

Ann Sobrato High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 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 |

2025-26 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 |

2025-26 School Description and Mission Statement

Ann Sobrato High School is a comprehensive high school supporting grades 9 through 12. 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. The student population, of approximately 1,500 students, reflects the rich ethnic and socioeconomic diversity of the community. They are a WASC-accredited school and are ranked in the top 10% in the state and 7% in the nation, according to US News and World Report. YMCA Project Cornerstone recognized Ann Sobrato High School as a 2025 Asset Champion for its "Caring High School Climate," they were voted Best Public School in the Morgan Hill Times, Best of Morgan Hill awards and earned Gold recognition on the 2024 AP School Honor Roll.

Inside and outside of the classroom, they expect students to "Do Good, Be GREAT" (Gritty, Responsible, Engaged, Accountable, and Thoughtful of others). They offer a variety of educational opportunities for all students. Sobrato currently offers 22 AP courses, 11 dual enrollment courses in conjunction with San Jose State University and Gavilan Community College, 13 inclusion courses, 19 Career Technical Education (CTE) pathways, and UC/CSU eligibility requirements as the default graduation requirements. Sobrato continues to graduate students at very high levels across all student groups, with an overall graduation rate of 98%, and almost every student group above 95%.

They also offer support classes such as AVID, English Language Development (ELD), and special education. Extra support is available after school in their homework center in the library Monday through Thursday and peer tutors are available in the counseling office as needed. Through their Associated Student Body (ASB) and Agriculture Leadership courses, they offer students leadership opportunities in addition to the curriculum. They follow a modified 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 50 clubs ranging from academic clubs to a variety of student interest clubs. Sobrato's athletics program offers 40 athletic teams, including junior varsity and varsity levels of competition. Participation in school sports is approximately 860 students, or about 59% of our student body.

Sobrato's four academic counselors partner with Cal-SOAP to 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 the past 6 years among South County high schools. Parent information nights are held throughout the year.

2025-26 School Description and Mission Statement

Sobrato partners with a variety of community organizations to support their students, including Rotary Club, Morgan Hill Chamber of Commerce, and Morgan Hill Police Department. Students needing social emotional support can receive therapeutic counseling services at Sobrato from our on-site therapeutic counselor or a community-based provider.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 401 |
| Grade 10 | 369 |
| Grade 11 | 364 |
| Grade 12 | 377 |
| Total Enrollment | 1,511 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49.8 |
| Male | 49.9 |
| Non-Binary | 0.3 |
| American Indian or Alaska Native | 0.3 |
| Asian | 15.4 |
| Black or African American | 1.3 |
| Filipino | 4.2 |
| Hispanic or Latino | 45.6 |
| Native Hawaiian or Pacific Islander | 0.5 |
| Two or More Races | 4.6 |
| White | 25.3 |
| English Learners | 8.1 |
| Homeless | 7.4 |
| Migrant | 1.3 |
| Socioeconomically Disadvantaged | 31.5 |
| Students with Disabilities | 10.1 |

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.

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) | 53.1 | 90.08 | 312.7 | 86.75 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 3.5 | 0.97 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 5.1 | 8.79 | 37.6 | 10.43 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 4.5 | 1.27 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 0.6 | 1.12 | 2 | 0.57 | 15831.9 | 5.67 |
| Total Teaching Positions | 58.9 | 100 | 360.4 | 100 | 279044.8 | 100 |

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) | 53.5 | 80.34 | 313.9 | 80.52 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0.5 | 0.75 | 3.7 | 0.96 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 10.3 | 15.45 | 56.1 | 14.39 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 5.2 | 1.34 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 2.3 | 3.45 | 10.8 | 2.79 | 14303.8 | 5.15 |
| Total Teaching Positions | 66.6 | 100 | 389.8 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

2023-24 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) | 52.5 | 75.47 | 313 | 77.83 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 5.4 | 1.36 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 16.6 | 23.96 | 74.4 | 18.52 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.3 | 0.56 | 8.6 | 2.15 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0 | 0 | 0.5 | 0.12 | 13705.8 | 4.91 |
| Total Teaching Positions | 69.6 | 100 | 402.2 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 0.80 | 2 | 5 |
| Misassignments | 4.30 | 8.3 | 11.3 |
| Vacant Positions | 0.00 | 0 | 0.3 |
| Total Teachers Without Credentials and Misassignments | 5.10 | 10.3 | 16.6 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0 |
| Local Assignment Options | 0.00 | 0 | 0.3 |
| Total Out-of-Field Teachers | 0.00 | 0 | 0.3 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 8.4 | 13.9 | 16.6 |
| 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 | 0 | 1.4 |

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: January 2026

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|--|
| Reading/Language Arts | McGraw Hill Education, StudySync | 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, AP Statistics Freeman, Practice of Statistics | 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 | 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: United States Government; Economics skills, AGS: Economics; US History skills, AGS: United States History; World History skills, AGS: World History, | 0 |

| | | |
|---|--|---|
| | 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. Temas AP Spanish Language and Culture, Wayside Azulejo Anthology & Guide to the AP Spanish Literature and Culture Course, Edmentum French 2A and French 2B Online Textbook and Online Curriculum, Middlebury Interactive French 3 Online Textbook and Online Curriculum | 0 |
| Health | Positive Prevention Plus Grade 9 physical education English Version Spanish Version Special Populations Version | 0 |
| Visual and Performing Arts | CodeHS (Computer Science) Foundations for a Superior Performance (King/Williams) for Band | 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 | | | |
| 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 |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|---|
| | | | | 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 Assessments 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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 62 | 71 | 48 | 50 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 41 | 40 | 37 | 38 | 35 | 37 |

2024-25 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 | 363 | 350 | 96.42 | 3.58 | 70.77 |
| Female | 173 | 168 | 97.11 | 2.89 | 74.25 |
| Male | 190 | 182 | 95.79 | 4.21 | 67.58 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 55 | 55 | 100.00 | 0.00 | 89.09 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 13 | 13 | 100.00 | 0.00 | 100.00 |
| Hispanic or Latino | 166 | 159 | 95.78 | 4.22 | 50.63 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 31 | 31 | 100.00 | 0.00 | 80.65 |

| | | | | | |
|--|----|----|--------|-------|-------|
| White | 89 | 84 | 94.38 | 5.62 | 89.29 |
| English Learners | 22 | 22 | 100.00 | 0.00 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 79 | 76 | 96.20 | 3.80 | 48.68 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 37 | 32 | 86.49 | 13.51 | 12.50 |

2024-25 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 | 363 | 351 | 96.69 | 3.31 | 40.46 |
| Female | 173 | 167 | 96.53 | 3.47 | 35.33 |
| Male | 190 | 184 | 96.84 | 3.16 | 45.11 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 55 | 55 | 100.00 | 0.00 | 65.45 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 13 | 13 | 100.00 | 0.00 | 69.23 |
| Hispanic or Latino | 166 | 159 | 95.78 | 4.22 | 22.64 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 31 | 31 | 100.00 | 0.00 | 38.71 |
| White | 89 | 85 | 95.51 | 4.49 | 54.12 |
| English Learners | 22 | 22 | 100.00 | 0.00 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |

| | | | | | |
|--|----|----|-------|-------|-------|
| Socioeconomically Disadvantaged | 79 | 76 | 96.20 | 3.80 | 23.68 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 37 | 33 | 89.19 | 10.81 | 6.06 |

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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| Science (grades 5, 8 and high school) | 50.07 | 47.86 | 35 | 36.92 | 30.73 | 32.33 |

2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 751 | 726 | 96.67 | 3.33 | 47.86 |
| Female | 378 | 365 | 96.56 | 3.44 | 49.04 |
| Male | 371 | 359 | 96.77 | 3.23 | 46.37 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 114 | 113 | 99.12 | 0.88 | 74.34 |
| Black or African American | 14 | 13 | 92.86 | 7.14 | 30.77 |
| Filipino | 29 | 29 | 100.00 | 0.00 | 75.86 |
| Hispanic or Latino | 335 | 323 | 96.42 | 3.58 | 29.50 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 62 | 60 | 96.77 | 3.23 | 50.00 |
| White | 191 | 182 | 95.29 | 4.71 | 60.44 |
| English Learners | 42 | 39 | 92.86 | 7.14 | 2.56 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 26 | 26 | 100.00 | 0.00 | 38.46 |
| Socioeconomically Disadvantaged | 166 | 163 | 98.19 | 1.81 | 29.01 |
| Students Receiving Migrant Education Services | 13 | 13 | 100.00 | 0.00 | 23.08 |
| Students with Disabilities | 70 | 62 | 88.57 | 11.43 | 9.84 |

2024-25 Career Technical Education Programs

Ann Sobrato High School has a thriving Career Technical Education (CTE) program that offers a wide variety of pathways representing diverse industries. These industry sectors provide students with meaningful opportunities to explore career interests and prepare for the workforce. Each CTE pathway is supported by active community and workforce advisory committees that engage in two-way collaboration, offering feedback to ensure classroom instruction remains industry-relevant and to strengthen overall program quality. Through these partnerships, Sobrato fosters strong relationships that enhance CTE programs and provide students with authentic, real-world experiences and skills that support their future career success.

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

Certifications offered through CTE pathways: Precision exam certifications, Adobe Visual Communication certification, OSHA-10 certifications, Animal care certifications, food handlers certifications, American Red Cross certifications, AG-align tier 1 floral certification, AG-align Soil Chemistry certifications

Work-based Learning offered through CTE pathways: Fire Clay Tile internships, public performances and festivals, campus production assignments, supervised agricultural experience projects, individual internships, observation and assistance with patient care in the area of athletics

2024-25 Career Technical Education Programs

Dual Enrollment in partnership with Gavilan Community College Offerings Through CTE Courses: Art 4, Art 7A, Art 8A, Art 10A, Music 12, Music 14

Arts, Media and Entertainment:

Design, Visual and Media Arts
 Studio Art + Adv. Studio Art
 Ceramics + Adv. Ceramics
 Adv. Photo + Graphics
 Yearbook + Advanced Yearbook
 Creative Writing + Adv. Creative Writing
 3D Design + Product Design

Performing Arts

Drama + Adv. Drama
 Choir + Adv. Choir
 Band 1 + Band 2

Production and Managerial Arts

Stagecraft 1 + Stagecraft 2
 Multimedia + Audio Video Production

Agricultural and Natural Resources:

Agricultural Mechanics
 Ag Mechanics + Ag Welding

Agricultural Science

Ag Biology + Soil Chemistry + Vet Science
 Farm to Fork 1 + Farm to Fork 2

Plant Science

Ag Biology + Soil Chem + Horticulture

Agricultural Business

Ag Floral Design 1 + Ag Floral Design 2

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

2024-25 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 1427 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 30.9 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 10.8 |

2024-25 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 |
|---|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission | 99.67 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 67.21 |

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.

2024-25 California Physical Fitness Test Participation Rates

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 | 98.9 | 98.2 | 97.4 | 98.9 | 98.9 |

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.

2025-26 Opportunities for Parental Involvement

Family involvement is central to the success of Ann Sobrato High School. Their families have stepped in to take an active role in supporting the school both in its academic and co-curricular programs. Families participate in school governance through School Site Council and English Language Advisory Committee (ELAC). They have a Home and School Club that plays an important role in providing funds to support all classrooms and staff. Monthly chats with administration are in conjunction with the Home and School Club meetings. Sobrato has a number of booster organizations including Athletic Boosters, Sobrato Murphy Music Association, Grad Night Committee, and Future Farmers of America (FFA) Alumni. These families raise money, purchase needed materials, and volunteer time to support these programs. Without their support it would be impossible to have the quality of programs that are offered at Ann Sobrato High School.

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

The 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. The counseling office also hosts quarterly Cafecito's for our Spanish speaking

2025-26 Opportunities for Parental Involvement

families. Sobrato is also pleased to celebrate with families the many accomplishments of their students through Senior Awards Night, Honor Roll assemblies, 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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 2.6 | 1.6 | 1.1 | 2.8 | 2.9 | 1.8 | 8.2 | 8.9 | 8 |
| Graduation Rate | 96.2 | 97.3 | 98.1 | 92.8 | 91.8 | 95.5 | 86.2 | 86.4 | 87.5 |

2024-25 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 | 376 | 369 | 98.1 |
| Female | 198 | 193 | 97.5 |
| Male | 176 | 174 | 98.9 |
| Non-Binary | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 58 | 58 | 100.0 |
| Black or African American | -- | -- | -- |
| Filipino | 16 | 16 | 100.0 |
| Hispanic or Latino | 162 | 155 | 95.7 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 19 | 19 | 100.0 |
| White | 101 | 101 | 100.0 |
| English Learners | 43 | 38 | 88.4 |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | 36 | 31 | 86.1 |
| Socioeconomically Disadvantaged | 162 | 155 | 95.7 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 42 | 40 | 95.2 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1592 | 1555 | 294 | 18.9 |
| Female | 788 | 771 | 140 | 18.2 |
| Male | 800 | 780 | 153 | 19.6 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 234 | 233 | 16 | 6.9 |
| Black or African American | 20 | 20 | 3 | 15.0 |
| Filipino | 64 | 64 | 7 | 10.9 |
| Hispanic or Latino | 747 | 720 | 190 | 26.4 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 73 | 73 | 15 | 20.5 |
| White | 395 | 389 | 55 | 14.1 |
| English Learners | 149 | 146 | 54 | 37.0 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 133 | 128 | 47 | 36.7 |
| Socioeconomically Disadvantaged | 575 | 550 | 166 | 30.2 |
| Students Receiving Migrant Education Services | 21 | 20 | 6 | 30.0 |
| Students with Disabilities | 171 | 166 | 61 | 36.7 |

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 2.25 | 4.11 | 3.27 | 4.9 | 5.08 | 3.47 | 3.6 | 3.28 | 2.94 |

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.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0.39 | 0.25 | 0.03 | 0.13 | 0.09 | 0.08 | 0.07 | 0.06 |

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 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 3.27 | 0.25 |
| Female | 2.16 | 0.13 |
| Male | 4.38 | 0.38 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 1.28 | 0.43 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 4.82 | 0.27 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 1.37 | 0.00 |
| White | 2.03 | 0.00 |
| English Learners | 6.04 | 0.67 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 6.02 | 0.00 |
| Socioeconomically Disadvantaged | 6.26 | 0.70 |
| Students Receiving Migrant Education Services | 4.76 | 0.00 |
| Students with Disabilities | 8.77 | 0.00 |

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.

2025-26 School Safety Plan

Ann Sobrato High School's Comprehensive School Safety Plan (CSSP) is reviewed, revised, and updated annually to ensure a safe and supportive learning environment for all students and staff. The CSSP outlines procedures and policies related to child abuse reporting, emergency response, safe ingress and egress routes, maintaining a safe and orderly campus, and student behavior and discipline. A summary of emergency procedures is posted in every classroom. The full CSSP is available on the school website, and a hard copy is available for review in the administrative office.

Creating a safe and supportive school environment is essential to the educational process. Student safety is supported through active supervision by administrative staff and campus supervisors before school, after dismissal, and throughout the school day when students are present. Each staff member with supervisory responsibilities is assigned a designated area to monitor. In addition, a school resource officer assigned to the district provides regular support on campus, particularly during brunch and lunch, and works closely with staff and students to enhance campus safety.

An additional 16 staff members serve as part of Sobrato's safety team and assist during drills and emergency situations. Every school building is equipped with a radio walkie-talkie allowing staff to quickly communicate safety or security concerns with administrators and campus supervisors. The school also utilizes a dedicated internal emergency extension that is used exclusively to report medical or safety/security emergencies. When this extension is dialed, the phones of all support staff ring simultaneously to ensure a timely response. Sobrato further supports campus security through a camera surveillance system.

School procedures require all visitors to sign in at the front office, and students are not permitted to leave campus during the school day without checking out through the front office.

Safety policies and procedures are reviewed annually with both staff and students, and safety drills are conducted throughout the year. The Comprehensive School Safety Plan was reviewed and approved by the School Site Council on September 8, 2025. Staff received Run, Hide, Defend training from the Morgan Hill Police Department on September 17, 2025, and students were trained on safety procedures during their assigned tutorial on September 25, 2025. A second-semester, school-wide refresher and Run, Hide, Defend drill is scheduled for January 13, 2026.

Sobrato follows health and safety guidelines from the California Department of Public Health, and designated staff are trained to respond to medical emergencies, including AED use and Narcan administration. To further support student safety, Sobrato uses Securly, a monitoring system that alerts administrators and designated support staff when a student uses their school account to conduct potentially harmful internet searches related to self-harm or harm to others.

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 |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 25 | 20 | 17 | 23 |
| Mathematics | 28 | 11 | 23 | 23 |
| Science | 31 | 6 | 7 | 25 |
| Social Science | 28 | 11 | 13 | 31 |

2024-25 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 | 377.5 |

2024-25 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) | 4 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | 6 |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 | \$11,278.77 | \$70.94 | \$11,207.83 | \$102,576 |
| District | N/A | N/A | \$11,095.33 | \$105,310 |
| Percent Difference - School Site and District | N/A | N/A | 1.0 | -2.6 |
| State | N/A | N/A | \$11,146 | \$100,065 |
| Percent Difference - School Site and State | N/A | N/A | 0.6 | 2.5 |

Fiscal Year 2024-25 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. 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

Fiscal Year 2024-25 Types of Services Funded

all 22 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 | \$63,686 | \$62,145 |
| Mid-Range Teacher Salary | \$107,739 | \$97,088 |
| Highest Teacher Salary | \$136,327 | \$120,436 |
| Average Principal Salary (Elementary) | \$154,729 | \$151,343 |
| Average Principal Salary (Middle) | \$164,219 | \$159,514 |
| Average Principal Salary (High) | \$178,185 | \$177,261 |
| Superintendent Salary | \$297,357 | \$294,805 |
| Percent of Budget for Teacher Salaries | 32.11% | 29.95% |
| Percent of Budget for Administrative Salaries | 5.62% | 5.4% |

2024-25 Advanced Placement (AP) Courses

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

| | |
|-----------------------------------|------|
| Percent of Students in AP Courses | 45.7 |
|-----------------------------------|------|

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 | 0 |
| Foreign Language | 3 |
| Mathematics | 7 |
| Science | 7 |
| Social Science | 14 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 67 |

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. District-wide all-staff Professional Development days have included in-depth training for collaborating, identifying essential standards, developing common assessments, and planning interventions based on common formative assessments. In addition, Sobrato High School 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 administration or individual PLTs, there is also paid hourly time available for PLTs to collaborate on analyzing data and aligning curriculum.

Another significant district-wide area of focus is Universal Design for Learning. Administrators were trained for multiple days in UDL principles through the district office, and teachers received training in one-hour increments as well. In coordination with the district office, Sobrato's leadership team of administrators and department chairs received a day-long training on UDL principles and revised their walkthrough tool and planning documents to reflect practices aligned with UDL. In addition, department chairs take turns presenting reflections on a lesson from one of their courses and how it aligned with UDL principles. Conversations at the leadership level about UDL and other professional development are adapted and shared by department chairs at monthly department meetings in order to provide continuous learning for all teaching staff.

Throughout the school year, there is one schoolwide staff meeting day in August and each month there is one Wednesday morning staff. Sobrato High School prioritizing professional development aligned around curriculum and instruction during designated staff meeting time. Administration, teacher PD leads, and department chairs work together to provide learning experiences for staff that align with initiatives like PLT, UDL, and CM in a way that is meaningful for the school's guiding principles and current context.

Each year, several staff members are prepared to teach Advanced Placement coursework. All teachers assigned to these courses attend training. After the initial training, most teachers usually attend training to refresh their understanding of curriculum 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. Two teachers have release periods to meet with an administrator and plan supports for students classified as English Learners on campus based on state testing data and qualitative input from students. These supports are implemented through leadership meetings, staff meetings, and coaching of teachers at their request. 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 | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 5 | 5 |