School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ann Sobrato High School	43 69583 0102368	05/11/2026	06/11/2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Ann Sobrato High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 2
Plan Description 3
Educational Partner Involvement 4
Comprehensive Needs Assessment Components 4
    California School Dashboard (Dashboard) Indicators 4
    Other Needs 5
School and Student Performance Data 7
    Student Enrollment 7
    CAASPP Results 9
    ELPAC Results 13
    Student Population 16
    Overall Performance 18
    Academic Performance 20
    Conditions & Climate 31
Goals, Strategies, & Proposed Expenditures 33
    Goal 1 33
    Goal 2 44
    Goal 3 50
Budget Summary 59
    Budget Summary 59
    Other Federal, State, and Local Funds 59
Budgeted Funds and Expenditures in this Plan 60
    Funds Budgeted to the School by Funding Source 60
    Expenditures by Funding Source 60
    Expenditures by Budget Reference 60
    Expenditures by Budget Reference and Funding Source 60
    Expenditures by Goal 60
School Site Council Membership 61
Recommendations and Assurances 62

Plan Description

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

This plan is being used by Ann Sobrato High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

*This School Plan for Student Achievement (SPSA) represents our school's allocation of resources towards unique school-level needs as determined by our review of student outcome data and educational partner input. This needs assessment is further analyzed to determine the root causes that inform the actions laid out in this plan. Activities are monitored for effectiveness through various metrics, and plans are adjusted to ensure that actions demonstrate the desired outcome.

The SPSA continues to be organized under three goals aligned with the district's LCAP. The action categories under each goal are also aligned to the LCAP, enabling cross-referencing between various plans. A Multi-Tiered System of Support structures the actions to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for various programs and services and an infrastructure that encourages professional learning about program effectiveness in meeting common goals. These goals are:

1.0 Academics: Through equitable, inclusive access, advance college, career, and civic readiness for all students

- 1.1. Elementary School: Improve literacy and math proficiency for all elementary students with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
- 1.2 Middle School: Build community and a supportive learning environment for all students by providing an equitable, rigorous, and culturally responsive curriculum for middle school academic success with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
- 1.3 High School: Implement and support the transition from middle to high school to increase on-track graduation rates, college and career preparation, CTE completion, and post-secondary attainment as evidenced in the California Dashboard and local indicators of student success.
- 1.4 English Learners: Facilitate English learner success in accessing grade-level academics and developing English language proficiency to ensure equitable opportunities for all students.
- 1.5 Inclusive Practices: Foster a culture of inclusivity and equity to improve access to educational opportunities for all students, including students identified with diverse backgrounds, abilities, and needs.

2.0 Family and Community Engagement: Promote family and community engagement and participation in the education process for all students

3.0 School Climate and Culture: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

- 3.1 Attend to Social-Emotional Learning and Development: Within the three-year cycle of this plan, develop whole-child wellness centers at the two middle and two high school schools, K-8 and elementary sites, and our alternative high school to improve timely student and community access to our growing inventory of social-emotional and school-linked services. Provide social-emotional learning strategies and practices intentionally designed, assessed, and monitored for student outcomes within multi-tiered support systems. Build a community of practice in collaboration with staff and students to establish culturally responsive and inclusive school-wide equity practices that create the conditions for belonging, safe learning environments, and meaningful learning experiences by June 2027.

Morgan Hill Unified School District's (MHUSD) LCAP guides each school's annual School Plan for Student Achievement (SPSA). Ann Sobrato High School's SPSA aims to maintain strong academic performance while expanding opportunities and support for underrepresented student groups. The plan follows a cycle of action, reflection, and improvement, with input from educational partners including students, staff, families, and community members, gathered through surveys and meetings. Student achievement data and a review of current outcomes inform planning for the 2026-2027 school year.

The 2025-2026 WASC self-study identified four critical focus areas guiding the school's goals:

1. Increase a–g eligibility
2. Improve meaningful engagement with educational partners
3. Strengthen student engagement and social-emotional supports for students

Sobrato's SPSA is structured around three main goals, aligned with MHUSD's LCAP and ESSA requirements:

* Enhance college, career, and civic readiness
* Expand family and community engagement
* Improve student engagement, social-emotional learning, and school climate

Key priorities include boosting a–g completion rates, increasing family engagement—especially among non-English-speaking households—and addressing chronic absenteeism. The plan emphasizes support for underserved student groups, including students with disabilities, and students who identify as English Learners, socioeconomically disadvantaged, and Hispanic.

All school budgeting processes—state, local, and federal—are aligned with the LCAP and SPSA to ensure coordinated, accountable spending.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The primary creation of the School Plan for Student Achievement (SPSA) was accomplished via consultation with and preliminary approval by the School Site Council (SSC).

Students, staff, and parents on School Site Council were provided with updates regarding the school's SPSA goals and relevant data every monthly meeting starting with the October 2025 meeting.

The leadership team and staff also reviewed data in alignment with the SPSA goals twice a month in leadership meetings.

Students, staff, and parents from the English Learner Advisory Committee (ELAC) and SSC were present and provided feedback during several different ELAC and SSC meetings. They gave final approval for the SPSA during the May 6, 2026 ELAC meeting and May 11, 2026 SSC Meeting. The admin and leadership team reviewed the feedback and developed additional strategies and activities that were incorporated in the 2026-2027 SPSA.

The Spring 2026 Needs Assessment Survey had a high number of responses from students (1089) and staff (63) and was used to help develop strategies for the SPSA. Despite multiple reminders and outreach strategies, only 141 families responded to the Needs Assessment Survey.

In addition, areas for growth were identified in the school's WASC self-study in 2025-2026 that will guide the school's work through the 2031-2032 school year.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

In English Language Arts performance, Sobrato High School's overall performance level was blue, whereas the performance level was orange for students classified as English Learners and for students with disabilities.

In Math performance, the school's overall performance level was green, whereas the performance level was orange for students classified as English Learners and for students with disabilities.

In College and Career Readiness performance, the school's overall performance level was blue, whereas the performance level was orange for students identified as homeless and yellow for students with disabilities.

In graduation rates, the school's overall performance level was blue, but the performance level was orange for students classified as English Learners and for students identified as homeless.

In suspension rate, the school's overall performance level was green, but the performance level was orange for students identifying as two or more races.

Sobrato High School continues to focus on support students with disabilities by maintaining and/or increasing the number of students in inclusion classes, providing pay for teachers to align and improve their inclusion practices, and providing professional development on Universal Design for Learning through two teacher lead stipends. The school also focuses on supporting students classified as English Learners through two teacher lead stipends; listening sessions to gather feedback from students; and release periods for ELD leaders to advance the program, develop curriculum, and coach teachers. The UDL professional development and two teacher lead stipends also work to address needs for students identified as homeless; in addition, there is a dedicated counseling staff member to support students identified as homeless.

The school continues to strengthen its outreach and planning for events such as orientation for students classified as English Learners, Course Information Night, and Back to School Night. During the 2025-2026 school year, the school added a Dia de los Muertos event as well as a Dual Enrollment Night in order to add more variety and connect with more families from different student groups. The school continues to track attendance at family engagement events in order to measure success. For example, 33 families attended Dual Enrollment Night on April 29, 2026. The school also trained teachers in use of ParentSquare through a series in the weekly staff memo and through staff meeting time, which saw an increase in direct messages between school staff and families. The goal continues to be to increase contact and sharing of information with families in order to increase College and Career Readiness as well as graduation rates, especially for the student groups listed above.

The school strives to increase student safety and well-being in order to decrease chronic absenteeism and suspensions. Steps taken to achieve this include continuing to develop the PBIS program, creating a discipline decision tree for the administrative team to use, pushing out reminders about behavioral expectations to students, increasing family contact when a family is truant, and providing fun activities and environments during student breaks.

In addition to strategies used during the 2025-2026 school year, the school plans to expand its tutorial program by coordinating peer tutors to work with students during tutorial. Plans for reaching out to more families include a stipend position to create and increase social media presence for the school.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Sobrato High School is partnered with Equal Opportunity Schools (EOS), an organization that helps schools increase enrollment in Advanced Placement (AP) courses, with a focus on students of color and students who identify as socioeconomically disadvantaged. Based on the school’s annual Fall EOS Survey, EOS filtered data to measure the feedback of students of color and students who identify as socioeconomically disadvantaged who are enrolled in AP courses this year.

83% of historically underrepresented students in AP have named at least one adult they trust in the building

Students answered questions about their AP courses. When given the statement “my teacher cares about me and my learning,” 69% of students responded positively.

When given the statement “I have the opportunity to redo assignments or re-take quizzes or tests if I need to,” 60% answered positively.

Results from this survey indicate that there is room for improvement in the area of retakes. Despite the high percentage of students who have named one trusted adult, there is room for improvement in the area of students' perceptions about teachers caring about them and their learning.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Ann Sobrato High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.66%	0.33%	0.20%	10	5	3
African American	1.46%	1.26%	1.16%	22	19	17
Asian	14.77%	15.42%	14.29%	223	233	210
Filipino	3.97%	4.24%	4.01%	60	64	59
Hispanic/Latino	45.43%	45.60%	47.28%	686	689	695
Pacific Islander	0.40%	0.46%	0.34%	6	7	5
White	25.70%	25.28%	25.58%	388	382	376
Two or More Races	4.50%	4.57%	4.56%	68	69	67
Not Reported	3.11%	2.85%	2.59%	47	43	38
			Total Enrollment	1510	1511	1470

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	368	401	379
Grade 10	377	369	385
Grade 11	396	364	356
Grade 12	369	377	350
Total Enrollment	1,510	1,511	1,470

Conclusions based on this data:

1. Overall, enrollment has maintained or slightly decreased.*

2. The three largest groups are students who identify as Hispanic, White, and Asian. The group of students who identify as Hispanic is the largest group on campus and has increased almost 4 percentage points over the last three years, while most student group percentages have remained relatively stable. *

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	149	123	130	9.9%	8.1%	8.8%
Fluent English Proficient (FEP)	357	378	371	23.6%	25.0%	25.2%

Conclusions based on this data:

1. Over the last year, there has been a slight decrease in the number and percentage of students classified as English Learners at Sobrato High School. *
2. As of March 2026, there are 18 students classified as English Learners who have been in US schools two or fewer years. *

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	364	394	363	350	374	350	349	374	349	96.2	94.9	96.4
All Grades	364	394	363	350	374	350	349	374	349	96.2	94.9	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2642.	2606.	2634.	39.83	31.82	39.26	32.95	29.95	31.52	14.33	18.72	15.19	12.89	19.52	14.04
All Grades	N/A	N/A	N/A	39.83	31.82	39.26	32.95	29.95	31.52	14.33	18.72	15.19	12.89	19.52	14.04

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	36.78	29.14	30.95	54.02	51.34	58.45	9.20	19.52	10.60
All Grades	36.78	29.14	30.95	54.02	51.34	58.45	9.20	19.52	10.60

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	44.96	35.56	40.97	42.36	41.71	45.27	12.68	22.73	13.75
All Grades	44.96	35.56	40.97	42.36	41.71	45.27	12.68	22.73	13.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	21.49	18.18	16.62	69.34	67.65	73.35	9.17	14.17	10.03
All Grades	21.49	18.18	16.62	69.34	67.65	73.35	9.17	14.17	10.03

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	36.10	27.81	35.53	55.59	58.56	57.59	8.31	13.64	6.88
All Grades	36.10	27.81	35.53	55.59	58.56	57.59	8.31	13.64	6.88

Conclusions based on this data:

1. In terms of overall ELA CAASPP scores, the percentage of students meeting or exceeding standards increased 9 percentage points, from 61.7% in spring 2024 to 70.7% in spring 2025 while scores in spring 2025 were relatively the same as scores in spring 2023. **
2. When looking at percentage of students who exceeded standards, all domains increased (reading, writing, research), except for the listening domain. The biggest area of growth was research and inquiry. **

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System] web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	364	394	363	352	376	351	351	376	351	96.7	95.4	96.7
All Grades	364	394	363	352	376	351	351	376	351	96.7	95.4	96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2606.	2582.	2596.	20.80	17.55	21.08	23.93	23.40	19.37	23.93	19.95	21.94	31.34	39.10	37.61
All Grades	N/A	N/A	N/A	20.80	17.55	21.08	23.93	23.40	19.37	23.93	19.95	21.94	31.34	39.10	37.61

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	24.22	20.53	23.36	45.30	42.40	41.03	30.48	37.07	35.61
All Grades	24.22	20.53	23.36	45.30	42.40	41.03	30.48	37.07	35.61

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	22.22	18.35	20.23	59.26	61.70	56.98	18.52	19.95	22.79
All Grades	22.22	18.35	20.23	59.26	61.70	56.98	18.52	19.95	22.79

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
Grade 11	21.94	17.07	17.95	60.97	59.20	64.39	17.09	23.73	17.66
All Grades	21.94	17.07	17.95	60.97	59.20	64.39	17.09	23.73	17.66

Conclusions based on this data:

1. Students that did not meet standards increased from spring 2023 with 31.34% to spring 2024 with 39.1%. It decreased slightly the next year to 37.6%. **
2. Students that met or exceeded standards declined by 3.75 percentage points from spring 2023 to spring 2024. It declined by 0.5 percentages points from spring 2024 to spring 2025. **
3. Concepts and Procedures in Math had the highest percentage Below Standard. **

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1562.1	1550.1	1552.7	1570.9	1556.5	1563.6	1552.9	1543.1	1541.2	44	39	31
10	1551.6	1553.6	1534.0	1560.6	1551.9	1532.0	1541.9	1554.9	1535.5	34	29	42
11	1549.7	1537.4	1535.6	1547.7	1540.3	1535.3	1551.2	1533.9	1535.5	23	23	22
12	1568.9	1496.7	1534.3	1589.2	1493.3	1522.2	1548.1	1499.8	1545.9	20	17	17
All Grades										121	108	112

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	20.45	17.95	25.81	40.91	33.33	22.58	27.27	25.64	22.58	11.36	23.08	29.03	44	39	31
10	29.41	27.59	19.05	26.47	34.48	23.81	17.65	20.69	30.95	26.47	17.24	26.19	34	29	42
11	26.09	13.04	23.81	21.74	26.09	23.81	30.43	30.43	19.05	21.74	30.43	33.33	23	23	21
12	15.00	5.88	11.76	45.00	5.88	29.41	25.00	29.41	35.29	15.00	58.82	23.53	20	17	17
All Grades	23.14	17.59	20.72	33.88	27.78	24.32	24.79	25.93	27.03	18.18	28.70	27.93	121	108	111

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	43.18	35.90	35.48	34.09	28.21	35.48	15.91	20.51	9.68	6.82	15.38	19.35	44	39	31
10	41.18	44.83	28.57	20.59	34.48	28.57	14.71	3.45	21.43	23.53	17.24	21.43	34	29	42
11	30.43	39.13	33.33	30.43	17.39	33.33	26.09	13.04	9.52	13.04	30.43	23.81	23	23	21
12	55.00	5.88	23.53	30.00	29.41	41.18	15.00	41.18	5.88	0.00	23.53	29.41	20	17	17
All Grades	42.15	34.26	30.63	28.93	27.78	33.33	17.36	17.59	13.51	11.57	20.37	22.52	121	108	111

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	4.55	5.13	6.45	15.91	25.64	22.58	59.09	35.90	32.26	20.45	33.33	38.71	44	39	31
10	8.82	13.79	9.52	20.59	13.79	11.90	32.35	44.83	35.71	38.24	27.59	42.86	34	29	42
11	4.35	8.70	0.00	30.43	4.35	19.05	26.09	39.13	42.86	39.13	47.83	38.10	23	23	21
12	0.00	0.00	11.76	15.00	0.00	0.00	50.00	17.65	52.94	35.00	82.35	35.29	20	17	17
All Grades	4.96	7.41	7.21	19.83	13.89	14.41	43.80	36.11	38.74	31.40	42.59	39.64	121	108	111

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	4.55	7.69	12.90	79.55	61.54	45.16	15.91	30.77	41.94	44	39	31
10	11.76	7.14	11.90	55.88	75.00	47.62	32.35	17.86	40.48	34	28	42
11	4.35	8.70	0.00	52.17	39.13	61.90	43.48	52.17	38.10	23	23	21
12	10.00	0.00	0.00	60.00	29.41	52.94	30.00	70.59	47.06	20	17	17
All Grades	7.44	6.54	8.11	64.46	55.14	50.45	28.10	38.32	41.44	121	107	111

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	81.82	66.67	70.97	11.36	17.95	9.68	6.82	15.38	19.35	44	39	31
10	73.53	82.76	59.52	11.76	0.00	19.05	14.71	17.24	21.43	34	29	42
11	73.91	69.57	57.14	13.04	8.70	19.05	13.04	21.74	23.81	23	23	21
12	95.00	70.59	64.71	5.00	5.88	5.88	0.00	23.53	29.41	20	17	17
All Grades	80.17	72.22	63.06	10.74	9.26	14.41	9.09	18.52	22.52	121	108	111

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	6.82	17.95	25.81	61.36	28.21	32.26	31.82	53.85	41.94	44	39	31
10	17.65	17.24	11.90	44.12	48.28	42.86	38.24	34.48	45.24	34	29	42
11	4.35	8.70	0.00	43.48	39.13	57.14	52.17	52.17	42.86	23	23	21
12	0.00	0.00	17.65	50.00	17.65	41.18	50.00	82.35	41.18	20	17	17
All Grades	8.26	12.96	14.41	51.24	34.26	42.34	40.50	52.78	43.24	121	108	111

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
9	4.55	0.00	0.00	84.09	76.92	77.42	11.36	23.08	22.58	44	39	31
10	2.94	6.90	2.38	73.53	68.97	71.43	23.53	24.14	26.19	34	29	42
11	17.39	4.35	0.00	52.17	60.87	61.90	30.43	34.78	38.10	23	23	21
12	15.00	0.00	0.00	60.00	47.06	70.59	25.00	52.94	29.41	20	17	17
All Grades	8.26	2.78	0.90	71.07	66.67	71.17	20.66	30.56	27.93	121	108	111

Conclusions based on this data:

1. From spring 2024 to spring 2025, the percentage of students who scored in the "beginning" category decreased for the reading and writing domains. *
2. Listening and speaking domains have seen a steady increase in the percentage of students who scored in the "beginning" category. *

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1511	31.5%	8.1%	0.0%
Total Number of Students enrolled in Ann Sobrato High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	123	8.1%
Foster Youth	0	0.0%
Homeless	112	7.4%
Socioeconomically Disadvantaged	476	31.5%
Students with Disabilities	153	10.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	19	1.3%
American Indian	5	0.3%
Asian	233	15.4%
Filipino	64	4.2%
Hispanic	689	45.6%
Two or More Races	69	4.6%
Pacific Islander	7	0.5%
White	382	25.3%

Conclusions based on this data:

1. The group of students who identify as Hispanic continues to be the largest group, making up 45.6% of the overall student body in 2024-2025. *

2. The group of students who identify as socio-economically disadvantaged has slightly decreased from 32.8% to 31.5%. *

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Lowest Performance	Orange	Yellow	Green	Blue Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Green		
English Learner Progress Green		
College/Career Blue		

Conclusions based on this data:

1. Academic performance in English Language Arts has moved from yellow in spring 2024 to blue in spring 2025 while math has moved from yellow to green in the same timeframe. **
2. The areas of suspensions and English Learner progress were in the green in spring 2025, and college/career and graduation rate were in the blue in spring 2025. **

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	2	2

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Orange	No Performance Color
56.4 points above standard	61.9 points below standard	118.3 points below standard
Increased 27.8 points	Increased 63.1 points	Increased 27.5 points
336 Students	54 Students	18 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	33.5 points below standard	3.9 points above standard
1 Student	Increased 15.1 points	Increased 24 points
	21 Students	107 Students

Students with Disabilities

Orange

86.3 points below standard

Increased 63.3 points

38 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Asian

Blue

113.2 points above standard

Increased 3.2 points

53 Students

Filipino

No Performance Color

107.8 points above standard

Increased 12.2 points

13 Students

Hispanic

Green

4.5 points above standard

Increased 32 points

150 Students

Two or More Races

No Performance Color

68.4 points above standard

Increased 83.4 points

18 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

White

Blue

104.6 points above standard

Increased 53.3 points

83 Students

Conclusions based on this data:

1. Overall English Language Arts performance has increased from yellow to blue by 27.8 points. **
2. The school saw an increase in performance from all student groups, including students who identify as English Learners, homeless, socioeconomically disadvantaged, Hispanic, and students with disabilities. **
3. Although there was an increase in performance for students who identify classified as English Learners and students with disabilities from spring 2024 to spring 2025, these two groups remain in the orange. **

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	1	1

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Orange	No Performance Color
27.1 points below standard	140.6 points below standard	168.4 points below standard
Increased 15.8 points	Increased 60.2 points	Increased 53.6 points
337 Students	55 Students	18 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	101.8 points below standard	77.2 points below standard
	Increased 36 points	Increased 21.3 points
1 Student	21 Students	107 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
150.5 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 49.9 points	5 Students	1 Student
38 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Yellow
62.2 points above standard	37.3 points above standard	89.8 points below standard
Declined 6.5 points	Increased 22.1 points	Increased 23.2 points
53 Students	13 Students	150 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
37.5 points below standard	Fewer than 11 students - No Data for Privacy	23.4 points above standard
Increased 16.1 points	1 Student	Increased 40.9 points
18 Students		84 Students

Conclusions based on this data:

1. Overall math performance was in the green in 2024-2025, with scores increasing 15.8 points. **
2. Although there was an increase in points for both groups from spring 2024 to spring 2025, students classified as English Learners and students with disabilities both placed in the orange. **
3. Although there was an increase in points for both groups from spring 2024 to spring 2025, students identified as socioeconomically disadvantaged and students identified as Hispanic placed in the yellow. **

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	3	1

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Yellow	No Performance Color
63.1 science points	44.3 science points	36 science points
Increased 3.1 points	Increased 9.2 points	Increased 4.9 points
341 Students	55 Students	17 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	47.9 science points	54.8 science points
	Increased 4.5 points	Increased 5 points
1 Student	21 Students	111 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
44 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 10.3 points	4 Students	1 Student
37 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Green
73.1 science points	74.3 science points	54.9 science points
Declined 4 points	Increased 11 points	Increased 5.5 points
55 Students	13 Students	151 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
62 science points	Fewer than 11 students - No Data for Privacy	70.4 science points
Increased 5.9 points	1 Student	Increased 4.2 points
19 Students		84 Students

Conclusions based on this data:

1. Overall, scores went up 3.1 points from spring 2024 to spring 2025. **
2. Scores for students classified as English Learners and for students with disabilities were in the yellow category in spring 2025. All other groups were in the green or blue categories. **

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Green	Green
49.5 making progress.	52.9 making progress.
Number Students: 97 Students	Number Students: 68 Students

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

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.4%	37.1%	2.1%	47.4%

Conclusions based on this data:

1. In 2024, 45.3% of students who identify as English Learners made progress on their English Language Acquisition, while 47.4% of students who identify as LTELs made progress on their English Language Acquisition. In 2025, 49.5% of students who identify as English Learners made progress on their English Language Acquisition, while 52.9% of students who identify as LTELs made progress on their English Language Acquisition. **
2. In 2024, 44.2% of students who identify as EL progressed at least one ELPI level, while 23.2% of the students who identify as EL decreased by one ELPI level. In 2025, 47.4% of students who identify as EL progressed at least one ELPI level, while 13.4% of the students who identify as EL decreased by one ELPI level.**

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	2	2

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	No Performance Color	No Performance Color
Prepared 75%	Prepared 20.9%	Prepared 25.9%
Increased 6.6%	Increased 7.1%	Increased 20.4%
376 Students	43 Students	27 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Orange	Blue
0 Students	Prepared 33.3%	Prepared 58%
	Declined 6.7%	Increased 12.3%
	36 Students	162 Students

Students with Disabilities

Yellow

Prepared 28.6%

Increased 3.6%

42 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

6 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Asian

Green

Prepared 89.7%

Declined 3.3%

58 Students

Filipino

No Performance Color

Prepared 100%

Increased 31.3%

16 Students

Hispanic

Green

Prepared 56.2%

Maintained 0.3%

162 Students

Two or More Races

No Performance Color

Prepared 89.5%

19 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

White

Blue

Prepared 89.1%

Increased 13.2%

101 Students

Conclusions based on this data:

1. Students groups whose preparedness are in the orange category are students identified as Homeless. Students with disabilities college career preparedness was in the yellow category. **
2. Several student groups saw an increase in their college career preparedness, including students classified as English Learners (+7.1%), students classified as Long Term English Learners (+20.4%), and students identified as socioeconomically disadvantaged (+12.3%). **

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	0	5

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Orange	No Performance Color
98.1% graduated	88.4% graduated	96.3% graduated
Maintained 0.8%	Declined 5%	Declined 3.7%
377 Students	43 Students	27 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Blue
0 Students	86.1% graduated	95.7% graduated
	Declined 11.4%	Maintained -0.7%
	36 Students	163 Students

Students with Disabilities	African American	American Indian
Blue 95.3% graduated Maintained 0.2% 43 Students	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Asian	Filipino	Hispanic
Blue 100% graduated Maintained 0% 58 Students	No Performance Color 100% graduated Increased 6.3% 16 Students	Blue 95.7% graduated Maintained -0.6% 163 Students

Two or More Races	Pacific Islander	White
No Performance Color 100% graduated 19 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Blue 100% graduated Increased 1.9% 101 Students

Conclusions based on this data:

1. For both students classified as English Learners and students identified as Homeless, there were five students who did not graduate in each group.**
2. All other groups maintained a high graduation rate from 2024 to 2025. **
3. In 2024, 97% of all students graduated from high school. In 2025, 98% of all students graduated from high school. **

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	4	4	1

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Green	Yellow
3.2% suspended at least one day	6% suspended at least one day	8.9% suspended at least one day
Declined 0.9%	Declined 3.1%	Declined 1.9%
1590 Students	149 Students	101 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Yellow	Yellow
Fewer than 11 students - No Data for Privacy	6.1% suspended at least one day	6.1% suspended at least one day
	Declined 1.8%	Declined 1.1%
4 Students	132 Students	573 Students

Students with Disabilities

Yellow

8.8% suspended at least one day

Declined 0.6%

171 Students

African American

No Performance Color

0% suspended at least one day

Declined 17.4%

20 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

6 Students

Asian

Green

1.3% suspended at least one day

Maintained 0%

234 Students

Filipino

Blue

0% suspended at least one day

Maintained 0%

64 Students

Hispanic

Green

4.7% suspended at least one day

Declined 1.4%

746 Students

Two or More Races

Orange

3.4% suspended at least one day

Increased 1.7%

119 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

White

Green

2% suspended at least one day

Declined 0.5%

394 Students

Conclusions based on this data:

1. While the school's overall suspension rate is low at 3.2%, areas of focus including supporting students who identify as two or more races (3.4%, orange band), students classified as long-term English Leaners (8.9%, yellow band), students identified as homeless (6.1%, yellow band), students identified as socioeconomically disadvantaged (6.1%, yellow band), and students with disabilities (8.8%, yellow band). **

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College and Career Readiness
By June 2027, Ann Sobrato High School aims to increase a–g eligibility rates by two percentage points overall and by five percentage points for students who identify as Hispanic, students identified as socioeconomically disadvantaged, students with disabilities, and students classified as English Learners.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Prepare all students for college, career, and civic life through equitable, high-quality, inclusive instruction.
Focus Goal 1.3: High School: Implement and support the transition from middle to high school to increase on-track graduation rates, college and career preparation, CTE completion, and post-secondary attainment as evidenced in the California Dashboard and local indicators of student success.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In English Language Arts performance, Sobrato High School's overall performance level was blue, whereas the performance level was orange for students classified as English Learners and for students with disabilities.

In Math performance, the school's overall performance level was green, whereas the performance level was orange for students classified as English Learners and for students with disabilities.

In College and Career Readiness performance, the school's overall performance level was blue, whereas the performance level was orange for students identified as homeless and yellow for students with disabilities.

In graduation rates, the school's overall performance level was blue, but the performance level was orange for students classified as English Learners and for students identified as homeless.

Sobrato High School continues to focus on support students with disabilities by maintaining and/or increasing the number of students in inclusion classes, providing pay for teachers to align and improve their inclusion practices, and providing professional development on Universal Design for Learning through two teacher lead stipends. The school also focuses on supporting students classified as English Learners through two teacher lead stipends; listening sessions to gather feedback from students; and release periods for ELD leaders to advance the program, develop curriculum, and coach teachers. The UDL professional development and two teacher lead stipends also work to address needs for students identified as homeless; in addition, there is a dedicated counseling staff member to support students identified as homeless.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rates as reported in DataQuest	2022 Cohort --> 2023 Cohort --> 2024 Cohort --> 2025 Cohort - All Student: 96.9% --> 96.2% --> 97.3% --> 98.1% - Overall state: 87% --> 86.2% --> 86.4% --> 87.5% - Overall county: 88.9% --> 87.3% --> 87.8% --> 88.3% - SED: 94.2% --> 91.2% --> 96.4% --> 95.7% - County SED: 80.5% --> 72.5% -->80.9% --> 82.4% - SWD: 97.7% --> 86.8% --> 95% --> 95.2% - County SWD: 74.4% --> 72.5% -->70.5% --> 75.7% - White: 97.3% --> 99.2% --> 98.1% --> 100% - County White: 95% --> 94.2% -->94.1% --> 94.8% - Asian: 100% --> 100% --> 100% --> 100% - County Asian: 96.9% --> 96.6% -->96% --> 96.8% - Hispanic/Latinx: 94.7% --> 91.2% --> 96.3% --> 95.7% - County Hispanic/Latinx: 78.7% --> 76.4% -->78.5% --> 78.7% - English Learners: 94.4% --> 89.3% -->93.1% --> 88.4% - County English Learners: 65.1% --> 62.6% --> 74.8% --> 76.4%	While the school's graduation rates increased across all student groups, the school's vision is to have 100% of students graduate. Based on current data, the aim is to increase upon the previous graduation rate from 97.3% to 98% of all students and to close the gap in graduation rates of the student groups. The goal is to increase the graduation rate of students who identify as EL from 93.1% to 94.5% and SWD from 95% to 96.4%.
CSU/UC Eligibility: -Percent meeting a-g as reported in 2024 DataQuest	-- Sobrato Percent meeting a-g Class of Class of 2022 --> Class of 2023 --> Class of 2024 --> Class of 2025 -- All Students: 62% --> 63.8% --> 57.4% --> 66% -- Hispanic/Latinx: 45.6% --> 46.7% -->42.2% --> 46.3% -- SED: 47.8% --> 46% --> 32.1% --> 46.3% -- SWD: 20.4% --> 5.3% --> 15% --> 16.7% -- EL: >16% --> 21.4% -->17.2% --> 14%	Increase the a-g graduation completion rate by two percentage points overall and by five percentage points for students who identify as Latinx, SED, SWD, and EL for the 2026 graduating class.
Biliteracy -Earn Seal of Biliteracy	-- Class of 2022 Seal Earners: 11.7% (number of seals over number of graduates) -- Class of 2023 Seal Earners: 10.8% (number of seals over number of graduates) -- Class of 2024 Seal Earners: 6.7% (number of seals over number of graduates) Class of 2025 Seal Earners: 8.7% (number of seals over number of graduates)	The goal is to increase the number of Seal of Biliteracy earners by increasing the number of students who take AP Spanish Language or AP Spanish Literature. The goal is to increase five percentage points by 2027.

Advanced Placement -Participation per capita -3+ score per capita (percentage points change)	-- Participation per capita: -- In 2022-2023, Sobrato offered AP Human Geography to 9th graders, changing the measurement. Participation per capita in 2022-2023 including 9th-12th graders based on number of students testing over enrollment as of 4/24/23 was 47.9%. -- In 2023-2024, Sobrato added AP Seminar to its offering of AP courses, and exam participation increased to 51% of students as of 5/6/24. -- In 2024-2025, Sobrato added AP PreCalculus to its offering of AP courses, and exam participation was 47% of students as of 5/3/25. -- In 2025-2026, Sobrato added AP Research to its offering of AP courses. Participation per capita in 2025-2026 was 48%. -- 3+ score per capita: 65.5% in Spring 2022 to 64.8% in Spring 2023 to 70.2% in Spring 2024 to 78.7% in Spring 2025. AP Scholars for Spring 2025 AP Exams: • 106 AP Scholars • 94 AP Scholars with Distinction • 57 AP Scholars with Honor • 1 AP International Diploma AP Scholars for Spring 2024 AP Exams: • 97 AP Scholars • 48 AP Scholars with Distinction • 66 AP Scholars with Honor AP Scholars for Spring 2023 AP Exams: • 91 AP Scholars • 55 AP Scholars with Distinction • 29 AP Scholars with Honor	Increase the 3+ score per capita by three percentage points while increasing enrollment, especially of historically underrepresented groups.
2025 LCAP Hanover Survey	In 2024-2025, 76% or more of the student population feel like the students with special needs are respected, accepted, and included. Inclusion offerings assist with our students with disabilities being included in an increased number of general education classroom settings and help to build relationships between	Increase by 5%

	students who have an Individual Education Plan (IEP) and students without an IEP.	
Career Technical Education (CTE) Met UC/CSU Requirements and CTE Pathway Completion Report via CA Dashboard (as of 2025)	During the 2021-2022 school year for the class of 2022, the percentages of students completing at least one CTE pathway were as follows: All students: 21.9% (79 students) -- 16.6% state Asian: 30.8%(16 students) Latinx: 19.1% (29 students) White: 19.5% (22 students) ELs: 15.8% (3 students) SED: 17.1% (24 students) SWD: 20% (9 students) -- 10.7% state During the 2022-2023 school year for the class of 2023, the percentages of students completing at least one CTE pathway were as follows: All students: 27.6% (108 students) -- 18.7% state Asian: 26.7%(20 students) Latinx: 18.8% (26 students) White: 37.5% (48 students) ELs: 6.9% (2 students) SED: 26.8% (37 students) SWD: 36.8% (14 students) -- 12.6% state During the 2023-2024 school year for the class of 2024, the percentages of students completing at least one CTE pathway were as follows: All students: 64.4% (241 students) -- 20.3% state Asian: 91.2%(52 students) Latinx: 49.1% (79 students) White: 74.1% (80 students) ELs: 13.8% (4 students) SED: 40.7% (57 students) SWD: 22.5% (9 students) -- 14.2% state According to Met UC/CSU Requirements and CTE Pathway Completion Report via CA Dashboard, during the 2023-2024 school year for the class of 2024, the percentages of students completing at least one CTE pathway with a C- or better were as follows: All students: 38.1% (143 students) Asian: 36.8% (21 students) White: 34.3% (37 students) EL: 16.7% (5 students) SED: 30.5% (43 students) SWD: 46.3% (19 students) According to Met UC/CSU Requirements and CTE Pathway	Increase pathway completers by five percentage points.

	Completion Report via CA Dashboard, during the 2024-2025 school year for the class of 2025, the percentages of students completing at least one CTE pathway with a C- or better were as follows: All students: 44.8% (169 students) Asian: 34.5% (20 students) White: 51.5% (52 students) EL: 25.6% (11 students) SED: 42.3% (69 students) SWD: 53.5% (23 students)	
Freshmen On Track - Grades, on track percentage	Fall 2022, 2023, and 2024 Semester Grades for Freshmen -- Freshmen with at least one F 17% (2022) --> 23% (2023) --> 21% (2024) --> 22% (2025) -- Freshmen with Ds or better 83% (2022) --> 77% (2023)--> 78% (2024) --> 75% (2025) -- Freshmen with Cs or better 65% (2022) --> 61% (2023) ---> 59% (2024) --> 61% (2025) -- Freshmen with Bs or better 37% (2022) --> 43% (2023) --> 36% (2024) --> 41% (2025)	Decrease number of students who are receiving failing grade by 3%. Increase number of students earning Cs or better by 3%.
Post Secondary Data	Post Secondary Data for the senior classes of 2022-2024: 4 Year College: 59.5% (21-22) --> 51% (22-23) --> 43% (23-24) --> 47% (24-25) Community College: 33.3% (21-22) --> 35% (22-23) --> 41% (23-24) --> 42% (24-25) Trade School: 2.4% (21-22) -> 3% (22-23) --> 3% (23-24) --> 4% (24-25) Military: 1.9% (21-22) --> 1% (22-23) --> 1% (23-24) --> 1% (24-25) Work/Gap: 1.9% (21-22) --> 4% (22-23) --> 4% (23-24) --> 5% (24-25) Other: 2.4% (21-22) -->4% (22-23) --> 1% (23-24) --> 1% (24-25)	Increase % enrolled in 4 yr college >1% % enrolled in community college >2%
Number of Inclusion Classes Offered	In 2025-2026, the school offered 26 class sections of inclusion classes with a general education teacher and paraprofessional or Special Education teacher in the subjects of English, Math, Science, and Social Studies. This is the same number of sections as in the previous school year and three more sections than the 2023-2024 school year.	Maintain the number of inclusion classes offered while increasing the Cs or better rate in those classes by 5 percentage points.
Overall Grades Percent with Cs or better	Semester 1 Grades from Fall 2022-Fall 2023- Fall 2024 All students with Cs or better in all courses: 68% (2022) --> 62% (Fall 2023) --> 78% (Fall 2024) --> 62.6%	Increase number of students with Cs or better in all courses by 2% and increase number of Cs or better for students who identify as EL, Latinx and SWD by 5%

	(Fall 2025) ELs with Cs or better in all courses: 26% (2022) --> 18% (Fall 2023)-->12% (Fall 2024) --> 10.8% (Fall 2025) SWD with Cs or better in all courses: 29% (2022) --> 24% (Fall 2023)--> 21% (Fall 2024) --> 30.8% (Fall 2025) 9th graders with Cs or better in all courses: 65% (2022) --> 61% (Fall 2023)--> 59% (Fall 2024) --> 61.2% (Fall 2025) Students identifying as Hispanic with Cs or better: 50% (Fall 2022) --> 44% (Fall 2023)--> 41% (Fall 2024) --> 45% (Fall 2025)	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy/Activity 1 is academic support for all students. Expenditures in this strategy include the following: 1. AP exam subsidies to reduce financial barriers and support college credit attainment 2. Turnitin and Draftback software to improve writing quality and reduce plagiarism 3. Hourly pay for curriculum alignment and course-alike collaboration to promote best practices and increase a–g eligibility 4. Stipend for EOS Site Coordinator to increase the number of students prepared to take AP courses and increase the number of underrepresented students in AP courses 5. Hourly/ daily rate of pay to assist with proctoring of college board and state tests, and supporting student activities 6. Hourly pay for lead teachers for developing best practices for inclusion classes in order to support staff 7. Hourly pay for staff to improve inclusion supports 8. Stipend for certificated coordinator of peer tutoring program	All students, with focus on students who identify as EL, SED, SWD, and Hispanic who need support and acceleration in math, core classes, and a-g eligibility	12144.48 LCFF AP exam subsidies 3000 LCFF Hourly/ daily rate of pay for school business and proctoring of exams (multifunded) 1300 LCFF Turnitin, Draftback, Unicorn software (multifunded) 7400 General Fund Turnitin, Draftback, Unicorn software General Fund Hourly pay or release time for lead teachers or participants to support teachers in best practices for their inclusion classes. 2000 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			hourly pay or release time for staff to improve inclusion supports 2130 LCFF Stipend for coordination of peer tutoring program 2130 LCFF Stipend for EOS Site Coordinator 6833 General Fund Hourly/ daily rate of pay for school business and proctoring of exams (multifunded)
1.2	Strategy/Activity 2 is support for students classified as English Learners. The expenditures in Strategy 2 are the following: 1.Hourly/daily rate of pay for staff to improve implementation of English Language Development (ELD) supports in core academic curriculum. 2. Books, materials, and audiobooks to provide relevant, engaging, and appropriate learning materials for students classified as EL. 3. 1.0 stipend for ELD Curriculum Development 4. Hourly/Daily rate of pay for staff to attend ELD trainings	Students classified as EL	2130 LCFF 1.0 stipend for ELD Curriculum Development 500 LCFF Hourly/Daily rate of pay for release time or ELD curriculum supports LCFF Books, materials, and audiobooks for students who identify as EL 1000 LCFF Hourly/daily rate of pay or release time for staff who teach designated ELD
1.3	Strategy 3 is professional development strategies. The expenditures in this strategy include the following: 1. Release time for classroom walk throughs (hourly pay for subs) to expose teachers to examples of best engagement strategies to implement in their classrooms, especially regarding supporting students who identify as EL, SED, SWD, and Hispanic	All students, with focus on students who identify as EL, SED, SWD, and Hispanic who need support and acceleration in math, core classes, and a-g eligibility	500 LCFF Hourly pay or release time for subs to expose teachers to examples of best practices (walk throughs) to implement in their own classrooms, especially in regard to supporting students who

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	2. Conferences for staff, teachers, and administrators to increase their knowledge of best practices and instructional strategies for AP courses, Advancement Via Individual Determination (AVID) classes, and other subject-specific areas. Conferences for office staff to increase understanding of data and communication systems to consistently enter and analyze data and therefore increase the ability of all staff to monitor academic data in a timely fashion 4. Two 1.0 stipends for teacher leaders facilitating staff professional development to implement best practices and instructional strategies to support historically underserved students 5. Hourly pay for new teachers to attend supporting/training sessions so that new teachers can adapt to school culture, make use of technological and data systems, and incorporate best practices into their classrooms for student success 6. Certificated and classified benefits for stipends and extra hourly time. This number reflects the total number for goals 1-3.		identify as EL, SED, SWD, and Hispanic. 4000 LCFF Conferences for staff, teachers, and administrators to increase their knowledge of best practices and instructional strategies for AP courses, AVID classes, and other subject-specific areas. Conferences for office staff to increase understanding of data and communication systems to consistently enter and analyze data and therefore increase the ability of all staff to monitor academic data in a timely fashion. 4000 General Fund Conferences for staff, teachers, and administrators to increase their knowledge of best practices and instructional strategies for AP courses, AVID classes, and other subject-specific areas. Conferences for office staff to increase understanding of data and communication systems to consistently enter and analyze data and therefore increase the ability of all staff to monitor academic data in a timely fashion. (multi-funded 69.30) 4238 LCFF Two 1.0 stipends for teacher leaders facilitating staff professional development in order to implement best practices and instructional strategies and support historically underserved students 200 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Hourly pay or release time for new teachers to attend supporting/training sessions so that new teachers can adapt to school culture, use technological and data systems, and incorporate best practices into their classrooms for student success. 5938.76 LCFF Certificated and classified benefits for stipends and extra hourly time. This number reflects the total number for goals 1-3. 3348.55 General Fund Certificated and classified benefits for stipends and extra hourly time. This number reflects the total number for goals 1-3.
1.4	Strategy 4 is materials and supplies. The expenditures in Strategy 4 are as follows: 1. Classroom and office supplies to ensure that all students have the materials they need to access the curriculum and strong instructional activities 2. Library materials, licensing, and supplies to ensure that all students have access to engaging, relevant, appropriate supplemental academic materials 3. Graduation supplies (diplomas, ceremony, cords, etc.)	All Students	4966.71 LCFF Classroom and office supplies to ensure that all students have the materials they need to access the curriculum and strong instructional activities (multi-funded) 500 General Fund Library materials, licensing, and supplies to ensure that all student have access to engaging, relevant, appropriate supplemental academic materials 38976.45 General Fund Classroom and office supplies to ensure that all students have the materials they need to access the curriculum and strong instructional activities. (multi-funded) 7750

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			General Fund Graduation supplies (diplomas, ceremony, cords, etc.)
1.5	Strategy 5 is additional support for students with IEPs Expenditures in this strategy include the following: 1. Funding to provide substitute teachers for case managers or teachers during IEP meetings.	Students with disabilities or diverse learners	1000 LCFF Funding to provide substitute teachers for case managers or teachers during IEP meetings.
1.6	Strategy 6 is technology related. Expenditures in this strategy include the following: 1. Office services and copier maintenance to ensure that students have access to appropriate and engaging curriculum and activities 2. Student Chromebooks to provide students access to online curriculum and vital educational tools and replacement laptops.	All students, with focus on students who identify as EL, SED, SWD, and Hispanic who need support in math, core classes, and a-g eligibility	39000 LCFF Student chromebooks to provide students access to online curriculum and vital educational tools (multi-funded) 8000 General Fund Office services and copier maintenance to ensure that students have access to appropriate and engaging curriculum and activities 43500 General Fund Student chromebooks and laptop replacements to provide students access to online curriculum and vital educational tools

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Ann Sobrato High School has designated funding for a team of teachers, along with an administrator, to strategically plan student listening sessions, student ELPAC score reflection activities, and presentations to staff in order to support students classified as English Learners. In addition, this team has coached individual voluntary teachers in supporting students classified as English Learners. This team also develops curriculum for English Language Development (ELD) courses and meets with teachers to support implementation of curriculum.

There is also funding designated for a team of two teacher leads who provide monthly professional development to the leadership team and to all staff in the areas of Universal Design for Learning (UDL), Constructing Meaning (CM), support for students with learning plans, and support for students classified as English Learners.

During the 2025-2026 school year, the school paid for an additional hour of time for each paraprofessional to be in classrooms in order to continue expanding the number of inclusion classes offered to students with IEPs.

Ann Sobrato High School continued to enhance its Advanced Placement (AP) program by offering exam fee subsidies and expanding its partnership with Equal Opportunity Schools (EOS). These initiatives aimed to increase AP participation among historically underserved student groups, particularly those identified as socioeconomically disadvantaged and Latinx.

The school also invested in staffing to ensure paraprofessionals were available throughout the full school day to fulfill required service hours. To promote inclusion, the school monitored Least Restrictive Environment (LRE) indicators and expanded access to general education classes for students with IEPs, reducing the school's reliance on Resource Specialist Program (RSP) classes.

Staff continued to attend AP Summer Institutes, contributing to an increase in the percentage of students earning scores of 3 or higher on AP exams. Furthermore, the addition of three inclusion classes contributed to increased a–g eligibility among students identified as Students with Disabilities (SWD).

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

Although there was budgeting for administrator mileage, money was not spent on this.

In addition, it was a challenge to find staff in order to have a teacher dedicated to homework help in the homework center and student attendance at homework center was limited, so this money was not spent on staffing.

It was determined that not many students attend ELAC with their parents, so money designated for ELAC academic support was not spent.

In April of 2026, the district offered to pay for the extra hour of time for paraprofessionals in order to make them seven-hour employees. This meant that the school did not have to spend the entire amount allocated for this strategy.

Although the school budgeted money for AVID and Ethnic Studies fieldtrips, the district office was able to fund these, so the school did not spend the money in this area.

At the time of the SPSA development, there were not enough funds to cover the need for CollegeBoard subsidies for students who are economically disadvantaged, so funding was shifted out of the above categories into CollegeBoard spending during the school year. In addition, during the 2025-2026 school year, when the school started the process of purchasing 1:1 chromebooks for the 2026-2027 school year, it was determined that the chromebooks were going to cost $71,400 instead of the budgeted $58,680. This meant that the extra $12,700 had to be pulled from other plans, including funding for release time and the above categories. It is important to note that the cost of chromebooks is split evenly between the district budget and the school budget.

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

- Continued funding for teacher collaboration through the Professional Learning Teams (PLT) process, with a focus on aligning curriculum in Math, English, and Science using state assessment and practice data. (Strategy/Activity 1.1)

- Hourly compensation for teachers participating in ELD training (Strategy/Activity 1.2)

- Continue allocation of funds for aligning academic supports for English Learners and SWD with core curriculum expectations (Strategy/Activity 1.1 and 1.2)

- Funding of staff to train and coordinate peer tutoring to occur during the school day (Strategy/Activity 1.1)

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Family/Guardian and Community Engagement
By June 2027, Sobrato will increase the number of family engagement events by two events in order to include families from different student groups through a wider variety of options. At each event, the school will collect two data points, including attendance and feedback from families via either survey or interview in order to measure family engagement.

By June 2027, family usage of district communication systems will increase by 10%, as measured by ParentSquare analytics. (FACE Plan Strategy Sharing: Action 4)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Promote family and community engagement and participation in the education process for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In College and Career Readiness performance, the school's overall performance level was blue, whereas the performance level was orange for students identified as homeless and yellow for students with disabilities. In graduation rates, the school's overall performance level was blue, but the performance level was orange for students classified as English Learners and for students identified as homeless. The school continues to strengthen its outreach and planning for events such as orientation for students classified as English Learners, Course Information Night, and Back to School Night. During the 2025-2026 school year, the school added a Dia de los Muertos event as well as a Dual Enrollment Night in order to add more variety and connect with more families from different student groups. The school continues to track attendance at family engagement events in order to measure success. For example, 33 families attended Dual Enrollment Night on April 29, 2026. The school also trained teachers in use of ParentSquare through a series in the weekly staff memo and through staff meeting time, which saw an increase in direct messages between school staff and families. The goal continues to be to increase contact and sharing of information with families in order to increase College and Career Readiness as well as graduation rates, especially for the student groups listed above.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Site Council (SSC) Agenda and Minutes	25-26 folder to agendas and minutes are linked on the Sobrato website: https://sobrato.mhusd.org/community/school-site-council	Increase family input related to the SPSA at SSC meetings as measured by agendas and minutes.
English Language Advisory Committee (ELAC) Agenda and minutes	25-26 agendas and minutes are linked on the Sobrato website: https://sobrato.mhusd.org/community/elac	Increase family, student, and staff participation by 10% as measured by ELAC meeting attendance.
Home and School Club (H&SC) Agenda and Minutes	25-26 folder to agendas and minutes: https://drive.google.com/drive/folders/1jnKZjjOyK-ZpRlayMSpItdZfYkXSFLRF?usp=drive	Increase family participation by 10% as measured by attendance at H&SC functions and meetings.

	_link	
Bulldog Family Newsletter Example	In the March 2024 Bulldog Family Newsletter, the following parties received or opened the document on ParentSquare: • 2,328 email users: 2,156 delivered and 692 viewed • 284 text users: 263 delivered and 21 failed • 689 app users: 444 sent to network and 245 confirmed delivery In the March 2025 Bulldog Family Newsletter, the following parties received or opened the document on ParentSquare: • 2,311 email users: 2,215 delivered and 926 viewed • 283 text users: 253 delivered and 30 failed • 934 app users: 461 sent to network and 473 confirmed delivery In the April 2026 Bulldog Family Newsletter, the following parties received or opened the document on ParentSquare: • 2,283 email users: 2,200 delivered and 987 viewed • 269 text users: 169 delivered and 30 failed • 939 app users: 131 sent to network and 808 confirmed delivery	The goal is to increase the number of app users by 10%.
Freshman on Track Family Involvement	On-Track Night was March 8, 2023 from 4-6pm in person and on zoom. Ten 9th grade students attended with at least one parent. In 2023-2024, On-Track Night was cancelled due to the lack of RSVPs from families. On-Track Night in the 2024-2025 school year was April 9, 2025 from 3:30-5pm in the school library. Ten 9th grade students attended with their families. On-Track Night was held on November 19th 2025 from 5:00 - 6:00pm. Six 9th grade students attended with their families.	Increase the number of on-track and other presentations for families by three and increase attendance by 20%.
2025-2026 LCAP Hanover Survey	97% of respondents get their information from school from Parent Square. 35 families responded to the survey.	Increase the number of families who respond to the survey

ParentSquare	September 21, 2021 through May 13, 2022 compared to 2023-2024 and 2024-2025 school year (as of May 3, 2025) and 2025-2026 school year (as of April 14, 2026) Posts sent to families: 295 (22-23) --> 338 (23-24) --> 326 (24-25) --> 405 (25-26) Direct messages between family and staff : 397 messages and 270 threads (22-23) --> 2576 messages and 1156 threads (23-24) --> 3613 and 1999 threads (24-25) --> 13529 messages and 6944 threads (25-26) Parents/guardians have downloaded the app: 971 or 32% (22-23) --> 1160 or 39% (23-24) --> 1507 or 51% (24-25) --> 1645 or 56% (25-26) Parents/guardians are receiving notifications from the app: 628 or 21% (22-23) --> 902 or 30% (23-24) --> 1186 or 40% (24-25) --> 1184 or 40% (25-26) Parents/guardians opted to receive emails: 2,692 or 89% (22-23) --> 2675 or 89% (23-24) --> 2656 or 90% (24-25) --> 2640 or 90% (25-26) Parents/guardians opted to receive texts: 368 or 12% (22-23) --> 349 or 12% (23-24) --> 329 or 11% (24-25) --> 317 or 11% (25-26)	Increase the percentage of families who receive their information from ParentSquare by 10%
Parent Monitoring, Aeries	At the beginning of each school year, efforts are made to ensure one parent or guardian logs into Aeries to confirm their contact information and other data. Every student has at least one parent or guardian who logs into Aeries at the beginning of the school year. The district office provided the school with this data. As of April 27, 2026, there were 1153 individual parent/guardian log-ins into Aeries. There have been 1170 individual parent/guardian log-ins into Aeries as of May 1, 2025. During the 2023-2024 school year, 1144 individual parents or guardians had logged into Aeries as of May 8, 2024. During the 2022-2023 school year, 1084 parents/guardians have logged onto Aeries as of April 25, 2023.	Increase parent monitoring of Aeries by 10%.

Orientation for students who identify as English Learners (EL)	In August 2023, 25 families attended the orientation the school hosted for students who identify as English Learners. This orientation was a first-time event at the school. In August 2024, 42 families attended the orientation the school hosted for students who identify as English Learners. In August 2025, 24 families attended the orientation the school hosted for students who identify as English Learners.	Increase attendance at orientation for students who identify as EL by ten families.
Attendance at Athletic Information Night	On May 14, 2026, 69 students and their families attended Athletic Information Nigh as measured by a Google Form sign in.	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy/Activity 1 is family communication. Expenditures for this strategy include the following: 1. Classified translation 1.0 stipend to provide access to essential communication/documents for families who speak and read in Spanish 2. Hourly translation pay for certificated staff to assist with in-person and written communication between families who speak Spanish and staff members 3. Newsletter 1.0 stipend for classified staff to electronically communicate important school events and deadlines, including Spanish translation. 4. Website 1.0 stipend to make school information easily accessible to families, including Spanish translation. 5. Communication supplies (Sir Speedy, Office Depot printing, Postage) to send home communication about important school and community events, Positive Posts to promote strong connections between students, family, and staff, and semester report cards to update academic progress toward graduation. This includes clerical mileage to do mailings. 6. Classified stipend for social media management	All students, with extra emphasis on students who identify as English Learners	2119 LCFF Classified translation 1.0 stipend LCFF Hourly translation pay for certificated staff (allocation TBD based on need) 2119 Lottery Classified stipend for social media management General Fund Hourly pay for classified and certificated staff (allocation TBD based on transfer) 2119 LCFF Bilingual translation website 1.0 stipend for classified staff 6050 General Fund Communication supplies (Office Depot printing, Postage and clerical mileage)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			2119 General Fund Newsletter 1.0 stipend for classified staff
2.2	Strategy/activity 2 is family involvement. Expenditures for this strategy include the following: 1. Orientation for students who identify as EL and their families (food, hourly pay for staffing) so that students and families can connect with the school and feel comfortable navigating the school's systems 2 ELAC food and childcare so that families of students who identify as EL can attend meetings, receive important information, and provide feedback to school staff that will assist students in navigating the school system and finding academic success 3. Stipends for a bilingual liaison to meet in-person, contact via phone, and send communications with families in Spanish 4. Family engagement days (food and supplies) to connect families with campus 5. Implement a training night for families to learn how to use the district communication systems in order to be informed about their child's successes and challenges.	All students, with extra emphasis on students who identify as English Learners	1800 LCFF Orientation for students who identify as English Learners and their families (food, hourly pay for staffing) so that students and families can connect with the school and feel comfortable navigating the school's systems (allocation TBD based on transfer) 1000 LCFF ELAC food and childcare so that families of students who identify as English Learners can attend meetings, receive important information, and provide feedback to school staff that will assist students in navigating the school system and finding academic success (allocation TBD based on carryover) 6357 LCFF Stipends for a bilingual liaison to provide in-person and electronic communication with families in Spanish LCFF Family engagement days (food and supplies) to connect families with community, health, and/or academic resources (allocation TBD based on carryover) General Fund

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Hourly pay for classified and certificated staff (allocation TBD based on transfer)

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The school continued to fine-tune events such as Back to School Night and Course Information Night by having translated materials available, making personal phone calls to invite families, and providing childcare and food. This year, families collaborated with school staff to host a first annual Dia de los Muertos event, where students, staff, and their families enjoyed a showcase of cultural performances and artwork. In addition, the newsletter increased email deliveries and almost doubled in app notifications when comparing March 2025 to April 2026. In Parentsquare, 405 posts were sent to families during the 2025-2026 school year compared to 326 the year before. Direct messages between family and staff increased from 3,613 in 2024-2025 to 13,529 in 2025-2026. Finally, 56% of families have the app downloaded in the 2025-2026 school year compared to 51% the previous year.

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

Although there was a plan to provide childcare at ELAC meetings, it was found that this service was not needed by families attending meetings. In addition, staff were training on use of ParentSquare through a series of videos available in the staff newsletter, so there was not money spent on additional training. Further feedback was gathered from families regarding what types of training were needed, and a plan is being developed to offer trainings for families in early fall.

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

Based on feedback from families, the school will be adding funding to have a social media coordinator (strategy 2.1.6). The school will continue developing a plan to provide families with training on Parentsquare, Aeries, and Google Classroom, also based on family feedback (strategy 2.2.5). There are also plans to add more cultural events similar to Dia de los Muertos; the most recent proposal is Lunar New Year (strategy 2.2.4).

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement, Social Emotional Learning
By June 2027, chronic absenteeism rates will decrease by three percentage points overall and by five percentage points for students who identify as Students with Disabilities (SWD), English Learner (EL), Hispanic, and Socio-economically Disadvantaged (SED).
By June 2027, the overall suspension rate will decrease by one percentage point overall and by two percentage points for students who identify as SWD, EL, Hispanic, and SED.
By June 2027, Sobrato will increase the number of students signing in to events such as tutorial and clubs by 5 percentage points.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The overall chronic absentee rate increased from 16.8% in 2023-2024 to 18.9% in 2024-2025. There is a disparity between all students and students who identify as SWD, SED, Homeless, and Hispanic.

Suspension rates decreased overall from 4.1% in 2023-2024 to 3.2% in 2024-2025, and they also decreased for every student group including students classified as English Learners (by 2.9 percentage points), students identified as Hispanic (by 1.4 percentage points), students with disabilities (0.5 percentage points), students identified as socioeconomically disadvantaged (by 1.2 percentage points), and students identified as Long-Term English Learners (by 1.9 percentage points).

The school strives to increase student safety and well-being in order to decrease chronic absenteeism and suspensions. Steps taken to achieve this include continuing to develop the PBIS program, creating a discipline decision tree for the administrative team to use, pushing out reminders about behavioral expectations to students, increasing family contact when a family is truant, and providing fun activities and environments during student breaks.

According to the 2025 LCAP Hanover survey, only 35% of students believe bullying is not a problem at Sobrato. The school will increase anti-bullying education and improve awareness of methods for reporting bullying.

Sobrato earned Silver Recognition for its work with Positive Behavior Interventions and Supports (PBIS) for 2024-2025 and 2025-2026. The Sobrato PBIS team will work to improve the ranking by implementing PBIS strategies with fidelity.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rates:	Chronic Absenteeism Rates based on DataQuest Chronic Absenteeism Rate Report 2023-2024 school year to 2024-2025 school year	Overall rate will decrease by 3 percentage points. Rates for SWD, SED, Homeless, EL, and Hispanic students will decrease by 5 percentage points.

	Overall: 19.2% --> 16.8% --> 18.9% SWD: 34.9% --> 38.9% --> 36.7% SED: 33.6% --> 29.1% --> 30.2% EL: 33% --> 29% --> 37% Hispanic: 27.6% --> 25% --> 26.4%	
School Attendance Review Board (SARB) Compliance: ~# First SARB Notice --# Second SARB Notice ~# Third SARB Notice --# Parent Conferences --#SARB Hearings	Change in Truancy Notices from 2022-2023 school year as of April 21, 2023 to 2023-2024 as of May 8, 2024 to 2024-2025 as of May 15, 2025 to 2025-2026 as of May 6, 2026. --# First Truancy Notice: 180 (22-23) --> 199 (23-24) --> 446 (24-25) --> 403 (25-26) --# Second Truancy Notice: 98 (22-23) --> 112 (23-24) --> 224 (24-25) --> 224 (25-26) --# Third Truancy Notice: 63 (22-23) -> 74 (23-24) --> 196 (24-25) --> 144 (25-26) --# Parent Conferences: 12 (22-23) --> 32 (23-24) --> 18 (24-25) --> 17 (25-26) --#SARB Hearings: 2 (22-23) --> 3 (23-24) --> 6 (24-25) --> 2 (25-26)	Increase parent attendance conferences by at least 9 conferences.
Suspension Rates: Overall Students who identify SWD Students who identify SED Students who identify EL Students who identify White Students who identify Hispanic	From California Department of Education (CDE) School Dashboard Additional Reports and Data Suspension rates comparing 2022-2023, 2023-2024, and 2024-2025 Overall Suspension rate - 2.2% (22-23) --> 4.1% (23-24) --> 3.2% (24-25) English Learners - 4.7% (22-23) --> 9.1% (23-24) --> 6% (24-25) White - 0.7% (22-23) --> 2.6% (23-24) --> 2% (24-25) Hispanic - 4.1% (22-23) --> 6.1% (23-24) --> 4.7% (24-25) SWD - 7.3% (22-23) --> 9.3% (23-24) --> 8.8% (24-25) SED - 5.1% (22-23) --> 7.2% (23-24) --> 6.1% (24-25) LTEL - 10.8% (23-24) --> 8.9% (24-25) Note - this is a new metric that has been recently added to the California Dashboard	Reduce overall suspension rates by one percentage point. Reduce suspension rates for students who identify as EL, Hispanic, SWD, and SED by two percentage points.
Student Expulsion	Expulsion (dataquest report): 2021-2022 -- Sobrato: 0.1% (2/1594) 2022-2023 -- Sobrato: 0% (0/1603) 2023-2024 -- Sobrato: 0.4% (6/1557) 2024-2025 -- Sobrato: 0.3% (4/1592)	Maintain very low rate.
2025 LCAP Hanover Survey	Approximately 35% of students believe bullying is not a problem	Increase percentage by 20%
Students participating Extracurricular sports	Athletic participation Fall 2023 = 164 girls + 141 boys Fall 2024 = 152 girls + 131 boys Fall 2025 = 171 girls + 125 boys	Increase sports participation by 5 percentage points.

	Fall 2026 = 191 girls + 123 boys Winter 22-23= 96 girls + 116 boys Winter 23-24= 106 girls + 110 boys Winter 24-25 = 132 girls + 94 boys Winter 25-26 = 119 girls + 109 boys Spring 2023 = 132 girls + 189 boys Spring 2024= 97 girls + 175 boys Spring 2025 = 127 girls + 184 boys Spring 2026 = 130 girls + 194 boys Fall 2026 = Boys 123, Girls 191, Total = 314 Winter 2025-2026 = Boys 109, Girls 119, Total = 228 Spring 2026 - Boys 194, Girls 130, Total = 324 2024-2025 Total boys all sports: 403 Total girls all sports: 430 Total participants: 882 (Total includes both Fall & Winter Cheer. Also if an athlete plays multiple that individual is counted once for each time he/she participates on a team) 2025-2026 Total boys all sports: 426 Total girls all sports: 440 Total participants: 866 (Total includes both Fall & Winter Cheer. Also if an athlete plays multiple that individual is counted once for each time he/she participates on a team)	
District Positive Behavior Interventions and Support (PBIS) Team Walkthrough	During a walkthrough of campus in Spring 2026, the district PBIS team identified the following areas of growth for the school. Strengthening Tier 1 Systems • Hold monthly culture & climate meetings with a goal of at least 80% staff attendance • Ensure each meeting includes one clear action plan based on schoolwide data • Expand professional development (Feature 1.7) to include training on how to consistently implement an acknowledgement system • Strengthen stakeholder feedback systems (Feature 1.11) by gathering input from students, staff, and families (surveys, focus groups, etc.)	The Sobrato PBIS team will meet monthly and present PBIS-related data to the staff quarterly and increase student recognition for their behaviors contributing to a positive school environment.

	Enhancing Tier 2 Systems (Next Level Work) • Begin formalizing systems to track students receiving Tier 2 and Tier 3 supports • Document which interventions students are referred • Track success rates of interventions to evaluate effectiveness	
Support Referrals & Wellness Center	Therapist Sessions Data • Therapist Sessions 22-23: 601 sessions (as of 5/1/23) • Therapist Sessions 23-24: 704 sessions (as of 5/7/24) • Therapist Sessions 24-25: 832 sessions (as of 5/1/25) • Therapist Sessions 25-26: 478 Wellness Counselor sessions, 107 Community Solutions, 25 Discovery, and 49 Starlight (as of 4/30/26) It is worth noting that a change in bell schedule created difficulties pulling students for sessions for one day per week, when the class periods are significantly shorter. Wellness Center Referrals • Referrals 22-23: 270 (as of 5/1/23) • Referrals 23-24: 330 (as of 5/7/24) • Referrals 24-25: 357 (as of 4/30/25) • Referrals 25-26: 227 (as of 4/30/26) Wellness Center Visits • 22-23 visits outside of class time: 6,934 • 22-23 visits during class time: 1,285 • 23-24 visits outside class time: 5,536 (as of 5/7/24) • 23-24 visits during class time: 1,209 (as of 5/7/24) • 24-25 visits outside of class time: 4,011 (as of 4/30/25) • 24-25 visits during class time: 194 (as of 4/30/25)	Maintain Wellness Center support and continue to monitor usage.

	-25-26 visits outside of class time: 5,234 (as of 4/30/26) • 25-26 visits during class time: 443 (as of 4/30/26) Note - the number of visits to the Wellness Center both during class time and outside of class time decreased dramatically between 2023-24 and 2024-25 due a change in staffing.	
Additional site specific: Participation in clubs Awards assemblies	Clubs - 52 clubs (22-23) --> 48 clubs (23-24) --> 51 clubs (24-25) --> 58 clubs (25-26) Clubs meet during lunch time to provide equitable access for students. Honor Roll Awards - 639 (Spring 2023 celebrated in Fall 2023, 10th-12th grade) and 903 (Fall 2023 celebrated in Spring 2024 9th-12th) --> 632(Spring 2024 celebrated in Fall 2024, 10th-12th grade), 895 (Fall 2024 celebrated in Spring 2025, 9th-12th) --> 618 (Spring 2025 celebrated in Fall 2025) --> 872 (Fall 2025 celebrated in Spring 2026) Sobrato held two freshman award ceremonies during the 2022-2023 school year, awarding approximately 80 students. During the 2023-2024 school year, Sobrato held two freshman award ceremonies, awarding approximately 100 freshmen in total. During 2024-2025 school year, Sobrato held two freshman award ceremonies, awarding approximately 125 freshmen in total.	Track student attendance at clubs. Increase opportunities for positive student interaction and participation during brunch, lunch, and passing periods. Increase number of freshmen recognized by freshman success team.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Strategy #1 is to support campus health and safety to provide students with a safe, welcoming learning environment. The expenditures in this strategy/activity include the following: 1. Health office supplies to provide students with the care they need on campus. 2. Campus supervision training coordinator to increase the effectiveness of the campus supervision team and therefore improve feelings of safety and belonging on campus and vehicle repairs. 3. Radios, chargers, and repairs to radios to increase communication between the campus supervision team and improve the feeling of safety and welcome on campus.	All students with a focus on unduplicated students	1000 General Fund Health office supplies to provide students with care they need on campus. 5000 General Fund Radios, chargers, and repairs to radios in order to increase necessary communication between campus supervision team and therefore improve the feeling of safety and

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	4. Expand our education plan regarding bullying as an unacceptable behavior, which includes anti-bullying supports for all students. This plan will include a clear way to report bullying and communicate the consequences if bullying occurs on campus.		welcome on campus and vehicle repairs Plan regarding BULLYING - TBD based on transfer 2119 General Fund Campus supervision training coordinator to increase the effectiveness of campus supervision team and therefore improve feeling of safety and belongingness on campus. 1.0 classified stipend
3.2	Strategy #2 is to improve campus culture by making expectations clear and rewarding positive behavior and engagement in school. The strategy includes the following proposed expenditures: 1. PBIS Coordinator to support positive behavioral expectations and rewards and to track relevant student behavioral data. 2. PBIS supplies to provide incentives for students and staff to contribute to a positive campus climate. 3. 1.0 stipend for ASB Leadership Coordinator to help plan Unity Week and in order to increase student feeling of belonging and community on campus 4. Classroom environment supplies supporting inclusivity and welcoming in classrooms. 5. A program called MiNGA to track and encourage student attendance at club meetings, tutorial, and extracurricular events.	All students with a focus on unduplicated students	General Fund 1000 General Fund PBIS supplies to provide incentives for students and staff to contribute to a positive campus climate 500 LCFF Classroom environment supplies supporting inclusivity and welcoming in classrooms 17000 General Fund A program called Minga to track and encourage student attendance at club meetings, tutorial, and extracurricular events General Fund 2130 LCFF PBIS Coordinator to support positive behavioral expectations and rewards and

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			to track relevant student behavioral data.
3.3	Strategy/activity 3 is celebrations and recognition to promote a positive campus climate. Expenditures in this strategy include the following: 1. Freshman Success celebrations to recognize positive behaviors among the freshman class, encouraging their connection to the school as they transition into high school 2. Sophomore, Junior, and Senior Success celebrations to recognize positive behaviors and improve connection to school for students and their families 3. Student onboarding program to escort new students around campus and encourage connections with new classmates 4. A stipend to organize lunchtime activities such as Fun Fridays and cultural events promoted by different clubs and community organizations 5. Recognition for GREATness program to provide students with rewards for positive behavior, attendance, and exam scores	All students with a focus on unduplicated students	1200 General Fund Sophomore, Junior, and Senior Success celebrations to recognize positive behaviors and improve connection to school for students and their families 500 General Fund Recognition for GREATness program to provide students with rewards for positive behavior, attendance, and exam scores 2130 General Fund A stipend to organize lunchtime activities such as Fun Fridays and cultural events promoted by different clubs and community organizations General Fund
3.4	Strategy/activity 4 is to support athletics so that students interested in athletics have a safe, welcoming program in which to participate. Expenditures in this strategy include the following: 1. Mileage for the athletic director and administrators to travel to sporting events to support student-athletes at their away competitions 2. Funding for student athletic events and programs to promote positive involvement in school functions 3. 1.0 stipend for an athletic trainer to support safety and health at sporting events for athletes 4. Materials for training room to support safety and health for student athletes 5. Substitute teachers to cover for coaches who teach a class and must leave school early to support their team during a sporting event 6. Maintenance/operations/custodial service for school and athletic events	All students with a focus on unduplicated students	200 General Fund Mileage for the athletic director 29559.02 Extra Curricular Funding for student athletic events and programs to promote positive involvement in school functions. 1500 General Fund Maintenance/Operations for school and athletic events 2130 General Fund

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			An athletic trainer to support safety and health at sporting events for athletes (one training stipends) 1000 General Fund Substitute teachers to cover for coaches who teach a class and must leave to support their team during a sporting event General Fund 2192.98 Extra Curricular Maintenance/Operations for athletic events General Fund

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Participation in athletics has remained relatively stable, with a significant increase in girls participation in the Fall season as girls flag football was added. The school increased its use of raffles to encourage student participation in surveys, activities, testing, and positive behavior. In addition to early release lunches, the PBIS team found additional students to celebrate who may have otherwise been left out, such as students whose grades improved throughout the school year. The school continues to increase Minga usage in an effort to monitor student engagement and safety.

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

As Link Crew became an established program on campus and the school staff learned more about it, the school team determined that Student Services, the Freshman Success Team, and a district-provided grant could adequately support Link Crew, so the ASB funding for Link Crew was not needed. In addition, administrators and the leadership team were able to develop Bulldog Time lessons, so the ASB stipend related to this need will not be necessary moving forward. Instead, the stipend was used to support the development of Unity Week and weekly written announcements. In addition, Human Resources funded the stipends for cheerleading during the 2025-2026 school year, so it did not come out of the school budget.

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

With the retirement of the current athletic trainer, the school will need to fund materials for the training room (strategy 3.4.4). The previous athletic trainer self-funded these supplies. In addition, the school is adding funding to coordinate activities and music at lunchtime on Fridays in order to create a positive climate (strategy 3.3.4). Finally, feedback from students and families indicated that they would like to see an expansion on the freshman success celebrations, so the school is adding funds to start a sophomore, junior, and senior success celebration as well (strategy 3.3.2).

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$299,329.95
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Extra Curricular	$31,752.00
General Fund	$163,256.00
LCFF	$102,202.95
Lottery	$2,119.00

Subtotal of state or local funds included for this school: $299,329.95

Total of federal, state, and/or local funds for this school: $299,329.95

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
None Specified		

Expenditures by Funding Source

Funding Source	Amount
Extra Curricular	31,752.00
General Fund	163,256.00
LCFF	102,202.95
Lottery	2,119.00

Expenditures by Budget Reference

Budget Reference	Amount
	46,966.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Extra Curricular	31,752.00
	General Fund	163,256.00
	LCFF	102,202.95
	Lottery	2,119.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	206,485.95
Goal 2	23,683.00
Goal 3	69,161.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

3 Secondary Students

Name of Members	Role
Theresa Sage	Principal
Claudia Magana	Classroom Teacher
Brett McNulty	Classroom Teacher
Nicole Barry	
Regan Stuart	Classroom Teacher
Bob Lashbrook	Classroom Teacher
Sandra Simmons	Other School Staff
Li Fang	Parent or Community Member
Melissa Scatena	Other School Staff
Julie Duran	Parent or Community Member
Jennifer Evans	Parent or Community Member
Maren McEuen	Parent or Community Member
Sipeng Gao	Parent or Community Member
Ishq Kandhra	Secondary Student
Keith Cinco	Secondary Student
Genesis Castellanos	Secondary Student
Jen Baez	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/11/2026.

Attested:

	Principal, Theresa Sage on 5/11/2026
	SSC Chairperson, Maren McEuen - See Attachment on 5/11/2026

Recommendations and Assurances

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Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

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Attested:

Theresa Sage

Principal, Theresa Sage on 5/11/2026

Maren McEuen

SSC Chairperson, Maren McEuen - See Attachment on 5/11/2026