

Ann Sobrato High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Ann Sobrato High School
Street	401 Burnett Ave.
City, State, Zip	Morgan Hill, CA, 95037
Phone Number	408-201-6200
Principal	Theresa Sage
Email Address	saget@mhusd.org
School Website	sobrato.mhusd.org
Grade Span	9-12
County-District-School (CDS) Code	43 69583 0102368

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Ann Sobrato High School is a comprehensive high school supporting grades nine through twelve. Sobrato is located on the southern boundary of San Jose and the northern boundary of Morgan Hill. The student population is drawn from suburban and rural areas of south San Jose, Morgan Hill, Coyote Valley, and San Martin. We are a WASC-accredited school in year five of a six-year accreditation cycle, and are ranked in the top 10% in the state and 7% in the nation, according to US News and World Report. Inside and outside of the classroom, we expect our students to "Do Good, Be GREAT" (Gritty, Responsible, Engaged, Accountable, and Thoughtful of others).

2024-25 School Description and Mission Statement

At Sobrato, we offer a variety of educational opportunities for all students. In 2023-2024, we offered 22 AP courses, five dual enrollment classes in conjunction with Gavilan Community College, 14 Inclusion courses, 15 Career Technical Education (CTE) pathways, and UC/CSU eligibility requirements as our default graduation requirements. We also offer support classes such as Integrated Math 3 support, AVID, English Language Development (ELD), and special education. Through our Associated Student Body (ASB) and Agriculture Leadership courses, we offer students leadership opportunities in addition to the curriculum. We follow a rotating block schedule of seven periods that includes tutorial periods four times a week. The school boasts a plethora of co-curricular programs including more than 30 clubs ranging from academic clubs to a variety of student interest clubs. Sobrato's athletics program offers 22 sports programs, including junior varsity and varsity levels of competition. Participation in school sports is approximately 769 students, or about 52% of our student body.

Our partnership with Cal-SOAP and our four academic counselors provide information and individual support to students in the way of college applications and financial aid workshops. Their efforts have led to Sobrato having the highest FAFSA/CADAA submission rate for multiple years among South County high schools. Grade-level parent information nights are held throughout the year. Sobrato partners with a variety of community organizations to support our students, including Rotary Club, Morgan Hill Chamber of Commerce, and Morgan Hill Police Department. Sobrato has an active Wellness Center that supports our students' social-emotional well-being.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	368
Grade 10	377
Grade 11	396
Grade 12	369
Total Enrollment	1,510

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.6
Non-Binary	0.3
American Indian or Alaska Native	0.7
Asian	14.8
Black or African American	1.5
Filipino	4
Hispanic or Latino	45.4
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.5
White	25.7
English Learners	9.9
Homeless	5.9
Migrant	1.3
Socioeconomically Disadvantaged	32.8
Students with Disabilities	11.4

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

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	53.50	80.34	313.90	80.52	231142.40	83.24
Intern Credential Holders Properly Assigned	0.50	0.75	3.70	0.96	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.30	15.45	56.10	14.39	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.20	1.34	11746.90	4.23
Unknown/Incomplete/NA	2.30	3.45	10.80	2.79	14303.80	5.15
Total Teaching Positions	66.60	100.00	389.80	100.00	277698.00	100.00

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.80	2
Misassignments	1.70	4.30	8.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.70	5.10	10.3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.70	8.4	13.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education, StudySync	Yes	0
Mathematics	Statistics and Probability with Application, Starnes and Tabor: Practice of Statistics, Starnes, Tabor, Yates, Moore: Calculus Early Fundamentals, Stewart: Calculus for AP, Larson and Battaglia CPM: Integrated Math I, CPM: Integrated Math II, CPM: Integrated Math III: A Survey of Mathematics with Applications: Angel, Abbott, Runde, Applied Finite Mathematics 3rd edition, 2016, Roberta Bloom and Rupinder Sekhon	Yes	0
Science	HMH The Living Earth, HMH Science California Dimensions Physics in the Universe, Savvas: Experience Chemistry, McGraw Hill: Hole's Human Anatomy & Physiology, Pearson: Chemistry: A Molecular Approach AP, Laboratory Manual, Chemistry: a Molecular Approach, Pearson: Test Prep Series for AP Chemistry, Pearson: College Physics: A Strategic Approach, Pearson: Biology in Focus Third Edition, Pearson: Test Prep Workbook for AP Biology , Biology skills: AGS: Biology: Cycles of Life, CPO: Physical Science	Yes	0
History-Social Science	BFW, Bedford St. Martin's: America's History for the AP Course 8th Edition, BFW Publishers: Myer's Psychology for the AP Course 4th Edition, Pearson: The Cultural Landscape; an introduction to Human Geography AP Edition, Pearson: Test Prep Series for AP Human Geography, McGraw Hill Education/Glencoe: Understanding Psychology, McGraw Hill Education: Sociology & You, BFW: Ways of the World: A Global History With Sources, BFW: Thinking Through Sources for Ways of the World: A Global History with Sources for the AP World History Pearson: World History: The Modern World, Pearson: Economics: Principles in Action, Pearson: Magruder's American Government, Pearson: United States History: The Twentieth Century; Civics Skills, AGS:	Yes	0

	United States Government; Economics skills, AGS: Economics; US History skills, AGS: United States History; World History skills, AGS: World History, Economics by Glenn Hubbard; Anthony Patrick O'Brien, Edition: 9th Published by Pearson, Personal Finance by Jeff Madura, Edition: 8th-Published by Pearson, Ethnic studies: Critical Fundamentals by Tim Messer-Kruse		
Foreign Language	Savvas: Auténtico Online Textbook and Online Curriculum, Savvas: Auténtico Leveled Vocabulary and Grammar Workbook 1-3. Tamas AP Spanish Language and Culture, Wayside Azulejo Anthology & Guide to the AP Spanish Literature and Culture Course, Edmentum French 2A and French 2B Online Textbook and Online Curriculum, Middlebury Interactive French 3 Online Textbook and Online Curriculum	Yes	0
Health	Positive Prevention Plus Grade 9 physical education English Version Spanish Version Special Populations Version	Yes	0
Visual and Performing Arts	CodeHS (Computer Science) Foundations for a Superior Performance (King/Williams) for Band	Yes	0
Science Laboratory Equipment (grades 9-12)	incubators, steam sterilizer, autoclaves, UV transilluminator, white light box, vertical gel boxes, gel boxes, power supplies, microcentrifuges, heat blocks, centrifuges, micropipettes, analytical balance, spectrophotometers, digital camera, ice crusher, water baths, vacuum pumps, microscopes, dissecting scopes, digital scales, triple beam balances, Van der Graaf machines, digital slow motion sensors, mineral/rock sets, LCD projectors, oscilloscope, solar panel kit, wind tunnel, stream tables, bunsen burners, cart tracks/aluminum dynamic carts, solar system models, celestial spheres, anatomical models, force plates, variety of glassware (beakers, flasks, etc.)		0

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

School Facility Conditions and Planned Improvements

Ann Sobrato High School was established in 2004. All four classroom wings, double sized gymnasium, athletic fields, swimming pool, district kitchen facility, performing arts center, and a library provide spaces to support our instructional programs. The main part of campus is enclosed with fencing.

Year and month of the most recent FIT report

January 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Restrooms/fountains Poor – Toilets leaking at fittings, missing menstrual products and signage, restroom used for storage, faucet leaking, Exterior drinking fountain has leak and low flow or drips, Ice machine has a leak, concession stand faucet has no flow. Reviewing menstrual products requirements with custodial and adding new signage. In process of clearing restroom of stored items and repairing all water faucet leaks Interior/exterior.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	73	62	46	48	46	47
Mathematics (grades 3-8 and 11)	45	41	35	37	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	394	374	94.92	5.08	61.76
Female	210	196	93.33	6.67	68.37
Male	182	176	96.70	3.30	53.98
American Indian or Alaska Native	--	--	--	--	--
Asian	57	56	98.25	1.75	82.14
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	93.75
Hispanic or Latino	173	163	94.22	5.78	42.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	28	90.32	9.68	64.29
White	106	100	94.34	5.66	74.00
English Learners	22	21	95.45	4.55	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	25	25	100.00	0.00	44.00
Socioeconomically Disadvantaged	91	88	96.70	3.30	45.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	38	95.00	5.00	10.53

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	394	376	95.43	4.57	40.96
Female	210	197	93.81	6.19	43.15
Male	182	177	97.25	2.75	38.42
American Indian or Alaska Native	--	--	--	--	--
Asian	57	56	98.25	1.75	78.57
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	62.50
Hispanic or Latino	173	165	95.38	4.62	21.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	29	93.55	6.45	44.83
White	106	99	93.40	6.60	49.49
English Learners	22	22	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	25	25	100.00	0.00	32.00
Socioeconomically Disadvantaged	91	89	97.80	2.20	21.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	36	90.00	10.00	2.78

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	52.85	50.07	35.35	35.00	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	753	731	97.08	2.92	50.07
Female	360	345	95.83	4.17	50.43
Male	389	382	98.20	1.80	49.21
American Indian or Alaska Native	--	--	--	--	--
Asian	114	113	99.12	0.88	75.22
Black or African American	11	10	90.91	9.09	--
Filipino	32	31	96.88	3.12	64.52
Hispanic or Latino	323	314	97.21	2.79	31.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	51	47	92.16	7.84	48.94
White	211	205	97.16	2.84	62.44
English Learners	42	41	97.62	2.38	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	50	50	100.00	0.00	42.00
Socioeconomically Disadvantaged	172	169	98.26	1.74	26.95
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	72	69	95.83	4.17	7.35

2023-24 Career Technical Education Programs

Electives in pathways representing various industries in the CTE program offer students many opportunities to explore and prepare for the workforce. All of our CTE programs have community and workforce advisory committees that provide opportunities for community input on curriculum and instruction, job trends, and intern opportunities.

District Representative: Diana Jimenez

Industries represented: welding, software applications, performing arts, florist, local artists, local ranches and farms, local newspaper, contractors specializing in stage productions, medical professionals

CTE Pathways offered at Sobrato High School:

Arts, Media and Entertainment:
 Design, Visual and Media Arts
 Studio Art + Adv. Studio Art
 Ceramics + Adv. Ceramics
 Adv. Photo + Graphics
 Yearbook + Advanced Yearbook

2023-24 Career Technical Education Programs

Creative Writing + Adv. Creative Writing

Performing Arts

Drama + Adv. Drama

Choir + Adv. Choir

Production and Managerial Arts

Stagecraft 1 + Stagecraft 2

Agricultural and Natural Resources:

Agricultural Mechanics

Ag Mechanics + Ag Welding

Agricultural Science

Ag Bio + Soil Chemistry + Vet Science

Agricultural Business

Ag Floral Design 1 + Ag Floral Design 2

Agricultural Science

Farm 2 Fork + Adv. Food Science

Health Science and Medical Technology:

Patient Care

Sports Medicine 1 + Sports Medicine 2

Information and Communication Technologies

Software and Systems Development

Intro to Comp Sci + AP Comp Sci Principles or AP Comp Sci A

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1319
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	37
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.21
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	58.63

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95.6	96.1	94.2	96.4	96.3

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Parent involvement is central to the success of Sobrato High School. Our parents have stepped in to take an active role in supporting the school both in its academic and co-curricular programs. Parents participate in school governance through our School Site Council and English Language Advisory Committee (ELAC). We have a Home and School Club that plays an important role in providing funds to support all classrooms and staff. We have a number of booster organizations including our Athletic Boosters and Music Association. These parents raise money, purchase needed materials, and provide supervision. Without their support it would be impossible to have the quality of programs that are offered at Sobrato High School.

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

Our counseling office, in conjunction with Cal-SOAP, offers a variety of parent workshops and informational events throughout the year. These include College Night and Cash 4 College to help parents understand how they can best support their students' access to college and careers. Sobrato is also pleased to celebrate with parents the many accomplishments of their students through Senior Awards Night, Honor Roll assemblies, Senior Exhibition, and freshman awards.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	2.8	2.6	1.6	5.1	2.8	2.9	7.8	8.2	8.9
Graduation Rate	96.9	96.2	97.3	92.5	92.8	91.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	374	364	97.3
Female	163	159	97.5
Male	209	203	97.1
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	57	57	100.0
Black or African American	--	--	--
Filipino	16	15	93.8
Hispanic or Latino	161	155	96.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	108	106	98.1
English Learners	29	27	93.1
Foster Youth	0.0	0.0	0.0
Homeless	40	39	97.5
Socioeconomically Disadvantaged	140	135	96.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	40	38	95.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1557	1539	259	16.8
Female	768	755	120	15.9
Male	784	779	138	17.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	227	225	11	4.9
Black or African American	23	23	6	26.1
Filipino	61	60	4	6.7
Hispanic or Latino	722	711	178	25.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	68	67	12	17.9
White	391	389	38	9.8
English Learners	164	162	47	29.0
Foster Youth	--	--	--	--
Homeless	128	124	45	36.3
Socioeconomically Disadvantaged	555	546	159	29.1
Students Receiving Migrant Education Services	21	21	5	23.8
Students with Disabilities	182	180	70	38.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.14	2.25	4.11	4.44	4.9	5.08	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.13	0	0.39	0.15	0.03	0.13	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.11	0.39
Female	3.13	0.00
Male	5.10	0.77
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.32	0.00
Black or African American	17.39	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.09	0.83
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.56	0.00
English Learners	9.15	2.44
Foster Youth	0.00	0.00
Homeless	7.81	0.78
Socioeconomically Disadvantaged	7.21	1.08
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.34	1.10

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Having a safe, supportive school environment is the key to the educational process. All four administrators and four full-time campus supervisors monitor the school grounds on a daily basis. An additional 17 staff members comprise our safety team who assist in drill and emergency situations. Also, a school resource officer is available when needed to help maintain a safe

2024-25 School Safety Plan

environment. We have a camera surveillance system that is used to assist with campus security. School procedures require all visitors to sign in at the front office. Students are not allowed to leave campus during the school day without first checking out through the front office.

Our School Safety Plan includes procedures for emergencies, evacuation routes, and assignments of responsibilities. A summary of emergency procedures is posted in each classroom. Safety policies and procedures are reviewed annually with the school staff and students, and drills are held throughout the year. The safety plan is reviewed annually and was approved on September 9, 2024 by the School Site Council. The Morgan Hill Police Department trained our staff on Run Hide Defend procedures on September 11, 2024. Students were trained on safety procedures during assigned tutorial on September 13, 2024.

We follow the health and safety guidelines issued by California Department of Public Health (CDPH) regarding COVID 19 and other health related situations. To ensure safety on campus, our school uses Securly which notifies all administrators and two support staff when a student uses their school account for potentially harmful searches on the internet, whether to themselves or others.

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	6	8	34
Mathematics	34	4	16	30
Science	32	3	19	19
Social Science	31	7	11	32

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	13	16	26
Mathematics	26	15	20	26
Science	27	11	15	20
Social Science	28	13	7	37

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	302

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,761.62	\$72.49	\$10,689.13	\$102,576
District	N/A	N/A	\$10,555	\$106,381
Percent Difference - School Site and District	N/A	N/A	1.3	-3.6
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-0.8	8.0

Fiscal Year 2023-24 Types of Services Funded

Funding is allocated based upon the goals listed in the Single Plan for Student Achievement (SPSA). These goals emphasize academic success, community involvement, and social-emotional wellness for all students.

There is additional funding provided by the Local Control Funding Formula (LCFF) to support our students who identify as English Language Learners (ELL), socio-economically disadvantaged, and foster youth. A focus for this year is increasing graduation and A-G eligibility rates for our underserved populations. LCFF funding has supported additional staffing for students who identify as ELL through stipended ELL coaching positions. Before the start of the school year, Sobrato hosts an orientation for English Learners and their families, providing food and translation services, so that students and families can connect with the school and feel comfortable navigating the school's systems. Supports for these groups also include assistance with paying for Advanced Placement (AP) exams in order to earn college credit, and staffing to work with Equal Opportunity Schools (EOS) to increase representation for these groups in AP classes.

The freshman success team and a summer bridge program have been key components in our support of students at the freshman level, as research shows that freshmen on track are more likely to graduate. In addition, Sobrato provides each freshman a chromebook for their use until graduation. Sobrato also funds 1 hour per day for paraprofessionals to ensure that all 23 inclusion classes have a second educator in the classroom. The district supports 6 hours of paraprofessional time and Sobrato's school day is a total of 7 hours 5 minutes. Sobrato has implemented a digital hall pass program called MiNGA where teachers can check students into tutorial and clubs, and create hall passes in order to track student engagement and movement. Our Positive Behavioral Interventions and Supports (PBIS) coordinator and team facilitates acknowledgements of positive behavior with small rewards or free activities.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,081	\$58,855
Mid-Range Teacher Salary	\$101,641	\$92,519
Highest Teacher Salary	\$128,610	\$114,665
Average Principal Salary (Elementary)	\$145,971	\$142,791
Average Principal Salary (Middle)	\$154,924	\$151,078
Average Principal Salary (High)	\$168,098	\$167,094
Superintendent Salary	\$297,357	\$281,086
Percent of Budget for Teacher Salaries	32.19	30.99
Percent of Budget for Administrative Salaries	6.11	5.37

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	49.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	8
Fine and Performing Arts	1
Foreign Language	3
Mathematics	6
Science	8
Social Science	14
Total AP Courses Offered Where there are student course enrollments of at least one student.	42

Professional Development

A significant district-wide area of focus is Professional Learning Communities (PLCs) and Professional Learning Teams (PLTs). The district has provided many days of training for administrators and teacher leaders to understand the organization and implementation of PLTs. Our district-wide all-staff Professional Development days have included in-depth training for collaborating, identifying essential standards, and developing common assessments. In addition, our site has a stipend for two lead teachers to prepare ongoing Professional Development around book studies and PLT work; they prepare materials and training for leadership, department, and staff meetings to supplement learning that the district provides. At the request of

Professional Development

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

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

Professional development was offered to administrators and teachers regularly during the school year and summer by district and school staff and external partners. Individual schools prioritize and align their professional development learning to their approved SPSA and LCAP.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	9	5	5