

# Live Oak High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



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

#### SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Live Oak High School
<b>Street</b>	1505 East Main Ave.
<b>City, State, Zip</b>	Morgan Hill, CA, 95037
<b>Phone Number</b>	408-201-6100
<b>Principal</b>	Tanya Calabretta
<b>Email Address</b>	calabrettat@mhusd.org
<b>School Website</b>	www.liveoak.mhusd.org
<b>County-District-School (CDS) Code</b>	43 69583 4333951

## 2022-23 District Contact Information

<b>District Name</b>	Morgan Hill Unified School District
<b>Phone Number</b>	408-201-6023
<b>Superintendent</b>	Carmen Garcia
<b>Email Address</b>	garciacarmen@mhusd.org
<b>District Website Address</b>	www.mhusd.org

## 2022-23 School Overview

Live Oak High School (LOHS) is a comprehensive high school in the Morgan Hill Unified School District that serves students in grades nine through twelve. Live Oak is located in a fast-growing suburban area that has managed to retain the aura of a small town. Students come from the cities of Morgan Hill and San Jose as well as the unincorporated areas of San Martin and Coyote Valley. The student population reflects the rich ethnic and socioeconomic diversity of the community.

Live Oak High School is committed to providing a learning environment that enables all students to meet or exceed state standards. The staff examines a variety of data in cycles of continuous improvement. Live Oak is proud of its excellent academic programs, including 18 Advanced Placement courses in the curricular areas of Physics, Biology, Environmental Science, AB/BC Calculus, Computer Science, Statistics, English Language and Literature, U.S and World History, Government and Politics, French Language, Spanish Language and Spanish Literature, Studio Art, and Psychology. In addition, we offer 15 Career Technical Education courses within several career pathways, providing many opportunities for students to explore options and develop skills and certification. We are also proud of our strong athletic and extracurricular programs, and the wide variety of support services we provide for our students. These educational opportunities have led to Live Oak High School's overall graduation rate rising to 98%, with critical subgroups exceeding 96%, among the very highest in our county.

LOHS continues to provide academic support and tutoring programs in partnership with California Student Opportunity and Access Program (Cal-SOAP). Tutoring services include all academic subjects, with extra support available in math and science and are available Monday through Thursday before school, brunch, lunch and after school. We provide support for students who need to remediate courses in which they were unsuccessful through individualized instruction and the online Cyber High program, done as an extended day program. A dedicated blended learning intervention center, along with our library computer center are provided as locations for these services. Both facilities are also open within and outside the school day for general student use. We have expanded our AVID program as an additional means of support for students who will be the first in their families to attend college. LOHS seniors have been commended by the National Merit Scholarship Program and recognized as students of the year by our local Rotary and the Morgan Hill Chamber of Commerce.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	318
Grade 10	318
Grade 11	282
Grade 12	239
Total Enrollment	1,157

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.3
American Indian or Alaska Native	0.2
Asian	3.9
Black or African American	1.1
Filipino	0.9
Hispanic or Latino	64.2
Native Hawaiian or Pacific Islander	0.6
Two or More Races	2.3
White	26.1
English Learners	15.3
Foster Youth	0.3
Homeless	6.7
Migrant	2.3
Socioeconomically Disadvantaged	44.5
Students with Disabilities	13.8

#### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.10	82.39	327.10	87.46	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	0.53	3.10	0.84	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.90	6.13	18.60	4.98	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	6.42	12.60	3.38	12115.80	4.41
Unknown	2.10	4.53	12.40	3.33	18854.30	6.86
<b>Total Teaching Positions</b>	<b>47.40</b>	<b>100.00</b>	<b>374.00</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	
Misassignments	1.90	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.90</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	3.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	<b>3.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.80	
<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)	4.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	McGraw Hill Education, StudySync, I say They Say	Yes	0
<b>Mathematics</b>	Holt, Rinehart, and Winston: Algebra Readiness, EngageNY Holt, Rinehart, and Winston: Algebra Readiness workbooks, Brooks/Cole: Finite Mathematics Bedford, Freeman & Worth: Statistics and Probability with Application, Freeman: Practice of Statistics for the AP Exam 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
<b>Science</b>	Glencoe McGraw Hill: Biology, HMH The Living Earth, California Physics Glencoe McGraw Hill: Hole's Human Anatomy & Physiology, Holt: Earth Science, Prentice Hall Publishing: Earth - An Introduction to Physical Geology, McDougal Littell: World of Chemistry, Houghton Mifflin: Chemistry Delmar Cengage: Plant & Soil Science/Ag Chemistry, Pearson: Chemistry: A modular Approach AP, Pearson: Lab Manual for Chemistry: A Modular Approach, Paradigm Publishing: Biotechnology: Science for the New Millennium, Holt Rinehart & Winston: Earth Science, 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	Yes	0
<b>History-Social Science</b>	BFW, Bedford St. Martin's: America's History for the AP Course 8th Edition, BFW Publishers: Myer's Psychology for the AP Course 3rd Edition, McGraw Hill Education: Geography: The Human and the Physical World, McGraw Hill Education/Glencoe: Understanding Psychology, McGraw Hill Education: Sociology & You, Norton and Company: Worlds Together, Worlds Apart: A History of the World: From the Beginnings of Humankind to the Present, Pearson: World History: The Modern World, Pearson: Economics: Principles in Action, Pearson: Magruder's American Government, Pearson: United States History: The Twentieth Century	Yes	0
<b>Foreign Language</b>	Vista Higher Learning: Descubre Level 1,2,3, Vista Higher Learning: D'accord! Level 1,2,3 Vista, Temas AP Spanish Language and Culture, Wayside Azulejo Anthology & Guide to the AP Spanish Literature and Culture Course	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	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 campus buildings are 36 years old and over the last bond measure we have upgraded nine of the classroom buildings, expanded the library, refurbished the 500, 700 and 600 buildings, modernized both locker rooms, theater and amphitheater and created a new welcoming façade.

The campus also received canopies over the parking lots with photovoltaic (solar) panels and the football stadium was replaced with synthetic turf.

As part of the Measure G Bond funds, Live Oak received a technology infrastructure upgrade which included WiFi in every classroom and exterior, a new projector and screen, new phone system and a new public address system including new clock and speakers throughout the campus. All students have also been provided a chrome book.

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			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		4 buildings need re-roofing (which is currently in design)
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	51	N/A	49	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	26	N/A	36	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	266	251	94.36	5.64	50.60
<b>Female</b>	136	126	92.65	7.35	53.97
<b>Male</b>	130	125	96.15	3.85	47.20
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	15	14	93.33	6.67	85.71
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	155	148	95.48	4.52	43.24
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	12	100.00	0.00	50.00
<b>White</b>	77	70	90.91	9.09	61.43
<b>English Learners</b>	25	23	92.00	8.00	17.39
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	16	14	87.50	12.50	50.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	95	88	92.63	7.37	38.64
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	30	28	93.33	6.67	14.29

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	266	251	94.36	5.64	25.90
<b>Female</b>	136	128	94.12	5.88	24.22
<b>Male</b>	130	123	94.62	5.38	27.64
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	15	14	93.33	6.67	57.14
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	155	150	96.77	3.23	15.33
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	12	100.00	0.00	41.67
<b>White</b>	77	68	88.31	11.69	41.18
<b>English Learners</b>	25	25	100.00	0.00	12.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	16	16	100.00	0.00	25.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	95	90	94.74	5.26	15.56
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	30	26	86.67	13.33	7.69

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	24.42	NT	34.04	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	493	475	96.35	3.65	24.42
<b>Female</b>	247	237	95.95	4.05	25.74
<b>Male</b>	246	238	96.75	3.25	23.11
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	28	27	96.43	3.57	59.26
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	290	281	96.9	3.1	13.88
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	17	17	100	0	35.29
<b>White</b>	146	138	94.52	5.48	38.41
<b>English Learners</b>	43	42	97.67	2.33	4.76
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	30	28	93.33	6.67	14.29
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	185	176	95.14	4.86	15.34
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	55	53	96.36	3.64	3.77

## 2021-22 Career Technical Education Programs

Our strong Career and Technical Education programs combine college preparatory learning and applicable skills for students interested in agriculture, media technology, culinary, computer science, and construction/cabinet making fields immediately upon graduation. In addition to the coursework, there are supplemental industry certificates earned from Precision Exams and iCEV. Some courses are articulated with local community colleges. Parents and other community members and business partners visit classes and share their professional experiences with students. Students have opportunities to participate in job-preparedness training and mock interviews through an annual “Rock the Mock” event, as well as job-shadowing in partnership with a variety of local businesses. Students use tools in Naviance to complete aptitude surveys and discuss the results and options with their guidance counselors and teachers. We also connect students to internships, volunteer and employment opportunities, and community service options through the college and career center.

Our partnerships with local businesses include consultations about our career preparedness programs. We invite input from professionals who support our school and hire our graduates. We also survey students and parents every spring. This crucial feedback helps us to maintain a high standard of success in preparing our students for their working lives.

CTE programs and pathways offered at Live Oak in 2021-2022:

### Agriscience

\* Agricultural Biology

\* Soil Chemistry

\* Veterinary Science

### Agricultural Business

\* Art & History of Floral Design

\* Agricultural Sales & Service

\* Horticulture

### Cabinetry, Millwork, and Woodworking

\* Woodworking I

\* Woodworking II

\* Construction Technology

\* Construction Technology II

### Food Service & Hospitality

\* Advanced Foods & Nutrition

\* Culinary Arts

### Production & Managerial Arts

\* Advanced Multimedia/Digital Photography

\* Graphic Design

\* Audio & Visual Production

\* Journalism

### Software & Systems Development

\* AP Computer Science Principles

Live Oak offers 7 Capstone courses for its 5 pathways. The Capstone courses offered are Journalism, Video Production, Construction 2, Woodworking 2, Vet Science, Ag Sales and Service, Art History Floral Design, Horticulture, and Culinary.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	683
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	60.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	94.72
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	54.48

## 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.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	80	80	80	80	80

## 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.

## 2022-23 Opportunities for Parental Involvement

We have many ways for parents to participate in the life of our school, and we depend on their support. Parents can join our SSC, ELAC, Athletic Boosters, Future Farmers of America Boosters, Emerald Regime Boosters (marching band), and Home and School Club meetings monthly. The Home and School Club typically sponsors a variety of support activities for students; parents serve as chaperones at dances and provide classroom supplies; however, this year their focus has been on supporting teachers through the pandemic. Booster organizations raise funds and provide much needed assistance to the athletic and music programs they support. Virtual forums and BTSNs were held in order to engage parents in the numerous questions about distance learning and the effects of the pandemic on school. All parent engagement opportunities and student recognition such as grade-level parent nights, Green and Gold Awards, and Senior Awards in the spring have been changed to virtual presentations and we continue to provide translation services at all events to ensure that we are allowing all families to access the presentations. We continue to evolve in the virtual parent engagement opportunities. In the 2022-2023 school year we hope to host our first Open House event as a showcase for families and community.

Parents have the opportunity to participate, at no cost, in the District's Project to Inspire program through the California Association of Bilingual Education. The 12 weeks sessions cover the US Educational System, learning standards, advocacy strategies, and parent school leadership.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		10.7	4.7		9	5.1		8.9	7.8
Graduation Rate		84.9	91.9		87	92.5		84.2	87

#### 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	236	217	91.9
Female	112	105	93.8
Male	124	112	90.3
American Indian or Alaska Native	--	--	--
Asian	13	12	92.3
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	143	129	90.2
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	72	69	95.8
English Learners	25	18	72.0
Foster Youth	--	--	--
Homeless	20	15	75.0
Socioeconomically Disadvantaged	121	103	85.1
Students Receiving Migrant Education Services	11	9	81.8
Students with Disabilities	38	31	81.6

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1220	1187	329	27.7
Female	593	578	161	27.9
Male	624	606	167	27.6
American Indian or Alaska Native	2	2	1	50.0
Asian	47	47	2	4.3
Black or African American	13	13	2	15.4
Filipino	10	9	0	0.0
Hispanic or Latino	787	771	236	30.6
Native Hawaiian or Pacific Islander	7	7	3	42.9
Two or More Races	28	27	5	18.5
White	315	304	79	26.0
English Learners	191	185	70	37.8
Foster Youth	4	4	1	25.0
Homeless	104	99	44	44.4
Socioeconomically Disadvantaged	569	555	201	36.2
Students Receiving Migrant Education Services	31	31	10	32.3
Students with Disabilities	169	169	81	47.9

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	7.38	3.64	2.45
<b>Expulsions</b>	0.32	0.11	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.17	9.75	0.07	4.44	0.20	3.17
<b>Expulsions</b>	0.00	0.57	0.00	0.15	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	9.75	0.57
<b>Female</b>	4.55	0.00
<b>Male</b>	14.58	1.12
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	2.13	0.00
<b>Black or African American</b>	15.38	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	11.69	0.64
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	14.29	0.00
<b>White</b>	4.76	0.32
<b>English Learners</b>	18.85	2.09
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	17.31	0.96
<b>Socioeconomically Disadvantaged</b>	13.71	1.05
<b>Students Receiving Migrant Education Services</b>	6.45	3.23
<b>Students with Disabilities</b>	16.57	1.18

## 2022-23 School Safety Plan

Administrative staff and our campus supervisors monitor the grounds for half an hour before classes begin and half an hour after dismissal, as well as throughout the school day when students are present. A school resource officer is assigned to our campus daily. He works closely with staff and students to support student safety. We revise our School Safety Plan annually. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school website and distribute information during virtual parent nights. We share the plan with all staff during a school-wide staff meeting and review safety procedures with students and staff regularly. We practice fire and earthquake drills annually as required by law and hold training for staff on emergency preparedness. We hold annual Run-Hide-Defend drills to familiarize students and staff with procedures for responding to an intruder or active shooter on campus (pending ability to hold in person this year). The Morgan Hill Police Department trains our students and staff on emergency procedures. We use the Connect-Ed phone and email messaging system to communicate with parents about issues of school safety and concern in both English and Spanish. To improve communication and reporting between students, staff and parents, we are continuing to use the StopIt App, that allows students to report anything of concern, anonymously.

## 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	32	6	10	25
Mathematics	33	3	8	23
Science	32	3	4	21
Social Science	30	4	15	12

## 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	28	7	19	16
Mathematics	31	3	12	19
Science	30	4	12	11
Social Science	33	3	5	24

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	29	10	16	17
Mathematics	37	9	8	20
Science	30	5	14	10
Social Science	29	5	13	14

## 2021-22 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	890

## 2021-22 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)	2.3
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	305.32	34.95	270.37	74295
District	N/A	N/A	8495.23	\$83,657
Percent Difference - School Site and District	N/A	N/A	-187.7	-11.9
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-184.2	-11.2

## 2021-22 Types of Services Funded

Our after school programs are multi-funded through our new LCFF structure for student skill and language development. We provide bilingual tutors where possible, provide training to ELD and AVID teachers, purchase supplemental materials for our English learners, and provide extended learning opportunities for students, such as college visits. We also provide online credit recovery for students who need to remediate and earn additional credits to graduate. This year LCFF monies have helped to decrease and/or waive the fees for students to take the PSAT and AP exams. In 2021-2022 we were able to offer a paid stipend for several initiatives and pay for a full time Bilingual Aid to support our EL level 1 and 2 students.

Various booster organizations engage in fundraisers to supplement school and district funds. Athletic Boosters fundraiser for athletic equipment, uniforms, and transportation to games. Our FFA Alumni Association holds an annual auction to support scholarships. Band Boosters fundraise for equipment, competitions, and uniforms. Home and School Club provides supplies and "wish list" items to teachers to support instruction. Parents request donations from our school community to cover the expenses of special events such as our Safe and Sober Grad Night event.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,809	\$52,478
Mid-Range Teacher Salary	\$85,955	\$80,810
Highest Teacher Salary	\$108,761	\$101,276
Average Principal Salary (Elementary)	\$134,228	\$127,080
Average Principal Salary (Middle)	\$142,204	\$134,264
Average Principal Salary (High)	\$136,760	\$147,200
Superintendent Salary	\$278,901	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	28.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	5
Fine and Performing Arts	0
Foreign Language	3
Mathematics	3
Science	3
Social Science	8
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	23

## Professional Development

Our teachers attend staff development opportunities at conferences offered statewide and participate in staff development during weekly collaboration and department meetings. Staff training sessions are devoted to aligning our curriculum and instructional practice to common core standards, analyzing formative assessment results, and designing lessons with a focus on academic literacy, exploring techniques for engaging students of different performance levels, and discussing the latest research related to effective support for English learners. Teachers and administrators look at multiple measures of student learning and review pressing issues from the previous year to choose specific topics. In the last four years, cohorts of teachers have participated in the Constructing Meaning Academic Literacy and Language program. This program deepens and extends previous professional learning regarding secondary literacy, and supports academic vocabulary development for all students across the curriculum. In 2021-2022, LOHS re-started the PBIS program and had tiered teams attend professional development for creation and implementation of the school wide systems of support. LOHS continues their partnership with EOS and the Tech museum to provide staff with information about bringing academic rigor and STEAM access to all students, especially our underserved populations. There were 5 days of CM training, 4 days of AP training, 2 days of EOS, 4 days of Tech, 4 days of PBIS, 2 district PD days for vertical alignment and 10 staff meetings throughout the 2021-2022 school year.

In 2021-2022 the district and site engaged in PLC work that includes professional development in the areas of transformational leadership and curriculum alignment. Several release days and staff members continue to train in these areas and work toward alignment within the site and district.

All teachers were provided training on strategies and platforms to teach during Distance Learning. They continue to receive ongoing support by the District's Teachers on Special Assignment.

Professional development was offered to administrators and teachers regularly during the school year and summer by district and school staff and external partners. Individual schools prioritize and align their professional development learning to their approved School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	9	9	