more Fs: 62% Ds or better: 38% Cs or better: 13% Bs or better: 2%</p> <p>Students in EL Scholar Program – Fall 2022 Semester One or more Fs: 55% Ds or better: 45% Cs or better: 22% Bs or better: 4%</p> <p>*Note: Not all students in the EL Scholar Program are included in the Fall 2021 data because they were not attending Sobrato the previous year.</p>	<p>earning Cs or better by 5 percentage points.</p>
<p>MAP ELA Math</p>	<p>MAP Winter Scores 2022 compared to 2023</p> <p>ELA</p> <ul style="list-style-type: none"> • Grade 9 2023: 221.1 National Norm - 220.52 (+0.58) • Grade 9 2022: 223.9 National Norm - 220.52 (+ 3.38) • Grade 10 2023: 221.9 National Norm - 222.91 (-1.01) • Grade 10 2022: 227.8 National Norm - 222.91 (+ 4.89) • Grade 11 2023: 229.8 National Norm - 224.64 (+5.16) • Grade 11 2022: 229.4 National Norm - 224.64 (+4.76) <p>Math</p> <ul style="list-style-type: none"> • Grade 9 2023: 233.9 National Norm - 228.67 (+5.23) 	<p>MAP ELA - Increase average Winter scores of Latinx students by 3 points.</p> <p>MAP math - by Winter of 2023, 60% of Latinx students in 9th - 11th grade will meet projected growth targets.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

- Grade 9 2022: 233.4
National Norm -
228.67 (+4.73)
- Grade 10 2023: 238.1
National Norm -
231.21 (+6.89)
- Grade10 2022: 241.8
National Norm -
231.21 (+10.59)
- Grade 11 2023: 239.9
National Norm -
233.49 (+6.41)*
- Grade 11 2022 : 240.2
National Norm -
233.49 (+6.71)*

*107 of 368 11th grade students (29%) enrolled in advanced math classes (pre-calculus, Calculus AB/BC, and CP and AP Statistics) do not take the MAP test, resulting in a lower score. MAP test only measures through IM3 standards. In the 21-22 school year, 102 11th grade students (25%) were enrolled in higher level math.

Number of Students Tested in Winter 2023, Percentage of students that met Math growth projections

9th Hispanic Latino 2023: 107 & Percentage who met growth Projections: 55%

9th Hispanic Latino 2022: 132 & Percentage who met growth Projections: 56%

10th Hispanic Latino 2023: 116 & Percentage who met growth Projections 53%

10th Hispanic Latino 2022: 116 & Percentage who met growth Projections: 62%

11th Hispanic Latino 2023: 94 & Percentage who met growth Projections: 50%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	11th Hispanic Latino 2022: 95 & Percentage who met growth Projections: 44%	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with focus on ELs, SED, SWD, and Hispanic students who need support and acceleration in math, core classes, and A-G eligibility

Strategy/Activity

Strategy/Activity 1 is academic supports for all students

Expenditures in this strategy include the following:

1. AP exam subsidies to support students in paying for their exams, which can help them earn college credits early
2. Hourly pay for AVID monthly meetings to support first-generation college and historically underrepresented students in their courses and post-secondary plans
3. Programs Code HS, TurnItIn and PearDeck to support all students in Computer Science and increase engagement in all classrooms
4. AVID dues to support first-generation college and historically underrepresented students in their courses and post-secondary plans
5. Math tutors to support students who need additional support in math, increasing A-G eligibility and math performance
6. Hourly pay for curriculum alignment and course alike calibration to increase use of best practices in classrooms and therefore improve A-G eligibility and student performance
7. Stipend for EOS Site Coordinator to increase number of students prepared to take AP courses and increase number of underrepresented students in AP courses

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF AP exam subsidies (allocation TBD based on carryover)
465.90	LCFF

	AVID monthly meetings (allocation TBD based on carryover)
	LCFF Programs Code HS and PearDeck and Turnitin (Multi-funded 30.70) (allocation TBD based on carryover)
4099.00	LCFF AVID dues
	Extended Day Math tutors (allocation TBD upon approval of application)
912.00	LCFF Curriculum alignment, Course alike calibration
1999.00	LCFF Stipend for EOS Site Coordinator
11,683.40	General Fund Programs Code HS and PearDeck and Turnitin (Multi-funded 69.30)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Strategy/Activity 2 is English Learner support.

The expenditures in strategy 2 are the following:

1. Release period for Constructing Meaning Coach to support all teachers in incorporating best practices for reading, writing, speaking, and listening in content areas
2. 10 1.5 stipends for English Learner Scholar Coaches to meet with and advocate for English Learner students
3. Release period for ELD Coordinator to facilitate strategic planning among ELD teachers, support mainstream classroom teachers, coordinate EL Scholar Coaches, and monitor and regularly report on timely EL data
4. Books, materials, and audiobooks to provide relevant, engaging, and appropriate learning materials for English Learners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,800	LCFF Release period for Constructing Meaning Coach
29,985	LCFF 10 1.5 stipends for English Learner Coaches
	LCFF Books, materials, and audiobooks for English Learners (allocation TBD based on carryover)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with focus on ELs, SED, SWD, and Hispanic students who need support and acceleration in math, core classes, and A-G eligibility

Strategy/Activity

Strategy 3 is professional development strategies.

The expenditures in this strategy include the following:

1. Instructional Rounds (hourly pay for subs) to expose teachers to examples of best practices to implement in their own classrooms, especially in regard to supporting ELs, SED, SWD, and Hispanic students
2. Conferences for staff, teachers, and administrators to increase their knowledge of best practices and instructional strategies for AP courses, AVID classes, and other subject-specific areas. Conferences for office staff to increase knowledge of data and communication systems to consistently enter and analyze data and therefore increase ability of all staff to monitor academic data in a timely fashion
3. Administrator mileage compensation for meetings and trainings that allow administrators to train school staff, analyze data, and use district resources to support teachers and students
4. Two 1.0 stipends for teacher leaders facilitating staff professional development in order to implement best practices and instructional strategies and support historically underserved students
5. Hourly pay for teachers organizing support for new teachers and hourly pay for new teachers to attend supporting/training sessions so that new teachers can adapt to school culture, make use of technological and data systems, and incorporate best practices into their classrooms for student success
6. certificated and classified benefits for stipends and extra hourly time. This number reflects the total number for goals 1-4.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,400	<p>LCFF</p> <p>Instructional Rounds (hourly pay for subs) to expose teachers to examples of best practices to implement in their own classrooms, especially in regard to supporting ELs, SED, SWD, and Hispanic students.</p>
1,513.72	<p>LCFF</p> <p>Conferences for staff, teachers, and administrators to increase their knowledge of best practices and instructional strategies for AP courses, AVID classes, and other subject-specific areas. Conferences for office staff to increase knowledge of data and communication systems to consistently enter and analyze data and therefore increase ability of all staff to monitor academic data in a timely fashion. (allocation TBD based on carryover)</p>
250	<p>General Fund</p> <p>Administrator mileage compensation for meetings and trainings that allow administrators to train school staff, analyze data, and use district resources to support teachers and students (allocation TBD based on carryover)</p>
3,998	<p>LCFF</p> <p>Two 1.0 stipends for teacher leaders facilitating staff professional development in order to implement best practices and instructional strategies and support historically underserved students</p>
307	<p>LCFF</p> <p>Hourly pay for teachers organizing support for new teachers and hourly pay for new teachers to attend supporting/training sessions so that new teachers can adapt to school culture, make use of technological and data systems, and incorporate best practices into their classrooms for student success. (multi-funded 30.70)</p>
693	<p>General Fund</p>

	Hourly pay for teachers organizing support for new teachers and hourly pay for new teachers to attend supporting/training sessions so that new teachers can adapt to school culture, make use of technological and data systems, and incorporate best practices into their classrooms for student success. (multi-funded 69.30)
10,000	General Fund Conferences for staff, teachers, and administrators to increase their knowledge of best practices and instructional strategies for AP courses, AVID classes, and other subject-specific areas. Conferences for office staff to increase knowledge of data and communication systems to consistently enter and analyze data and therefore increase ability of all staff to monitor academic data in a timely fashion. (multi-funded 69.30)
19399.46	LCFF certificated and classified benefits for stipends and extra hourly time. This number reflects the total number for goals 1-4.
7048.07	General Fund certificated and classified benefits for stipends and extra hourly time. This number reflects the total number for goals 1-4.
708.50	Extra Curricular certificated and classified benefits for stipends and extra hourly time. This number reflects the total number for goals 1-4.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 4 is materials and supplies.

The expenditures in strategy 4 are as follows:

1. Classroom and office supplies to ensure that all students have the materials they need to access the curriculum and strong instructional activities
2. Library materials, licensing, and supplies to ensure that all student have access to engaging, relevant, appropriate supplemental academic materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF Classroom and office supplies to ensure that all students have the materials they need to access the curriculum and strong instructional activities (multi-funded) (allocation TBD based on carryover)
1100	General Fund Library materials, licensing, and supplies to ensure that all student have access to engaging, relevant, appropriate supplemental academic materials
40,283.11	General Fund Classroom and office supplies to ensure that all students have the materials they need to access the curriculum and strong instructional activities. (multi-funded)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with focus on ELs, SED, SWD, and Hispanic students who need support in post-secondary planning

Strategy/Activity

Strategy 5 is field trips. Expenditures in this strategy include bussing for field trips and funding for AVID field trips to enrich student understanding of connection between academics and the outside world/community

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,200	LCFF

Expenditures in this strategy include bussing for field trips and funding for AVID field trips to enrich student understanding of connection between academics and the outside world/community (allocation TBD based on carryover)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with focus on ELs, SED, SWD, and Hispanic students who need support in math, core classes, and A-G eligibility

Strategy/Activity

Strategy 6 is technology related. Expenditures in this strategy include the following:

1. Classroom technology and teacher laptops to ensure that students have access to engaging instructional activities
2. Office services and copier maintenance to ensure that students have access to appropriate and engaging curriculum and activities
3. Student chromebooks to provide students access to online curriculum and vital educational tools
4. Mobile hotspots for students, with a priority on students who are socioeconomically disadvantaged, to provide access to educational materials, curriculum, and support at home
5. Additional technological services to increase engagement in classrooms

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	LCFF Classroom technology and teacher laptops to ensure that students have access to engaging instructional activities (multi-funded) (allocation TBD based on carryover)
2,000	General Fund Office services and copier maintenance to ensure that students have access to appropriate and engaging curriculum and activities
55,000	General Fund

	Student chromebooks to provide students access to online curriculum and vital educational tools
	LCFF Mobile hotspots for students, with a priority on students who are socioeconomically disadvantaged, to provide access to educational materials, curriculum, and support at home (allocation TBD based on carryover)
	LCFF Additional technological services to increase engagement in classrooms (allocation TBD based on carryover)
	General Fund Classroom technology and teacher laptops to ensure that students have access to engaging instructional activities (multi-funded) (allocation TBD based on carryover)
18,366.60	General Fund Additional technological services to increase engagement in classrooms (allocation TBD based on carryover)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As a result of our professional development allocation, we sent many teachers to a variety of trainings such as AP Summer Institutes and AVID Summer Institute. To continue supporting staff development, we have site coordinators who plan appropriate professional development activities for staff meetings and leadership meetings, currently addressing professional learning teams and collaboration. We continue to offer math support in the form of a certificated math teacher providing tutoring after school. Although it is open to all students, referrals to this program are also made via SST meetings, counselor/family meetings, and IEP meetings. We are in the second year of having a Freshmen On Track (FOT) team that is funded and supported by the Ed Services Department. The FOT team has attended trainings, reviewed data, and created check ins with students in order to support our freshmen. Technology licenses continue to be renewed to enhance instructional strategies given our 1:1 device model. Internet service through HotSpots was provided by the site to socioeconomically disadvantaged students. This was our first year having EL Scholar Coaches to support and monitor EL progress toward graduation and A-G eligibility. This is was our first year having an Equal Opportunity Schools (EOS) Coordinator who works with the organization EOS in order to facilitate conversations around equity in AP courses and all courses on campus. This was our first year having new teacher support funded by our site through a stipend for those coordinating the support and hourly pay for those attending the support sessions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to changes in district funding allocations, not all site funds were used this school year. Due to turnover and staffing challenges, we did not have a Constructing Meaning (CM) coordinator as planned this year, but we plan to have one next year to support reading, writing, speaking, and listening skills in content area classes. We did not have as many new teachers take advantage of the new teacher support opportunity as we expected, but we hope to revisit and improve practices to increase attendance next year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Next year, we plan to move new teacher support coordination to hourly pay to make the work more flexible and manageable for our teachers. We also plan to fund a release period for a Constructing Meaning coach to support reading, writing, speaking, and listening skills in content area classes. In addition, we will be providing a release period for our English Language Development (ELD) Coordinator. Both of these release periods will have the goal of allowing teachers to work directly with the coordinators during the work day. Next year's professional development lead teachers will focus on culturally responsive teaching and the brain while keeping professional learning teams (PLTs) at the center of our work as well.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Family/Guardian and Community Engagement

LEA/LCAP Goal

Goal 2: Promote Parent/Guardian, Family, and Community Engagement in Education to Support a Shared Vision of Student Achievement

Goal 2

By September 2023, there will be a system for tracking family attendance at informational sessions, especially for families of English Learners. By June 2024, there will be an increase of 10% in parents or guardians who receive texts and/or join the ParentSquare app.

Identified Need

Sobrato has a low number of parents or families who have joined text communication or downloaded the ParentSquare app. Sobrato has not tracked parent or guardian attendance at informational sessions. Sobrato has not tracked communication with families of students who are learning English.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Site Council (SSC) Agenda and Minutes	22-23 folder to agendas and minutes: https://drive.google.com/drive/folders/1bF1qOTP7ZS62uBfKVK_xqT6rOYCUCzd9?usp=sharing	Increase parent and/or family input related to the SPSA at SSC meetings as measured by agendas and minutes.
English Language Advisory Committee (ELAC) Agenda and minutes	22-23 folder to agendas and minutes: https://drive.google.com/drive/folders/1-NsD1tgDhMCQtlc7D4wEngQ9u_c2jWCT	Increase parent, student, and staff participation by 10% as measured by ELAC meeting attendance.
Home and School Club (H&SC) Agenda and Minutes	22-23 folder to agendas and minutes: https://drive.google.com/drive/folders/1Q4NUqCFzNObiDHs04BsVgu4oFyliko-c?usp=sharing	Increase parent and/or family participation by 10% as measured by attendance at H&SC functions and meetings.
Bulldog Family Newsletter Example	In the March 2023 Bulldog Family Newsletter, the following parties received or opened the document on ParentSquare:	Increase the number of text and app users by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • 2,395 email users total: 2,338 delivered and 1,156 viewed • 320 text users total: 298 delivered and 23 failed • 504 app users total: 299 sent to network and 205 confirmed delivery 	
Freshman on Track Family Involvement	<p>On-Track Night was February 3, 2022 from 5-7pm in person and on zoom. Twenty-three 9th grade students attended with at least one parent.</p> <p>On-Track Night was March 8, 2023 from 4-6pm in person and on zoom. Ten 9th grade students attended with at least one parent.</p>	Increase the number of on-track and other presentations for families by three and increase attendance by 20%.
ParentSquare	<p>September 21, 2021 through May 13, 2022 compared to 2022-2023 school year</p> <p>Parents are contactable: 99.3% (2021-2022) --> 98% (2022-2023)</p> <p>Posts sent to families: 105 (21-22) --> 295 (22-23)</p> <p>Direct messages between family and staff : 1,586 messages and 853 threads (21-22) --> 397 messages and 270 threads (22-23)</p> <p>Parents/guardians have downloaded the app: 702 or 22% (21-22) --> 971 or 32% (22-23)</p> <p>Parents/guardians are receiving notifications from the app: 546 or 17% (21-22) --> 628 or 21% (22-23)</p>	Increase percent of parents/guardians receiving notifications from Parent Square to 99.9%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Parents/guardians opted to receive emails: 2,775 or 88% (21-22) --> 2,692 or 89% (22-23)</p> <p>Parents/guardians opted to receive texts: 382 or 12% (21-22) --> 368 or 12% (22-23)</p>	
Parent Monitoring, Aeries	<p>At the beginning of each school year, we ensure that one parent or guardian logs into Aeries to confirm their contact information and other data. Every student has at least one parent or guardian who logs into Aeries at the beginning of the school year.</p> <p>The district office provided us with this data. During the 2022-2023 school year, 1084 parents/guardians have logged onto Aeries as of April 25, 2023. During the 2021-2022 school year, 677 individual parents or guardians had logged into Aeries as of May 13, 2022.</p>	Increase parent monitoring of Aeries by 10%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with extra emphasis on English Learners

Strategy/Activity

Strategy/Activity 1 is family communication.

Expenditures for this strategy include the following:

1. Signs for parking lots and maps for easier campus navigation and a more welcoming environment in English and Spanish (as well as in additional languages for a welcome sign)

2. Classified translation 1.0 stipend to provide access to important communication/documents for families who speak and read in Spanish
3. Hourly translation pay for certificated to assist with in-person and written communication between families who speak Spanish and staff members
4. Newsletter 1.0 stipend for classified staff to electronically communicate important school events and deadlines
5. Website 0.5 stipend to make school information easily accessible to families
6. Bilingual translation website 0.5 stipend for classified staff to make website materials accessible to families who read in Spanish
7. Communication supplies (Sir Speedy, Office Depot printing, Postage) to send home communication about important school and community events

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	General Fund Signs for parking lots and maps for easier campus navigation (allocation TBD based on carryover)
1999	LCFF Classified translation 1.0 stipend
	LCFF Hourly translation pay for certificated (allocation TBD based on carryover)
613.69	LCFF Newsletter 1.0 stipend for classified staff
306.85	LCFF Website 0.5 stipend (multi-funded 30.70)
999.50	LCFF Bilingual translation website 0.5 stipend for classified staff
8022.11	General Fund Communication supplies (Sir Speedy, Office Depot printing, Postage)
692.65	General Fund

	Website 0.5 stipend (multi-funded 69.30)
1,385.31	General Fund
	Newsletter 1.0 stipend for classified staff

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with extra emphasis on English Learners

Strategy/Activity

Strategy/activity 2 is family involvement.

Expenditures for this strategy including the following:

1. Orientation for English Learners and their families (food, hourly pay for staffing) so that students and families can connect with the school and feel comfortable navigating the school's systems
2. ELAC food and childcare so that families of English Learners can attend meetings, receiving important information and providing feedback to school staff that will assist students in navigating the school system and finding academic success
3. Extra hours for bilingual liaison to provide in-person and electronic communication with families in Spanish
4. Family engagement days (food, hourly pay for staffing) to connect families with community, health, and/or academic resources
5. 1.0 stipend for family engagement coordinator to measure and increase family engagement; coordinate two family days; recruit families to attend chats with the principal; and send quarterly calendar updates to families

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF Orientation for English Learners and their families (food, hourly pay for staffing) so that students and families can connect with the school and feel comfortable navigating the school's systems (allocation TBD based on carryover)
	LCFF ELAC food and childcare so that families of English Learners can attend meetings, receiving important information and providing feedback to school staff that will assist students in navigating

	the school system and finding academic success (allocation TBD based on carryover)
3000	LCFF Extra hours for bilingual liaison to provide in-person and electronic communication with families in Spanish
	LCFF Family engagement days (food, hourly pay for staffing) to connect families with community, health, and/or academic resources (allocation TBD based on carryover)
1999	LCFF 1.0 stipend for family engagement coordinator to measure and increase family engagement; coordinate two family days; recruit families to attend chats with the principal; and send quarterly calendar updates to families

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This year, we continued to fund stipends for translation of in-person and electronic communication. In addition, this was our first year since the pandemic offering food and childcare for the English Language Advisory Committee, which increased attendance. We continued to fund extra hours for our bilingual community liaison so that she is available to our community during office hours. Finally, this is our third year funding a stipend for newsletter and website development.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Last year's plan included a strategy to mail home newsletters to families. Due to staffing challenges, we were unable to meet this goal, but we plan to revisit this strategy in a different way as listed below.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Next year, we plan on funding materials and hourly pay for staffing to offer family engagement days; these days will provide community and academic services to students and families. We are

also changing the duties of our family engagement coordinator to include measuring and increasing family engagement through the coordination of the above-mentioned family engagement days and through quarterly updates mailed home to families in English and Spanish. We are also planning to increase communication with the families of our students who are English Learners by creating an orientation specifically for them and their families. In addition, we plan to increase the Spanish translation available on our school website to make it accessible to more of our families. Finally, we received feedback this year that navigating our three parking lots and large campus can be confusing, so we are allocating money to place signs in English and Spanish around campus.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Engagement, Social Emotional Learning

LEA/LCAP Goal

Goal 3: Enhance Student Engagement, Social Emotional Learning, and School Climate that Fosters Relationships, Wellbeing and Achievement

Goal 3

By June, 2024, chronic absenteeism rates will decrease - overall by 5 percentage points and by 7 percentage points for SWD, EL, Latino, and SED student groups.

By June 2024, the overall suspension rate will decrease by one percentage point overall and by two percentage points for our impacted student groups (SWD, EL, Latino, and SED student groups).

By June 2024, student feeling of connectedness to school will increase by 5 percentage points.

By October 2023, Sobrato will establish a system for measuring club, tutorial, and other non-academic forms of engagement.

Identified Need

The overall chronic absentee rate increased from the 2021-2022 school year to the 2022-2023 school year. In addition, the disparities by student groups is significant. Variance from the overall rate by student groups are +13.1 points for Students with disabilities, +12.2 points for students who are homeless, +11.8 points for socio-economically disadvantaged students, +9.3 points for English Learners, and +7.6 for Latino students. Although the suspension rate for Latino students was down to 5.1% in 2021-2022 from 6.8% in 2018-2019 (our last year before the pandemic), it was still 3.6 points higher than white students in 2021-2022. Even though there are a significant number of suspended students who are duplicated in our student groups, these student groups are suspended at a significantly higher rate than the overall rate. These groups include students with disabilities (9.8%), English Learners (8.3%), socio-economically disadvantaged students (6.0%), and Latino students (5.1%). When asked if they felt connected to the school community in a school wide survey about advisory, 10.5% of students strongly disagreed and 29.3% disagreed. Sobrato does not yet have a system for measuring club, tutorial, and other non-academic forms of engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate:	2019-2020: 97.47% 2020-2021: 97.73% 2021-2022: 94.14% (YTD as of 6/1/22) 2022-2023: 93.24% (YTD as of 4/24/23) It should be noted that 2019-2021 were a hybrid of distance and in-person learning. We are	Increase by 2 percentage points per year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	also still impacted by COVID 19 cases which require quarantining.	
Chronic Absenteeism Rates: Overall: SWD SED Homeless EL White Latino	Chronic Absenteeism Rates: 2021-2022 to 2022-2023 (as of 4/24/23) Overall: 13.7% --> 17.5% SWD: 34.2% --> 30.6% SED: 23.3% --> 29.3% Homeless: 27.3% --> 29.7% EL: 30.3% --> 26.8% White: 10.3% --> 13.9% Latino: 20.3% --> 25.1%	Overall rate will decrease by 5 percentage points. Rates for SWD, SED, Homeless, EL, and Latino students will decrease by 7 percentage points.
SARB Compliance: ~# First SARB Notice <ul style="list-style-type: none"> • -# Second SARB Notice ~# Third SARB Notice <ul style="list-style-type: none"> • -# Parent Conferences • -#SARB Hearings 	2020-2021 School Year (& change from 2019-2020 school year) Change in Truancy Notices from 2021-2022 as of May 15, 2022 to 2022-2023 school year as of April 21, 2023. <ul style="list-style-type: none"> • -# First Truancy Notice: 94 (21-22) --> 180 (22-23) • -# Second Truancy Notice: 48 (21-22) --> 98 (22-23) • -# Third Truancy Notice: 24 (21-22) --> 63 (22-23) • -# Parent Conferences: 17 (21-22) --> 12 (22-23) • -#SARB Hearings: 2 (21-22) --> 2 (22-23) 	Increase parent attendance conferences by at least 9 conferences.
Suspension Rates: Overall: SWD SED EL White Latinx	We felt it was most relevant to analyze data from the 2018-2019 school year because the data was skewed in 2020 due to COVID 19. In the 2020-2021 school year, there was 1 suspension.	Reduce overall suspension rates by one percentage point. Reduce suspension rates for ELs Latino, SWD, and SED by two percentage points.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>From CDE School Dashboard Additional Reports and Data</p> <p>Suspension rates comparing 2018-19 to 2021-22 (last full year pre-covid to most recent year post-covid)</p> <p>Overall Suspension rate - 4.7% (18-19) --> 3.1% (21-22)</p> <p>English Learners - 8% (18-19) -> 8.3% (21-22)</p> <p>White - 3.3% (18-19) --> 1.5% (21-22)</p> <p>Latinx - 6.8% (18-19) --> 5.1% (21-22)</p> <p>SWD - 9.9% (18-19) --> 9.8% (21-22)</p> <p>SED - 6.9% (18-19) --> 6.0% (21-22)</p>	
Student Expulsion	<p>Expulsion:</p> <p>2021-2022 -- AS: .13% CA: .0%</p> <p>2022-2023 -- AS: 0.065% CA: 0.1%</p>	Maintain very low rate.
Drop Out Rate (DataQuest):	<p>Class of 2021 Dropout: 2% (CA 9.4%)</p> <p>Class of 2022 Dropout: 2.7% (CA 7.8%)</p>	Reduce drop out rate by one percentage point.
Advisory Survey	PICTURES HERE ABOUT ADVISORY DATA	Increase feeling connected to school community by 3 percentage points.
Students participating Extracurricular sports:	<p>Athletic participation</p> <p>Fall 2021= 146 girls + 107 boys</p> <p>Fall 2022= 164 girls + 141 boys</p> <p>Winter 21-22= 98 girls + 102 boys</p> <p>Winter 22-23= 96 girls + 116 boys</p>	Increase sports participation by 5 percentage points.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Spring 2022 = 103 girls + 175 boys Spring 2023 = 132 girls + 189 boys</p> <p>Total boys all sports: 446 Total girls all sports: 392 Total participants: 838 (Total includes both Fall & Winter Cheer. Also if an athlete plays multiple that individual is counted once for each time he/she participates on a team)</p>	
<p>Staff Survey PBIS Implementation: School-Wide Non Classroom Classroom Individual</p>	<p>2021-2022 School Wide: In place 47% Partially 39% Not 14% Non-Classroom: In place 37% Partially 41% Not 22% Classroom: In place 44% Partially 49% Not 7% Individual: In place 28% Partially 54% Not 18%</p> <p>Previous year School-Wide: In-place:48% Partial: 43% Not: 9% Non-Classroom: In-place:42% Partial:40% Not:18% Classroom: In-place:39% Partial:52% Not:9% Individual: In-place:29% Partial:54% Not:17%</p> <hr/> <hr/> <p>Our PBIS team focused on measurable goals that were consistent with our school-wide "hard reset." We found that too many students roam the hallways in between classes, so we pulled tardy data on when students are tardy the most. Using the tardy data, we discussed ways that we could have a positive shift while encouraging students to get to</p>	<p>Increase "In Place" scores by 10%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>class on time. That’s why PBIS launched Sobrato’s first ever March GREATness tournament, which aligned with our PBIS motto “do good, be GREAT.”</p> <p>Also, we pulled our discipline record on Aeries and found some interesting data on the most prevalent reported incidents coming from the classroom. We had a lot of referrals coming from our P.E Department, which illustrated that freshman and sophomores need more reminders about not bringing their cell phones into P.E classes. Using our updated matrix, we understand that we can be more intentional earlier in the school year on communicating what it means to “do good, be GREAT” in the hallways, lunch lines, and some of the other targeted areas where we have most incidents.</p>	
<p>Support Referrals & Wellness Center</p>	<p>Therapist Sessions Data for 2021-2022 School Year (as of May 7, 2022) compared to 2022-2023 School Year (as of May 1, 2023)</p> <ul style="list-style-type: none"> • Therapist Sections 21-22: 656 sessions • Therapist Sections 22-23: 601 sessions • Current caseload of weekly student check-ins as of 5/7/2022: 26 students • Current caseload of weekly student check-ins as of 5/3/2023: 25 students <p>Wellness Center Referrals</p> <ul style="list-style-type: none"> • Referrals 21-22: 231 	<p>Maintain Wellness Center support and continue to monitor usage.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> Referrals 22-23: 270 <p>Wellness Center Visits</p> <ul style="list-style-type: none"> 22-23 visits outside of class time: 6,934 22-23 visits during class time: 1,285 	
<p>Additional site specific: Positive Behavior awards, positive attendance programs, participation in clubs, sports participation and awards etc.</p>	<p>PBIS Awards - SHOULD WE ADD ANYTHING HERE?</p> <p>Clubs - 36 clubs (21-22) --> 52 clubs (22-23)</p> <p>Honor Roll Awards - 663 (Spring 2022 celebrated in Fall 2022, 10th-12th grade) and 965 (Fall 2022 celebrated in Spring 2023 9th-12th grade)</p> <p>AP Scholars for Spring 2022 AP Exams:</p> <ul style="list-style-type: none"> 28 AP Scholars 14 AP Scholars with Distinction 16 AP Scholars with Honor <p>Freshman on track data:</p> <ul style="list-style-type: none"> - Freshmen with at least one F 22% (2021) --> 17% (2022) - Freshmen with Ds or better 78% (2021) --> 83% (2022) - Freshmen with Cs or better 63% (2021) --> 65% (2022) - Freshmen with Bs or better 45% (2021) --> 37% (2022) <p>Sobrato held two freshman award ceremonies during the 2022-2023 school year, awarding approximately 80 students.</p> <p>The freshman success coach</p>	<p>Track student attendance at clubs. Increase opportunities for positive student interaction and participation during brunch, lunch, and passing periods. Recognize classes for their behaviors contributing to a positive environment. Increase number of freshmen recognized by freshman success team.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	held four attendance competitions between classes in order to encourage and reward positive attendance.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy #1 is to support campus health and safety in order to provide students with a safe, welcoming learning environment for students. The expenditures in this strategy/activity include the following:

1. Health office supplies to provide students with care they need on campus.
2. Campus supervision training coordinator to increase the effectiveness of campus supervision team and therefore improve feeling of safety and belongingness on campus. 1.0 classified stipend.
3. Radios, chargers, and repairs to radios in order to increase necessary communication between campus supervision team and therefore improve the feeling of safety and welcome on campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800	General Fund Health office supplies to provide students with care they need on campus.
613.69	LCFF Campus supervision training coordinator to increase the effectiveness of campus supervision team and therefore improve feeling of safety and belongingness on campus. 1.0 classified stipend (multi-funded 30.70)
2,000	General Fund Radios, chargers, and repairs to radios in order to increase necessary communication between

	campus supervision team and therefore improve the feeling of safety and welcome on campus. (multi-funded 69.30)
614.00	LCFF Radios, chargers, and repairs to radios in order to increase necessary communication between campus supervision team and therefore improve the feeling of safety and welcome on campus. (multi-funded 30.70)
1,385.31	General Fund Campus supervision training coordinator to increase the effectiveness of campus supervision team and therefore improve feeling of safety and belongingness on campus. 1.0 classified stipend (multi-funded 69.30)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy #2 is to improve campus culture by making expectations clear and rewarding positive behavior and engagement in school. The strategy includes the following proposed expenditures:

1. PBIS Coordinator to support positive behavioral expectations and rewards and to track relevant student behavioral data.
2. PBIS supplies to provide incentives for students and staff to contribute to a positive campus climate.
3. Advisory Coordinators (4.0 stipends) to plan lessons that increase student feeling of belonging and community on campus.
4. Classroom environment supplies supporting inclusivity and welcoming in classrooms.
5. A program called Minga to track and encourage student attendance at club meetings, tutorial, and extracurricular events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

613.69

Source(s)

LCFF

PBIS Coordinator to support positive behavioral expectations and rewards and to track relevant student behavioral data. (multi-funded 30.70)

	<p>LCFF</p> <p>PBIS supplies to provide incentives for students and staff to contribute to a positive campus climate (multi-funded 30.70) (allocation TBD based on carryover)</p>
2454.77	<p>LCFF</p> <p>Advisory Coordinators (4.0 stipends) to plan lessons that increase student feeling of belonging and community on campus (multi-funded 30.70)</p>
	<p>LCFF</p> <p>Classroom environment supplies supporting inclusivity and welcoming in classrooms (multi-funded 30.70) (allocation TBD based on carryover)</p>
2609.5	<p>LCFF</p> <p>A program called Minga to track and encourage student attendance at club meetings, tutorial, and extracurricular events (multi-funded 30.70)</p>
1,385.31	<p>General Fund</p> <p>PBIS Coordinator to support positive behavioral expectations and rewards and to track relevant student behavioral data. (multi-funded 69.30)</p>
	<p>General Fund</p> <p>PBIS supplies to provide incentives for students and staff to contribute to a positive campus climate (multi-funded 69.30) (allocation TBD based on carryover)</p>
5541.23	<p>General Fund</p> <p>Advisory Coordinators (4.0 stipends) to plan lessons that increase student feeling of belonging and community on campus (multi-funded 69.30)</p>
	<p>General Fund</p> <p>Classroom environment supplies supporting inclusivity and welcoming in classrooms (multi-funded 69.30) (allocation TBD based on carryover)</p>
5890.5	<p>General Fund</p>

A program called Minga to track and encourage student attendance at club meetings, tutorial, and extracurricular events (multi-funded 69.30)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy/activity 3 is celebrations and recognition in order to promote positive campus climate. Expenditures in this strategy include the following:

1. Focus Fridays program, rewarding classrooms of students for their collective achievement and culture
2. Senior gratitude activity and trip, including buses to transport students to their old elementary or middle schools to thank their previous teachers upon their high school graduation
3. Freshman on track celebrations to recognize positive behaviors and attendance among the freshman class, encouraging their connection to school as they transition into high school
4. New student on-boarding program to escort new students around campus and encourage connections with new classmates
5. Fun Fridays program to promote different clubs as they plan engaging lunchtime activities under the supervision of a staff member, who will receive a 1.0 stipend for their guidance and supervision

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	<p>LCFF</p> <p>Focus Fridays program, rewarding classrooms of students for their collective achievement and culture (multi-funded) (allocation TBD based on carryover)</p>
2,000	<p>LCFF</p> <p>Senior gratitude activity and trip, including buses to transport students to their old elementary or middle schools to thank their previous teachers upon their high school graduation (multi-funded) (allocation TBD based on carryover)</p>
	<p>LCFF</p> <p>Freshman on track celebrations to recognize positive behaviors and attendance among the freshman class, encouraging their connection to</p>

	school as they transition into high school (multi-funded) (allocation TBD based on carryover)
	LCFF New student on-boarding program to escort new students around campus and encourage connections with new classmates (multi-funded) (allocation TBD based on carryover)
613.69	LCFF Fun Fridays program to promote different clubs as they plan engaging lunchtime activities under the supervision of a staff member, who will receive a 1.0 stipend for their guidance and supervision (multi-funded 30.70)
1,385.31	General Fund Fun Fridays program to promote different clubs as they plan engaging lunchtime activities under the supervision of a staff member, who will receive a 1.0 stipend for their guidance and supervision (multi-funded 69.30)
	General Fund Focus Fridays program, rewarding classrooms of students for their collective achievement and culture (multi-funded) (allocation TBD based on carryover)
	General Fund Senior gratitude activity and trip, including buses to transport students to their old elementary or middle schools to thank their previous teachers upon their high school graduation (multi-funded) ((allocation TBD based on carryover)
	General Fund Freshman on track celebrations to recognize positive behaviors and attendance among the freshman class, encouraging their connection to school as they transition into high school (multi-funded) (allocation TBD based on carryover)
	General Fund New student on-boarding program to escort new students around campus and encourage connections with new classmates (multi-funded) (allocation TBD based on carryover)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy/activity 4 is to support athletics so that students interested in athletics have a safe, welcoming program in which to participate. Expenditures in this strategy include the following:

1. Mileage for the athletic director and administrators to travel to sporting events to support student athletes at their away competitions
2. Funding for student athletic events and programs to promote positive involvement in school functions
3. A cheer coach to promote a positive atmosphere at sporting events and to provide guidance and coaching for the cheer team, which is an additional position not paid for by district funding
4. An athletic trainer to support safety and health at sporting events for athletes, which is two additional seasons that are not covered by district funding
5. Substitute teachers to cover for coaches who teach a class and must leave to support their team during a sporting event

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	General Fund Mileage for the athletic director and administrators to travel to sporting events to support student athletes at their away competitions
33,595.50	Extra Curricular Funding for student athletic events and programs to promote positive involvement in school functions.
1999	General Fund A cheer coach to promote a positive atmosphere at sporting events and to provide guidance and coaching for the cheer team (one coaching stipend)
3998	General Fund An athletic trainer to support safety and health at sporting events for athletes (two training stipends)

2200

Extra Curricular

Substitute teachers to cover for coaches who teach a class and must leave to support their team during a sporting event

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Sobrato's PBIS program is beginning to gain traction after distance learning. We continued to fund athletics with site funds because we are funded for one season of cheer coaches and athletic trainer but our cheer team performs over two seasons and we need an athletic trainer for all three athletic seasons. We increased funding for our advisory team this past year with the goal of having a larger team to focus on grade-level specific lessons and incorporate more staff and student feedback. For the first time this past year, we funded celebrations for Freshman Success, celebrating approximately 80 freshmen alongside their families. Freshman on Track also celebrated class-wide attendance competition winners. In addition, we had to shift funding from our general funds to support athletic expenditures, such as helmet repairs and certification.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant changes to this area of the SPSA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The following expenditures are new to this goal for next year: (1) Minga, (2) campus supervision training coordinator, (3) Fun Fridays, (4) new student on-boarding program, (4) Focus Fridays, and (5) senior gratitude project. As described above, these strategies and expenditures will improve our school climate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Special Education / Diverse Learners

LEA/LCAP Goal

Goal 4: Improve Equity, Access, and Inclusion for Diverse Student Learners for increased learning in the least restrictive environment (LRE), academic progress towards goals, and overall student achievement.

Goal 4

By June 2024, the A-G eligibility rate and Cs or better rate for students with disabilities will increase by five percentage points.

Identified Need

Although the graduation rate for students with disabilities is higher than Sobrato's overall graduation rate, the A-G eligibility rate (20.4%) and Cs or better rate (29%) for students with disabilities are significantly lower than the overall rates (62% and 68% respectively).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate as reported by DataQuest	2021 Cohort --> 2022 Cohort <ul style="list-style-type: none"> • All Student: 96.3% --> 96.9% • Overall state: 83.6% --> > 87% • Overall county: 86.2% --> 88.9% • SED: 94.7% --> 94.2% • County SED: 76% --> 80.5% • SWD: 86.5% --> 97.7% • County SWD: 68.3% --> > 74.4% • White: 95.3% --> 97.3% • County White: 93.2% -> 95% • Asian: 100% --> 100% • County Asian: 95.8% -> 96.9% • Hispanic/Latinx: 96.1% --> 94.7% • County Hispanic/Latinx: 73.9% -> 78.7% 	Increase graduation rate for Students with Disabilities from 97.7% to 98.2% in 2023-2024.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> English Learners: 80% --> 94.4% County English Learners: 61.6% --> 65.1% 	
A-G Eligibility as reported by DataQuest	<ul style="list-style-type: none"> - Sobrato Percent meeting A-G Class of 2021 --> Class of 2022: - All Students: 63.7 --> 62% - Latinx: 49.5% --> 45.6% - SED: 48.2%--> 47.8% - SWD: 21.6% --> 20.4% - ELs: 13.3% -->16% <p>County meeting A-G: 57.5% State meeting A-G: 44.7%</p>	Increase A-G eligibility for students with disabilities from 20.4% to 25.4% in the 2023-2024 school year.
Graduating Seniors Completing at least one CTE pathway	<p>During the 2020-2021 school year for the class of 2021, the percentages of students completing at least one CTE pathway were as follows:</p> <p>All students: 31.9% (94 students) -- 16.3% CA Asian: 26.9% (14 students) Latinx: 28.2% (29 students) White: 41.5% (44 students) ELs: 6.7% (1 student) SED: 28.9% (33 students) SWD: 40.5% (15 students) -- 10.6% CA</p> <p>FROM GOAL ONE Career Technical Ed. 2021-2022</p> <ul style="list-style-type: none"> -number enrolled: 1151 (1299 including AgBio and Soil Chem) -pathway completers: 60 - students taking 3 CTE courses: 110 	Increase percentage of SWD completing at least one CTE pathway by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2020-2021 <ul style="list-style-type: none"> -number enrolled: 1125 (1312 including AgBio and Soil Chem) -pathway completers: 83 - students taking 3 CTE courses: 85 	
Cs or better in all courses	SWD with Cs or better in all courses: 29% (2021) -->29% (2022) All students with Cs or better in all courses: 66% (2021) --> 68% (2022)	Increase the number of students with disabilities earning Cs or better in all courses from 29% to 34% in 2023-2024.
Number of inclusion classes offered	In 2022-2023, we offered 22 class sections of inclusion classes with a general education teacher and paraprofessional or Special Education teacher in the subjects of English, Math, Science, and Social Studies. In the 2022-2023 school year, Sobrato added one inclusion section each of Biology, Chemistry, Ag Biology, and Soil Chemistry.	Maintain the number of inclusion classes while increasing student achievement as measured by student grades.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities or diverse learners

Strategy/Activity

Strategy 1 is increasing effectiveness of inclusion classes. Expenditures in this strategy include the following:

1. A 1.0 certificated stipend for an inclusion coordinator to support teachers in best practices for their inclusion classes.

2. Hourly pay for teachers and paraprofessionals to meet with their inclusion partner, the inclusion coordinator, and the team of teachers quarterly, with the purpose of improving practices in inclusion classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1999	LCFF A 1.0 certificated stipend for an inclusion coordinator to support teachers in best practices for their inclusion classes.
	LCFF Hourly pay for teachers and paraprofessionals to meet with their inclusion partner, the inclusion coordinator, and the team of teachers quarterly, with the purpose of improving practices in inclusion classes. (allocation TBD based on carryover)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities or diverse learners

Strategy/Activity

Strategy 2 is improving the IEP meeting process. Expenditures in this strategy include the following:

1. Funding to provide substitute teachers for case managers or teachers during IEP meetings.
2. Materials and supplies to make IEP meetings more interactive and inclusive.
3. Hourly pay for a classified staff member to assist with scheduling IEP meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,200	LCFF Funding to provide substitute teachers for case managers or teachers during IEP meetings.

	<p>LCFF</p> <p>Materials and supplies to make IEP meetings more interactive and inclusive. (allocation TBD based on carryover)</p>
	<p>General Fund</p> <p>Hourly pay for a classified staff member to assist with scheduling IEP meetings. (allocation TBD based on carryover)</p>

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This was the first year that we had this new goal, and expenditures and trainings primarily came out of the district budget for this goal. We continued to allocate money for substitutes to cover classes for case managers or teachers when we were unable to schedule IEPs during their prep periods.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to a lack of staffing, we did not hire a teacher to be an inclusion coordinator during the 2022-2023 school year, but we plan to hire one for the 2023-2024 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Next year, we plan to provide more support for our teachers and paraprofessionals who are part of our inclusion class program. We will accomplish this by hiring an inclusion coordinator and by funding hourly pay for teachers and paraprofessionals to meet and discuss best practices for inclusion classes. We also plan to improve IEP meetings by providing supplies to make the process more interactive and by funding hourly pay for staff to help coordinate and confirm IEP meetings.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$320,228.37

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Extra Curricular	\$36,504.00
General Fund	\$181,008.91
LCFF	\$102,715.46

Subtotal of state or local funds included for this school: \$320,228.37

Total of federal, state, and/or local funds for this school: \$320,228.37

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
None Specified		

Expenditures by Funding Source

Funding Source	Amount
Extra Curricular	36,504.00
General Fund	181,008.91
LCFF	102,715.46

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Extra Curricular	36,504.00
	General Fund	181,008.91
	LCFF	102,715.46

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	228,211.76
Goal 2	19,018.11
Goal 3	69,799.50
Goal 4	3,199.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Theresa Sage	Principal
Claudia Magana	Classroom Teacher
Felicia Gaudin	Classroom Teacher
Eric Alfaro	Classroom Teacher
Janelle Rotman	Classroom Teacher
Dora Jimenez-Pareja	Other School Staff
Jason Amezcua	Parent or Community Member
Julie Duran	Parent or Community Member
Lesa Jacobs	Parent or Community Member
Maren McEuen	Parent or Community Member
Julie Raia	Parent or Community Member
Emily Celallos	Secondary Student
Scout Wilson	Secondary Student
Andrew Burbank	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Theresa Sage - See Attachment on

SSC Chairperson, Maren McEuen - See Attachment on