

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



Ann Sobrato High

Address: 401 Burnett Ave. Morgan Hill, CA 95037-2641
Principal: Courtney Macko, Principal
Phone: (408) 201-6200
Email: mackoc@mhusd.org
Web Site:
CDS Code: 43695830102368



Morgan Hill Unified

Superintendent: Steve Betando
Phone: (408) 201-6023
Email: betandos@mhusd.org
Web Site: www.mhusd.org



I DATA AND ACCESS

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/sa/>.
- 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 and community members should contact the school principal or the district office.

DataQuest

%DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Morgan Hill Unified
 Phone Number: (408) 201-6023
 Superintendent: Steve Betando
 E-mail Address: betandos@mhusd.org
 Web Site: www.mhusd.org

School Contact Information Most Recent Year

School Name: Ann Sobrato High
 Street: 401 Burnett Ave.
 City, State, Zip: Morgan Hill, CA 95037-2641
 Phone Number: (408) 201-6200
 Principal: Courtney Macko, Principal
 E-mail Address: mackoc@mhusd.org
 Web Site:
 County-District-School
 (CDS) Code: 43695830102368

School Description and Mission Statement (School Year 2016–17)

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. 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.

In Spring 2013 we transitioned to 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. The four-year 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 more than 15 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 submitted 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 ELD program serving English Language Learners in ELD-leveled classes as well as in mainstream courses with support. CELDT testing, updated Student Progress Profiles, and redesignations occur annually under the administration of the ELD coordinators.

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, 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. We renewed the partnership with EOS in 2016 to continue supporting this work.

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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	349
Grade 10	408
Grade 11	378
Grade 12	342
Total Enrollment	1477

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.2%
American Indian or Alaska Native	0.7%
Asian	12.5%
Filipino	2.8%
Hispanic or Latino	40.6%
Native Hawaiian/Pacific Islander	0.6%
White	37.2%
Two or More Races	1.6%
Socioeconomically Disadvantaged	31.9%
English Learners	5.9%
Students with Disabilities	8.6%
Foster Youth	0%

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 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	61	60	63	375
Without Full Credential	5	5	1	18
Teaching Outside Subject Area of Competence (with full credential)	0	4	2	11

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	2	1	0
Total Teacher Misassignments*	2	1	0
Vacant Teacher Positions	1	2	.5

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	96%	4%
All Schools in District	97.77%	2.23%
High-Poverty Schools in District	98.21%	1.79%
Low-Poverty Schools in District	94.39%	5.61%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: December 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
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Reading/Language Arts	McDougal Littell/Houghton Mifflin: Literature of Language NorthStar Focus series EngageNY Bedford St. Martin's: The Bedford Introduction to Literature, Bedford St. Martin's: The Language of Composition: Reading Writing Rhetoric	yes	0%
Mathematics	Holt, Rinehart, and Winston: Algebra Readiness EngageNY Holt, Rinehart, and Winston: Algebra Readiness workbooks Brooks/Cole: Finite Mathematics Pearson-Prentice Hall: Elementary Statistics, Picturing the World Pearson-Addison Wesley, Larson and Battaglia, Cengage Learning: Calculus for AP, Stewart, Cengage Learning: Calculus 8th Edition, CPM: Integrated Math I, CPM: Integrated Math II, CPM: Integrated Math III, CPM: Precalculus with Trigonometry	yes	0%
Science	Glencoe McGraw Hill: Biology Holt, Rinehart, and Winston: California Physics Glencoe McGraw Hill: Hole's Human Anatomy & Physiology Prentice Hall: Earth Science Prentice Hall Publishing: Earth - An Introduction to Physical Geology McDougal Littell: World of Chemistry Houghton Mifflin: Chemistry McDougal Littell: Fast Track to 5 Preparing for the AP Chemistry Examination Paradigm Publishing: Biotechnology: Science for the New Millennium, Holt Rinehart & Winston: Earth Science, W.H. Freeman: Environmental Science for AP, Pearson: College Physics, Pearson: Biology in Focus AP Edition, AGI and NAGT: Laboratory Manual in Physical Geology, 9th edition, Pearson: Laboratory Manual in Physical Science, tenth edition, American Geoscience Institute and National Association of Geoscience Teachers	yes	0%
History-Social Science	Glencoe: World Geography: Global Perspectives Prentice Hall: World History: The Modern World Houghton Mifflin: The Earth and Its Peoples McDougal Littell: The Americans: Reconstruction to the 21st Century Prentice Hall: Economics: Principles in Action Prentice hall: Magruder's American Government Glencoe McGraw Hill: Psychology and You Holt, Rinehart, and Winston: Sociology The Study of Human Relationships, Bedford St. Martin's: America's History, Norton and	yes	0%

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
	Company: Worlds Together, Worlds Apart: A History of the World: From the Beginnings of Humankind to the Present		
Foreign Language	Vista Higher Learning: Descubre Level 1,2,3, Vista Higher Learning: D'accord! Level 1,2,3	yes	0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	incubators, steam sterilizer, autoclaves, UV transilluminator, white light box, vertical gel boxes, gel boxes, power supplies, microcentrifuges, heat blocks, centrifuges, BioHit micropipettes, analytical balance, Spectrophotometer20, digital camera, ice crusher, water baths, vacuum pumps, microscopes, dissecting scopes, digital scales, triple beam balances, Van der Graaf machines, digital slow motion camera, mineral/rock sets, LCD projectors, oscilloscope, solar panel kit, wind tunnel, stream tables, bunsen burners, cart tracks/aluminum dynamic carts, solar system models, celestial spheres, anatomical models		0%

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. Beginning in 2017 every classroom will receive a projector and each teacher will receive a tablet to cast to the projector.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: June 2016

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

Overall Facility Rate

Month and year in which data were collected: June 2016

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

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], Science California Standards Tests) 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/ Literacy (grades 3-8 and 11)	76%	72%	51%	53%	44%	48%
Mathematics (grades 3-8 and 11)	51%	47%	43%	43%	34%	36%

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.

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	369	348	94.31%	72.22%
Male	195	185	94.87%	64.84%
Female	174	163	93.68%	80.63%
Black or African American	16	16	100.00%	60.00%
American Indian or Alaska Native	--	--	--	--
Asian	39	39	100.00%	81.58%
Filipino	14	13	92.86%	92.31%
Hispanic or Latino	147	136	92.52%	60.15%
Native Hawaiian or Pacific Islander	--	--	--	--
White	136	129	94.85%	81.25%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	122	116	95.08%	55.75%
English Learners	24	22	91.67%	28.57%
Students with Disabilities	32	30	93.75%	17.86%
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	369	346	93.77%	46.63%
Male	195	184	94.36%	48.90%
Female	174	162	93.10%	44.03%
Black or African American	16	16	100.00%	26.67%
American Indian or Alaska Native	--	--	--	--
Asian	39	38	97.44%	68.42%
Filipino	14	13	92.86%	61.54%
Hispanic or Latino	147	135	91.84%	31.06%
Native Hawaiian or Pacific Islander	--	--	--	--
White	136	129	94.85%	57.03%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	122	116	95.08%	22.12%
English Learners	24	21	87.50%	10.00%
Students with Disabilities	32	29	90.63%	14.81%
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	64%	60%	66%	66%	59%	62%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	412	394	95.63%	65.74%
Male	217	206	94.93%	66.50%
Female	195	188	96.41%	64.89%
Black or African American	14	14	100.00%	57.14%
American Indian or Alaska Native	–	–	–	–
Asian	55	53	96.36%	84.91%
Filipino	12	12	100.00%	75.00%
Hispanic or Latino	153	143	93.46%	46.85%
Native Hawaiian or Pacific Islander	–	–	–	–
White	168	164	97.62%	77.44%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	138	127	92.03%	44.09%
English Learners	16	13	81.25%	
Students with Disabilities	36	33	91.67%	42.42%
Students Receiving Migrant Education Services	–	–	–	–
Foster Youth	–	–	–	–

Career Technical Education Programs (School Year 2015-16)

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 will be adding 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 photography and arts, television and video production, 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

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	490
Percent of pupils completing a CTE program and earning a high school diploma	95%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	60.36%

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 2015-16)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	15.40%	20.20%	48.80%

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.

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 school site.

Opportunities for Parental Involvement - (School Year 2016–17)

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, Band Boosters, Future Farmers of America Boosters, and Sobrato Music Association. These parents raise money, purchase needed materials, and provide supervision. Without their support it would be impossible to have the quality of programs that are at Sobrato High School.

The Grad Night Committee works to design a safe and sober graduation party for the night of our graduates.

STATE PRIORITY: PUPIL ENGAGEMENT

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	2.20%	4.40%	4.90%	3.40%	7.20%	5.80%	11.40%	11.50%	10.70%
Graduation Rate	95.92%	93.88%	93.46%	93.19%	89.24%	88.80%	80.44%	80.95%	82.27%

Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

Student Group	School	District	State
All Students	89.74	84.11	85.92
Black or African American	100.00	95.00	78.04
American Indian or Alaska Native	.00	33.33	78.06
Asian	94.44	91.49	93.32
Filipino	100.00	100.00	93.22
Hispanic or Latino	85.59	78.39	83.00
Native Hawaiian/Pacific Islander	100.00	100.00	84.88
White	92.31	88.76	90.52
Two or More Races	66.67	66.67	89.32
Socioeconomically Disadvantaged	98.63	87.11	77.59
English Learners	4.76	32.14	53.97
Students with Disabilities	67.86	68.66	66.10
Foster Youth			

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	8.91	3.38	6.5	5.67	3.77	3.52	4.36	3.80	3.65
Expulsions	.35	.28	.07	.22	.25	.12	0.10	0.09	0.09

School Safety Plan – Most Recent Year

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. In addition, 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.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2009-2010
Year in Program Improvement*	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	38.5%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	9	19	24	28	9	30	17	29	2	36	9
Mathematics	33	2	14	31	30	2	35	16	30	0	35	11
Science	32	2	14	27	31	2	23	23	30	5	25	16
Social Science	31	3	14	25	30	4	22	19	28	14	16	22

* 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	3	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist (non - teaching)	4	N/A
Other	.25	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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4856	\$31	\$4825	\$64138
District	N/A	N/A	\$6186	\$69092
Percent Difference – School Site and District	N/A	N/A	-22.00%	-7.17%
State	N/A	N/A	\$5677	\$71517
Percent Difference – School Site and State	N/A	N/A	-15.01%	-10.32%

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

Types of Services Funded (Fiscal Year 2015-16)

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.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47967	\$43821
Mid-Range Teacher Salary	\$71004	\$69131
Highest Teacher Salary	\$89851	\$89259
Average Principal Salary (Elementary)	\$105837	\$108566
Average Principal Salary (Middle)	\$114173	\$115375
Average Principal Salary (High)	\$129331	\$125650
Superintendent Salary	\$223871	\$198772
Percent of Budget for Teacher Salaries	36%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subjects	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	1.7%
English	2	23.2%
Fine and Performing Arts	1	.8%
Foreign Language	2	5.9%
Mathematics	3	8.9%
Science	5	14.6%
Social Science	2	19.6%
All courses	16	74.7%

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

* Where there are student course enrollments.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 third 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 eight attend to receive training on how to support students in a variety of areas to achieve academic success.

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.