

Ann Sobrato High

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
District Name	Morgan Hill Unified	School Name	Ann Sobrato High
Phone Number	(408) 201-6023	Street	401 Burnett Ave.
Superintendent	Steve Betando	City, State, Zip	Morgan Hill, Ca, 95037-2641
E-mail Address	betandos@mhusd.org	Phone Number	408-201-6200
Web Site	www.mhusd.org	Principal	Courtney Macko, Principal
		E-mail Address	mackoc@mhusd.org
		County-District-School (CDS) Code	43695830102368

Last updated: 11/28/2017

School Description and Mission Statement (School Year 2017-18)

Ann Sobrato High School is a comprehensive high school supporting grades nine through twelve. The school opened in August 2004 and the student population is approximately 1450 students. Sobrato is located on the southern boundary of San Jose and the northern boundary of Morgan Hill. The student population is drawn from suburban and rural areas of south San Jose, Morgan Hill, Coyote Valley and San Martin.

Before the school opened, teachers who volunteered to become the founding staff established Sobrato's guiding principles. These have been regularly reviewed and were again validated during our last accreditation review by the Western Association of Schools and Colleges (WASC) in 2014, resulting in the highest possible rating of a six-year accreditation. In 2017 the visiting committee confirmed we are making progress on our six-year goals. Our guiding principles include strong belief statements regarding standards, expectations, assessments, personalization, learning, culture and environment, lifelong learning, professional development and collaboration, and continuous improvement. We are pleased that our student achievement data demonstrates that our cycle of inquiry, analysis, dedication to personalization, student support, and professional collaboration are increasing the quality of our educational outcomes.

We follow a modified block schedule to allow opportunities within the classroom for increased support, enrichment, and personalization. Tutorial period is held every Tuesday, Thursday and Friday during the school day totaling 115 minutes each week. Advisory classes meet once a week to discuss academic and social issues, as well as to assist with scheduling and academic counseling. In Spring 2017, students and staff were introduced to Naviance, a comprehensive college and career readiness platform that helps schools align student strengths and interests to postsecondary goals. Families were provided access and training on this program as well. Advisory lessons incorporate the use of Naviance throughout the year. The four-year Advisory program culminates with a Senior Exhibition project which allows seniors to reflect on their high school journey and post-secondary goals. These model programs were the foundation for our 2015 California Gold Ribbon Schools award, a distinction given to only 13% of the secondary schools in Santa Clara County.

At Sobrato, we offer a variety of educational opportunities for all students. In addition to rigorous advanced and AP classes offered in nearly every subject, students can also take several Career Tech Education (CTE) classes to acquire career skills and experience. In May 2015 Sobrato received one of only ten awards in the State of California for Exemplary CTE Programs. Through our ASB and Agriculture Leadership courses, we offer students leadership opportunities in addition to the curriculum.

Advancement via Individual Determination (AVID) elective courses support students with study habits, employ engaging guest speakers, and offer inquiry-based tutorials twice a week. The writing process, Socratic questioning, collaborative learning, organizational techniques, and reading are the core strategies of this program. Although AVID serves all students, it focuses on those traditionally underrepresented in colleges and universities: Hispanic students, African-American students, first-generation to go to college students, and socio-economically disadvantaged students. Sobrato has increased participation in the program to its current 5 sections representing students in grades 9-12, and 17 teachers have attended AVID training in addition to the elective teachers. As a result, all students use AVID strategies in multiple classes throughout their school day. In the fall of 2015, Sobrato High School was recognized as an AVID Certified Site. The validation study results indicate that schools implementing AVID at the highest levels of integration show evidence of significantly higher student achievement across all academic and course enrollment outcomes. To that end, our students are more likely to have higher levels of participation in AP® courses and exams, are more likely to take the SAT® or ACT®, are more likely to complete college entrance requirements, and are more likely to plan on attending college. This year, 100% of our AVID senior class completed four-year college applications.

Although Sobrato operates a complete program for Special Education-identified students, including Resource (RSP) and Special Day Classes (SDC), the majority of our Special Education students participate in an inclusion program and are supported through Collaborative mainstream classes. In addition, Sobrato has an English Language Development (ELD) program serving language learners in ELD-leveled classes as well as in mainstream courses with support. CELDT testing, updated Student Progress Profiles, and re-designations occur annually under the administration of the ELD coordinators. The ELPAC, which will replace the CELDT, will be

administered beginning in Spring 2018.

Since Sobrato opened 12 years ago, we have increased the number of Advanced Placement (AP) opportunities to accommodate the diverse interests and ability levels of our students. We currently offer AP classes in 15 curricular areas: Physics, Chemistry, Biology, Environmental Science, Calculus AB, Calculus BC, Statistics, Computer Science, English Language, English Literature, U.S. History, World History, French, Spanish, and Studio Art.

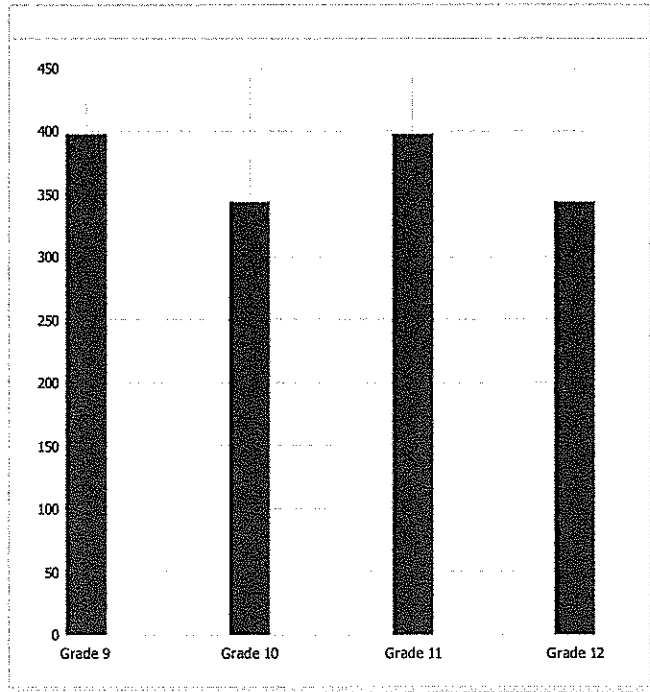
With our equity focus, we have deliberately implemented programs that will address narrowing the achievement gap by providing opportunity and access to all students. In 2013 and 2016, we partnered with the Equal Opportunity Schools (EOS) program to receive support in increasing the number of underrepresented youth (specifically English Learners and low-SES) in Advanced Placement (AP) courses. The developmental assets of grit, growth mindset, self-efficacy, and academic strategies as evidenced by student surveys as well as academic performance and teacher recommendations were used as indicators of AP readiness. As a result, our AP enrollment increased to - and remains at - approximately 60% and we reached parity with our general population. Data collected by EOS places Ann Sobrato High School among the 1% of schools in the country whose AP enrollment mirrors the demographics of overall student population.

Sobrato partners with a variety of community organizations to support our students. Some examples are Cal-SOAP, Discovery Counseling, Community Solutions, Advent Group Ministries, Rotary Club, Morgan Hill Chamber of Commerce, and the Edward "Boss" Prado Foundation among others. The school boasts a plethora of co-curricular programs including over 30 clubs ranging from academics to student interest. Some examples are National Honor Society, Red Cross Club, Interact, Peer Counseling, California Scholarship Federation, Drama Club, Robotics, Math Club, M.E.Ch.A, Future Business Leaders of America, and Acts of Random Kindness Club. Sobrato's athletics program offers 11 girls' sports (cross country, golf, tennis, field hockey, volleyball, basketball, soccer, water polo, swimming, softball, and track and field), 11 boys' sports (football, cross country, golf, tennis, water polo, basketball, soccer, baseball, swim, track and field, and volleyball), and 4 coed sports (wrestling, badminton, cheerleading, and diving) including frosh/soph, junior varsity, and varsity levels of competition. The annual participation in interscholastic athletics totals approximately one-half of our student population.

Last updated: 12/11/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	398
Grade 10	344
Grade 11	398
Grade 12	344
Total Enrollment	1484



Last updated: 12/18/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.0 %
American Indian or Alaska Native	0.5 %
Asian	13.3 %
Filipino	3.6 %
Hispanic or Latino	39.6 %
Native Hawaiian or Pacific Islander	0.5 %
White	36.5 %
Two or More Races	2.3 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	31.1 %
English Learners	5.3 %
Students with Disabilities	10.3 %
Foster Youth	0.1 %

Last updated: 12/18/2017

A. Conditions of Learning

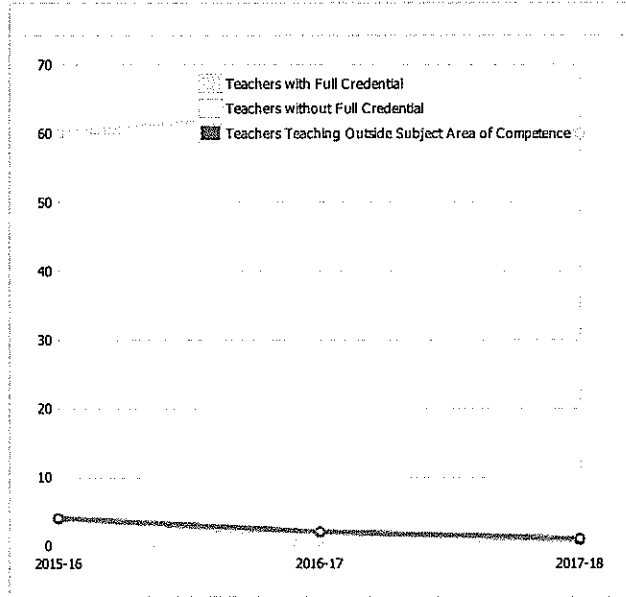
State Priority: Basic

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

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

Teacher Credentials

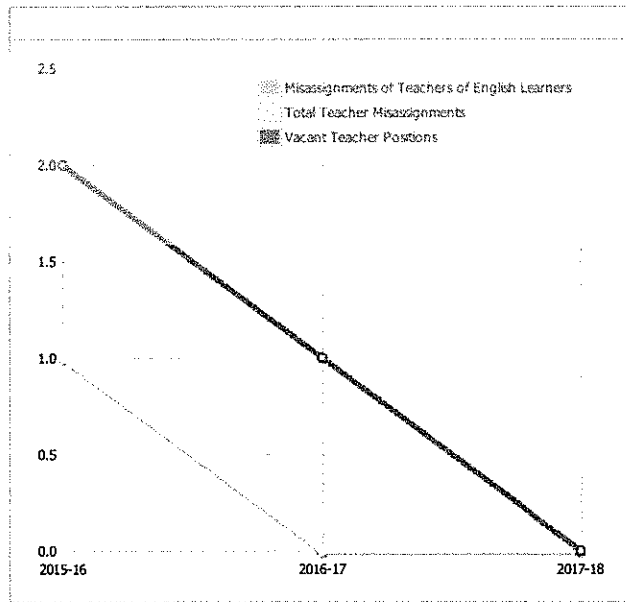
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	60	63	60	379
Without Full Credential	5	1	1	19
Teachers Teaching Outside Subject Area of Competence (with full credential)	4	2	1	12



Last updated: 12/4/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	2	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/4/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: December 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education, StudySync	Yes	0.0 %
Mathematics	Holt, Rinehart, and Winston: Algebra Readiness (adopted 2007) EngageNY Holt, Rinehart, and Winston: Algebra Readiness workbooks (adopted 2007) Brooks/Cole: Finite Mathematics (adopted 2007) Bedford, Freeman & Worth: Statistics and Probability with Application (adopted 2017) Freeman: Practice of Statistics for the AP Exam (adopted 2017) Pearson-Addison Wesley, Larson and Battaglia, Cengage Learning: Calculus for AP (adopted 2016) Stewart, Cengage Learning: Calculus 8th Edition (adopted 2016) CPM: Integrated Math I, CPM: Integrated Math II, CPM: Integrated Math III, CPM: Precalculus with Trigonometry (adopted 2015)	Yes	0.0 %
Science	Glencoe McGraw Hill: Biology (adopted 2007) Holt, Rinehart, and Winston: California Physics (adopted 2007) Glencoe McGraw Hill: Hole's Human Anatomy & Physiology (adopted 2007) Holt: Earth Science (adopted 2007) Prentice Hall Publishing: Earth - An Introduction to Physical Geology (adopted 2007) McDougal Littell: World of Chemistry (adopted 2007) Houghton Mifflin: Chemistry (adopted 2007) Delmar Cengage: Plant & Soil Science/Ag Chemistry (adopted 2014) Pearson: Chemistry: A Modular Approach AP (adopted 2017) Pearson: Lab Manual for Chemistry: A Modular Approach (adopted 2017) Paradigm Publishing: Biotechnology: Science for the New Millennium (adopted 2007) Holt Rinehart & Winston: Earth Science (adoted 2007) Pearson: College Physics (adopted 2007) Pearson: Biology in Focus AP Edition (adopted 2007) AGI and NAGT: Laboratory Manual in Physical Geology, 9th edition (adopted 2016) Pearson: Laboratory Manual in Physical Science, tenth edition	Yes	0.0 %
History-Social Science	Glencoe: World Geography: Global Perspectives (adopted 2006) Prentice Hall: World History: The Modern World (adopted 2006) McDougal Littell: The Americans: Reconstruction to the 21st Century (adopted 2006) Prentice Hall: Economics: Principles in Action (adopted 2006) Prentice hall: Magruder's American Government (adopted 2006) Glencoe McGraw Hill: Psychology and You (adopted 2006) Holt, Rinehart, and Winston: Sociology The Study of Human Relationships (adopted 2006) Bedford St. Martin's: America's History (adopted 2015) Norton and Company: Worlds Together, Worlds Apart: A History of the World: From the Beginnings of Humankind to the Present (adopted 2016)	Yes	0.0 %
Foreign Language	Vista Higher Learning: Descubre Level 1,2,3 (adopted 2016)	Yes	0.0 %

Vista Higher Learning: D'accord! Level 1,2,3 (adopted 2016)

Vista, Texas AP Spanish Language and Culture (adopted 2014)

Wayside Azulejo Anthology & Guide to the AP Spanish Literature and Culture Course
(adopted 2016)

Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/14/2017

School Facility Conditions and Planned Improvements

The school facilities are comprised by four classroom wings, an administration building, a double size gymnasium, athletic fields and pool, district kitchen facility, beautiful performing arts center and library. All of these buildings provide exceptional spaces to support our instructional programs. Some areas, such as the locker rooms, gymnasium, and performing arts center, have specialized equipment.

The landscape uses native plants to reduce water usage and upkeep. We continue to look at alternative landscaping that will keep the school looking good, while conserving water.

We have two day custodian, one grounds keeper, and three night custodians who are responsible for cleaning and maintaining the campus.

Canopies structures with photovoltaic (solar) panels in the student parking lot and at the bus loading area generate approximately 80% of Sobrato's energy needs.

Maintenance, Grounds and the Custodial staff continue to work together to provide a safe, clean and well maintained learning environment to help support student achievement.

As part of the Measure G Bond funds, Sobrato received a technology infrastructure upgrade in the summer of 2014. This included WiFi in every classroom and exterior, new phone system and a new clock/public address system. Chrome books were also distributed to each student. All classroom received a tablet and projector. Swimming pool was replastered and lights replaced with LED summer 2017.

Last updated: 12/7/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Exemplary
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Last updated: 12/7/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	72%	74%	53%	52%	48%	48%
Mathematics (grades 3-8 and 11)	47%	49%	43%	42%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/18/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	379	363	95.78%	73.55%
Male	192	184	95.83%	68.48%
Female	187	179	95.72%	78.77%
Black or African American	12		91.67%	81.82%
American Indian or Alaska Native				
Asian	56	56	100.00%	82.14%
Filipino	12	12	100.00%	83.33%
Hispanic or Latino	134	127	94.78%	60.63%
Native Hawaiian or Pacific Islander	--	--	--	--
White	157	149	94.90%	80.54%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	110	106	96.36%	59.43%
English Learners	32	31	96.88%	22.58%
Students with Disabilities	35	34	97.14%	26.47%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 12/18/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	379	369	97.36%	49.32%
Male	192	188	97.92%	48.94%
Female	187	181	96.79%	49.72%
Black or African American	12		91.67%	45.45%
American Indian or Alaska Native				
Asian	56	56	100.00%	73.21%
Filipino	12	12	100.00%	58.33%
Hispanic or Latino	134	127	94.78%	32.28%
Native Hawaiian or Pacific Islander	--	--	--	--
White	157	155	98.73%	54.19%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	110	105	95.45%	29.52%
English Learners	32	31	96.88%	--
Students with Disabilities	35	34	97.14%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 12/18/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	60.0%	66.0%	59.0%	62.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/18/2017

Career Technical Education Programs (School Year 2016-17)

Advisory and our counseling program offer students career interest and aptitude surveys. Using online computer programs, parents and students may access aptitude and interest surveys as well as career and workplace information. In Spring 2017 we added additional online resources through Naviance targeted at college and career exploration, pathways, and goals.

An elective in the CTE program offers students many opportunities to explore and prepare for the workforce. Strong programs are offered in welding, digital arts, and agricultural science. All of our CTE programs have community and workforce advisory committees that provide opportunities for community input on curriculum and instruction, job trends, and intern opportunities.

CTE Programs offered at Sobrato High School:

- Advanced Multimedia
- Adv. Digital Photography
- Ceramics
- Computer Programming
- Stagecraft
- Studio Art
- Ag Art & History of Floral Design
- Ag Food Science
- Ag Horticulture
- Ag Mechanics
- Ag Welding
- Ag Veterinary Science

Last updated: 12/11/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	292
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	56.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

Last updated: 12/7/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.1%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	53.1%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	14.6%	21.5%	43.1%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/16/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement is central to the success of Sobrato High School. Our parents have stepped in to take an active role in supporting the school both in its academic and co-curricular programs. Parents participate in school governance through our School Site Council and ELAC.

We have a Home and School Club that plays an important role in providing funds to support all classrooms and staff. We have a number of booster organizations including our Athletic Boosters, Music Association, and Ag Boosters. These parents raise money, purchase needed materials, and provide supervision. Without their support it would be impossible to have the quality of programs that are offered at Sobrato High School. The Grad Night Committee works to design a safe and sober graduation party for our graduates.

Our counseling office, in conjunction with Cal-SOAP, offer a variety of parent workshops and informational events throughout the year. These include College Night, Cash 4 College, and Naviance trainings to help parents understand how they can best support their students' access to college and careers.

State Priority: Pupil Engagement

Last updated: 12/11/2017

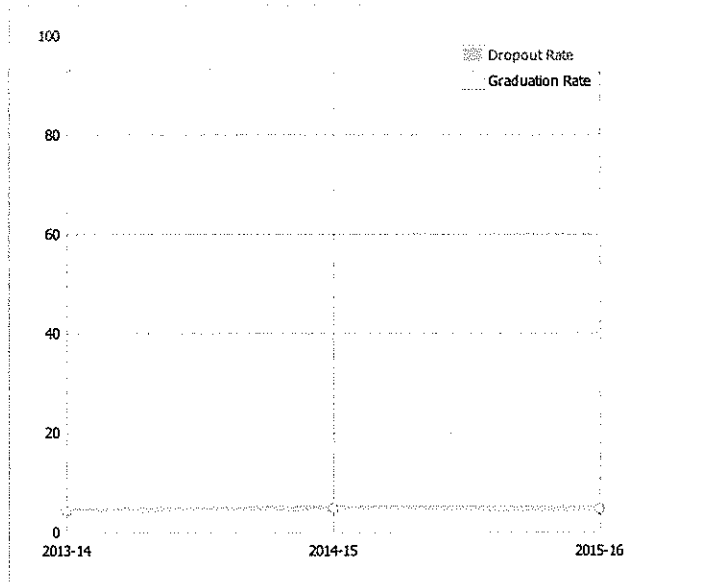
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	4.4%	4.9%	4.8%	7.2%	5.8%	5.4%	11.5%	10.7%	9.7%
Graduation Rate	93.9%	93.5%	93.7%	89.2%	88.8%	88.8%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Completion of High School Graduation Requirements - Graduating Class of 2016

(One-Year Rate)

Student Group	School	District	State
All Students	90.9%	84.9%	87.1%
Black or African American	81.8%	89.5%	79.2%
American Indian or Alaska Native	100.0%	83.3%	80.2%
Asian	100.0%	100.0%	94.4%
Filipino	100.0%	93.3%	93.8%
Hispanic or Latino	84.2%	76.3%	84.6%
Native Hawaiian or Pacific Islander	100.0%	100.0%	86.6%
White	93.8%	90.5%	91.0%
Two or More Races	100.0%	100.0%	90.6%
Socioeconomically Disadvantaged	88.2%	79.9%	85.5%
English Learners	38.5%	32.0%	55.4%
Students with Disabilities	53.9%	68.0%	63.9%
Foster Youth	0.0%	0.0%	68.2%

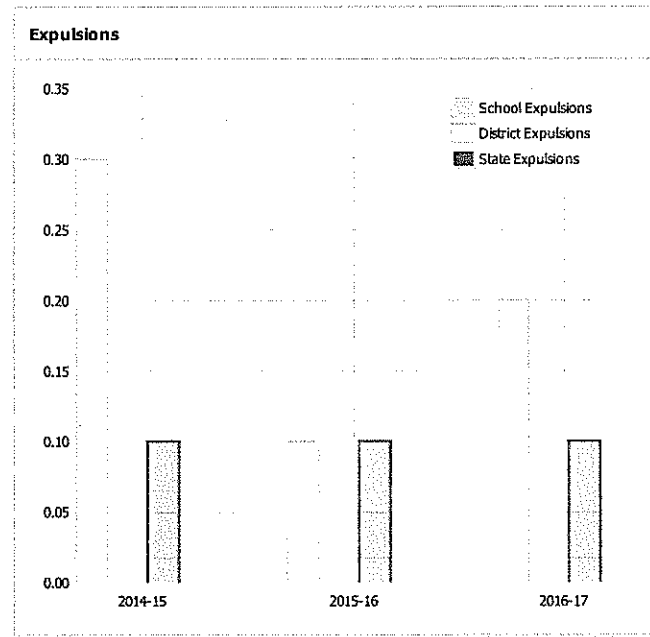
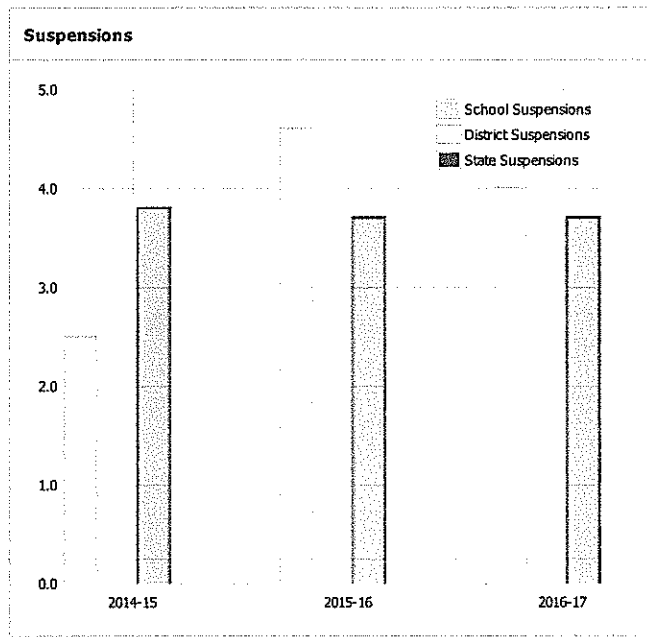
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.5%	4.6%	4.0%	3.8%	3.5%	4.2%	3.8%	3.7%	3.7%
Expulsions	0.3%	0.1%	0.2%	0.3%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 12/19/2017

School Safety Plan (School Year 2017-18)

Having a safe, supportive school environment is the key to the educational process. To this end, all four administrators and three full-time campus supervisors monitor the school grounds on a daily basis. An additional 15 staff members comprise our safety team who assist in drill and emergency situations. Also, a school resource officer is available when needed to help maintain a safe environment. We also have a camera surveillance system that monitors the grounds. School procedures require all visitors to sign in at the front office. Students are not allowed to leave campus during the school day without first checking out in the front office.

Our School Safety Plan recently underwent major revisions as part of the school improvement plan process. The plan includes procedures for emergencies, evacuation routes, and assignments of responsibilities. A summary of emergency procedures is posted in each classroom. Safety policies and procedures are reviewed annually with the school staff, and drills are held throughout the year. The Morgan Hill Police Department assists in training our students and staff on Run Hide Defend procedures. The safety plan is reviewed annually by the School Site Council.

Last updated: 12/11/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0	9	30	17	27.0	9	35	10	28.0	13	23	20
Mathematics	30.0	2	35	16	30.0	4	26	22	31.0	7	9	34
Science	31.0	2	23	23	30.0	5	21	23	31.0	4	15	23
Social Science	30.0	4	22	19	28.0	9	15	26	29.0	8	14	25

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/19/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/18/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4946.9	\$18.5	\$4928.4	\$69209.0
District	N/A	N/A	\$7067.2	\$72134.0
Percent Difference – School Site and District	N/A	N/A	-35.7%	-4.1%
State	N/A	N/A	\$6574.0	\$74476.0
Percent Difference – School Site and State	N/A	N/A	-28.6%	-7.3%

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

Last updated: 12/4/2017

Types of Services Funded (Fiscal Year 2016-17)

The funding is allocated based upon the goals listed in the Single Plan for Student Achievement. These goals emphasize academic success for all students.

All funding must be directly linked to the LCAP. There has been additional funding provided to support our EL students, socio-economic disadvantaged students and foster youth. At Sobrato, that funding has supported additional staffing for English learners, the opportunity to provide additional support for these subgroups in Advanced Placement courses and additional course opportunities for those needing credit recovery.

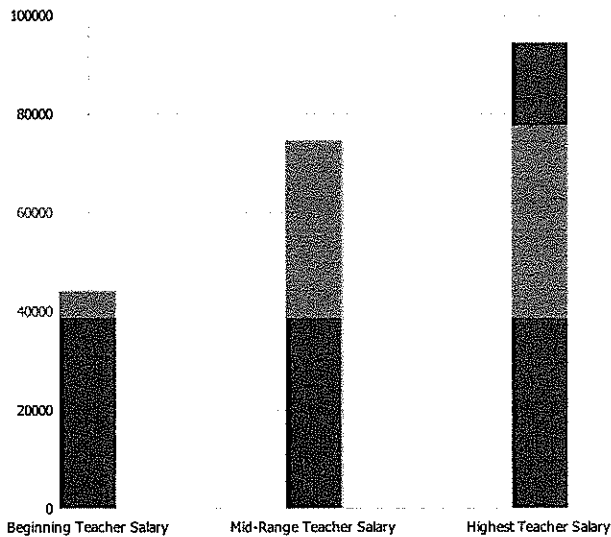
Last updated: 12/11/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

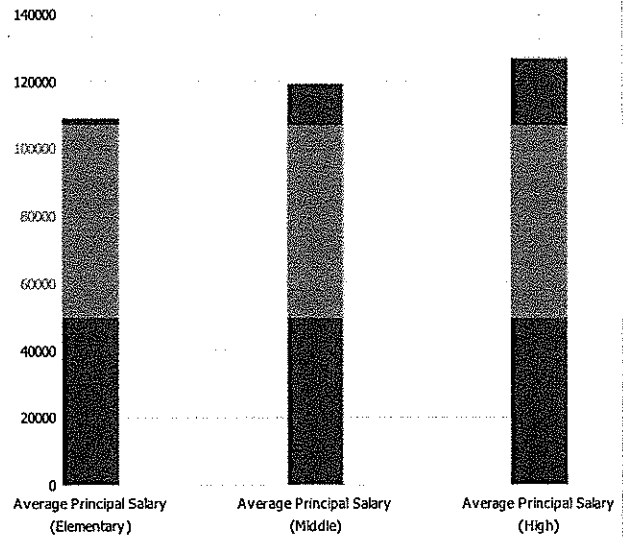
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,069	\$46,511
Mid-Range Teacher Salary	\$74,554	\$73,293
Highest Teacher Salary	\$94,334	\$92,082
Average Principal Salary (Elementary)	\$108,912	\$113,263
Average Principal Salary (Middle)	\$119,272	\$120,172
Average Principal Salary (High)	\$126,792	\$131,203
Superintendent Salary	\$230,587	\$213,732
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/10/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	2	N/A
All Courses	13	42.4%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/10/2018

Professional Development

To meet the needs of our English learners, professional development in Constructing Meaning to has been a district-wide area of focus. We are in our fourth cohort of training. To support this work, Sobrato has a teacher on release to support teachers in implementation of these highly effective instructional strategies.

Each year, at least four staff members are prepared to teach Advanced Placement coursework. All teachers assigned these courses are required to attend training. After the initial training, we recommend that teachers attend training every three to four years or when the curriculum is updated.

In addition, staff members have been attending AVID (Advancement Via Individual Determination) conferences. This year we had a team of six attend to receive training on how to support students in a variety of areas to achieve academic success.

In anticipation of the rollout of Next Generation Science Standards (NGSS), all members of the science department have attended trainings and are receiving additional support from a district Teacher on Special Assignment (TOSA).

In response to the district's 1:1 Chromebook rollout in Fall 2015, teachers receive training in implementation of educational technology strategies through peer-led workshops and coaching from a district teacher on special assignment. Teachers were also assigned tablets in Fall 2017 and are trained to use them to enhance instruction as well as mobility within the classroom through programs such as Hapara and Nearpod.

Last updated: 12/11/2017