

# Shoreline Middle School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Shoreline Middle School
<b>Street</b>	855 17th Avenue
<b>City, State, Zip</b>	Santa Cruz, CA 95062
<b>Phone Number</b>	(831) 475-6565
<b>Principal</b>	Colleen Martin
<b>Email Address</b>	cmartin@losd.ca
<b>School Website</b>	<a href="http://sl.losd.ca/">http://sl.losd.ca/</a>
<b>County-District-School (CDS) Code</b>	44697656113559

## 2021-22 District Contact Information

<b>District Name</b>	Live Oak School District
<b>Phone Number</b>	(831) 475-6333
<b>Superintendent</b>	Dr. Daisy Morales
<b>Email Address</b>	dmorales@losd.ca
<b>District Website Address</b>	<a href="http://www.losd.ca/">http://www.losd.ca/</a>

## 2021-22 School Overview

Welcome students, staff, parents, and community members!

I am honored to be the principal of Shoreline Middle School. I have worked at Shoreline for 28+ years and enjoy watching former students come back as parents and staff. Shoreline has a dedicated staff, committed to the social, emotional, and academic success of our middle school students. We embrace a very collaborative approach to teaching and learning, together. We foster a growth mindset where mistakes are gifts and effort is rewarded. The students at Shoreline are friendly, respectful, helpful, hard-working, and compassionate. We look forward to watching them become future leaders!

Shoreline Middle School is located on the Central Coast of California in the unincorporated, primarily residential community of Live Oak. It is situated between Santa Cruz and Capitola and is bordered by the Monterey Bay. Shoreline Middle School serves approximately 475 students in grades 6-8 and reflects a wide range of cultural and socioeconomic diversity similar to that of the Live Oak community. Shoreline Middle School, through its partnership with the community, provides a safe environment where mutual respect, equity and educational excellence are fostered and valued. We work together to realize our district's vision, mission and goals for students.

The Live Oak District Vision: All student will have the confidence, knowledge and ability to pursue their dreams and realize their full potential. All students will have the courage, character and compassion to make a meaningful impact in the world.

The Live Oak District Mission: Our mission is to empower, inspire and ensure equitable opportunities for every student to thrive. We teach and nurture the whole child in an academically rigorous, collaborative and innovative learning environment.

Live Oak District Goals:

I - Image, Outreach and Family Engagement: Increase parental involvement at all schools through effective communication and opportunities for engagement and leadership, with a focus on supporting student learning.

II - Academic Achievement & 21st Century Learning: Ensure that II students are making measurable progress in a rigorous academic program aligned to the state standards

III - Social-Emotional and Physical Wellness: Invest in pupil wellness to ensure their engagement at school and in learning. Ensure safe and healthy school communities for students, parents, and teachers.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	160
Grade 7	150
Grade 8	151
Total Enrollment	461

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51
Male	49
American Indian or Alaska Native	1.3
Asian	3.3
Black or African American	1.5
Filipino	2
Hispanic or Latino	66.2
Native Hawaiian or Pacific Islander	0.2
White	23.4
English Learners	21
Homeless	15.8
Migrant	.7
Socioeconomically Disadvantaged	61.4
Students with Disabilities	15.6

## 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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.4	83.0	79.2	91.3	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.0	3.7	1.5	1.7	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.5	13.3	3.7	4.3	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	0.3	0.4	12115.8	4.4
<b>Unknown</b>	0.0	0.0	2.0	2.3	18854.3	6.9
<b>Total Teaching Positions</b>	27.0	100.0	86.8	100.0	274759.1	100.0

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

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	3.5
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	3.5

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson, myPerspectives Cengage Learning, Inside IXL Grammar Lexia Power Up	Yes	0%
Mathematics	2021-2022 Reveal Math by McGraw Hill IXL Math HMH Do the Math Now, Marilyn Burns	Yes	0%
Science	2021-2022 Pilot year F.O.S.S.	Yes	0%
History-Social Science	Teacher's Curriculum Institute: History Alive	Yes	0%
Health	Positive Prevention Plus	Yes	0%

## School Facility Conditions and Planned Improvements

The Shoreline Middle School facility opened in April 1997 and is maintained expertly. During the summer of 2009, extensive repairs and improvements were completed for Shoreline Middle School, including a new roof, new siding, and HVAC repairs. Shoreline Middle School has a sufficient number of classrooms, staff workrooms, and outdoor space to support teaching and learning in an organized environment. The district maintenance crew completes periodic checks and responds to site requests for repairs and upgrades in an efficient manner. Shoreline Middle School has 26 classrooms, three portables, a library, multipurpose room, weight room, two locker rooms, an administrative office, staff workroom and lunchroom, woodshop, music room, five outdoor basketball courts, a brand-new regulation turf soccer field, softball field, and the required amount of bathrooms. Before, during, and after the school day, two administrators, a counselor, and a campus supervisor monitor student behavior and ensure that visitors sign in at the office. In the Spring of 2017, the school completed the construction of a brand-new building, to house the Boys and Girls Club program. Brand new carpet was installed in all classrooms during the summer of 2018, and in the library, main office, hallways, and stairs in the summer of 2019. The existing grass soccer field was reconstructed as an artificial turf soccer complex with an all-weather running path which was completed in January 2020. The interior walls, common areas, and exterior doors of the main building were painted in 2020-2021. The HVAC system was upgraded to MERV 13 and every classroom has a free-standing HEPA filter.

Year and month of the most recent FIT report		December 2021		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		The gutter system on the gymnasium is in need of repair and restoration.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

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

#### 2021-22 Opportunities for Parental Involvement

Traditionally, Shoreline offers parents a number of opportunities to become involved in school activities. This year's meetings are held virtually. Our Home and School Club provides parents the opportunity to help raise much-needed funds for school programs, activities and resources. Parents may also choose to run for election to the Home and School Club, School Site Council and English Learner Advisory Committee, or volunteer to assist with many activities and events throughout the year including but not limited to:

- School concerts
- Chaperoning field trips
- Chaperoning at school dances
- The planning team for graduation activities

For more information on how to become involved, please contact the school office at (831) 475-6565

#### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	472	468	12	2.6
Female	242	240	7	2.9
Male	230	228	5	2.2
American Indian or Alaska Native	6	6	0	0.0
Asian	15	15	0	0.0
Black or African American	7	7	0	0.0
Filipino	9	9	0	0.0
Hispanic or Latino	312	309	9	2.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	1	1	0	0.0
White	113	112	3	2.7
English Learners	99	98	0	0.0
Foster Youth	1	1	1	100.0
Homeless	73	73	3	4.1
Socioeconomically Disadvantaged	295	293	11	3.8
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	82	81	2	2.5

## C. Engagement

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	2.27	0.64	2.00	0.17	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.70	1.01	2.45
<b>Expulsions</b>	0.00	0.00	0.05



## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.64	0.00
Female	1.24	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.96	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.02	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

Teachers, administrators, support staff and first responders work together to ensure a safe and positive learning environment is maintained for all students. All visitors are required to check in at the front office and administrators, a school counselor and campus supervisor monitor students in the quad, basketball courts and field. Our school implements the Positive Behavioral Supports and Interventions Framework, Signs of Suicide, and Second Step Curriculum to foster social-emotional well-being, including anti-bullying lessons. Pursuant to Sections 32280 - 32289.5 of the California Education Code, Live Oak Elementary School District, develops and adopts a Comprehensive School Safety Plan on an annual basis.

The current 2020-2021 Comprehensive Safety Plan was reviewed, updated, and discussed prior to its adoption on February 25, 2021, by the District's Board of Directors. The 2021-2022 Live Oak Elementary School District Comprehensive Safety Plan, including both the public and internal components, will be reviewed, updated, and discussed prior to consideration for adoption on February 16, 2022, by the District's Board of Directors, and includes, but is not limited to the following:

- (1) Assessing the current status of school crime committed on school campuses and at school-related functions.
- (2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
  - (A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.
  - (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:
    - (i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety

## 2021-22 School Safety Plan

Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

- (I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff. The department shall provide general direction to school districts and county offices of education on what to include in the school building disaster plan.
- (II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
- (III) Protective measures to be taken before, during, and following an earthquake.
- (IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
- (ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.
- (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.
- (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
- (E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.
- (F) The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define “gang-related apparel.” The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, “gang-related apparel” shall not be considered a protected form of speech pursuant to Section 48950.
- (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
- (H) A safe and orderly environment conducive to learning at the school.
- (I) The rules and procedures on school discipline adopted pursuant to Sections 35291, 35291.5, 47605, and 47605.6.
- (J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	12	9	
Mathematics	22	4	12	
Science	10	2		
Social Science	23	6	9	

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	10	10	
Mathematics	24	3	12	
Science	26	2	12	
Social Science	25	3	11	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	10		11
Mathematics	39	4		12
Science	49			12
Social Science	48		1	11

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	461

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8312.03	1043.83	7268.20	93,577
District	N/A	N/A	12,606.73	
Percent Difference - School Site and District	N/A	N/A	-53.7	-1.0
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-15.0	12.7

## 2020-21 Types of Services Funded

### Social/Emotional Learning:

- PBIS (Positive Behavior Interventions and Supports)
- Second Step (Social Emotional Learning Curriculum)
- Signs of Suicide (curriculum)
- Salud y Carino (Girls' Social Skills Group)
- Boys to Men (Boys' Social Skills Group)
- Full-time school counselor
- Part-time mental health counselor
- School psychologist

+Part time school site social/emotional/mental/behavioral support person funded through a community resource partnership  
Community Mental Health Services Block Grant

### Academic Supports:

- Zero period (before school) ELD (English Language Development)
- Zero period (before school) Math Accelerated Math 1)
- Homework Club in our library after school – 5 days per week
- Extra-curricular activities
- After school sports program
- Clubs: Woodshop, Chess, SAGA (Sexuality and Gender Acceptance), Calligraphy
- RTI Math Teacher

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		\$51,450
<b>Mid-Range Teacher Salary</b>		\$80,263
<b>Highest Teacher Salary</b>		\$101,012
<b>Average Principal Salary (Elementary)</b>		\$128,082
<b>Average Principal Salary (Middle)</b>		\$132,453
<b>Average Principal Salary (High)</b>		\$134,792
<b>Superintendent Salary</b>		\$197,968
<b>Percent of Budget for Teacher Salaries</b>	34%	34%
<b>Percent of Budget for Administrative Salaries</b>	8%	6%

## Professional Development

In addition to the school days set forth below, staff receives specified time, dedicated to staff development and continuous improvement approximately twice per month throughout the duration of the school year.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

# Live Oak School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

District Name	Live Oak School District
Phone Number	(831) 475-6333
Superintendent	Dr. Daisy Morales
Email Address	<a href="mailto:dmorales@losd.ca">dmorales@losd.ca</a>
District Website Address	<a href="http://www.losd.ca/">http://www.losd.ca/</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1058	NT	NT	NT	NT
<b>Female</b>	524	NT	NT	NT	NT
<b>Male</b>	534	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	16	NT	NT	NT	NT
<b>Asian</b>	22	NT	NT	NT	NT
<b>Black or African American</b>	24	NT	NT	NT	NT
<b>Filipino</b>	16	NT	NT	NT	NT
<b>Hispanic or Latino</b>	635	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	44	NT	NT	NT	NT
<b>White</b>	298	NT	NT	NT	NT
<b>English Learners</b>	268	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	342	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	440	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	183	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1058	NT	NT	NT	NT
Female	524	NT	NT	NT	NT
Male	534	NT	NT	NT	NT
American Indian or Alaska Native	16	NT	NT	NT	NT
Asian	22	NT	NT	NT	NT
Black or African American	24	NT	NT	NT	NT
Filipino	16	NT	NT	NT	NT
Hispanic or Latino	635	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	44	NT	NT	NT	NT
White	298	NT	NT		NT
English Learners	268	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	342	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	440	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	183	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	1034	1007	97.38	2.62	44.98
Female	516	481	93.21	6.79	51.35
Male	518	494	95.36	4.64	41.70
American Indian or Alaska Native	17	15	88.23	11.77	60
Asian	28	20	71.42	28.58	65
Black or African American	25	21	84	16	38.1
Filipino	16	13	81.25	18.75	76.92
Hispanic or Latino	654	594	90.82	9.18	33.80



<b>Native Hawaiian or Pacific Islander</b>	na	na	na	na	na
<b>Two or More Races</b>	na	na	na	na	na
<b>White</b>	353	271	76.77	23.23	70.11
<b>English Learners</b>	302	288	95.36	4.64	18.05
<b>Foster Youth</b>	na	na	na	na	na
<b>Homeless</b>	174	164	94.25	5.75	26.82
<b>Military</b>	na	na	na	na	na
<b>Socioeconomically Disadvantaged</b>	659	600	91.04	8.96	36.66
<b>Students Receiving Migrant Education Services</b>	na	na	na	na	na
<b>Students with Disabilities</b>	164	151	92.07	7.93	13.24

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	1034	965	93.3	6.7	46.73
<b>Female</b>	516	475	92.05	7.95	47.36
<b>Male</b>	518	490	94.5	5.5	46.12
<b>American Indian or Alaska Native</b>	15	14	93.33	6.7	71.40
<b>Asian</b>	21	19	90.47	9.53	63.15
<b>Black or African American</b>	25	21	84	16	38
<b>Filipino</b>	16	14	87.5	12.5	71.42
<b>Hispanic or Latino</b>	654	589	90.06	9.94	38.7
<b>Native Hawaiian or Pacific Islander</b>	na	na	na	na	na
<b>Two or More Races</b>	na	na	na	na	na
<b>White</b>	353	268	75.9	24.1	59.7
<b>English Learners</b>	302	288	95.36	4.54	23.6
<b>Foster Youth</b>	na	na	na	na	na
<b>Homeless</b>	174	162	93.10	6.9	30.24
<b>Military</b>	na	na	na	na	na
<b>Socioeconomically Disadvantaged</b>	659	591	89.68	10.32	39.42
<b>Students Receiving Migrant Education Services</b>	na	na	na	na	na
<b>Students with Disabilities</b>	164	155	94.51	5.49	17.41

\*At or above the grade-level standard in the context of the local assessment administered.