

Shoreline Middle 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

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

2022-23 District Contact Information

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

2022-23 School Overview

Welcome students, staff, families, and community members!

I am honored to be the principal of Shoreline Middle School. I have worked at Shoreline for 30 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 450 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.

Our Vision:

All students will have the confidence, knowledge and ability to pursue their dreams and realize their full potential. Students will have the courage, compassion and character to make a meaningful impact in the world.

Our Mission:

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.

GOAL #1: Family and Community Engagement (FACE), Image, and Outreach

Live Oak School District will actively promote Family And Community Engagement (FACE) at all schools as we develop and grow as community schools with a focus on a whole-child framework and an anti-racist model of education in order to ensure equal opportunities and success for all students. The FACE strategic plan will use the guiding strategies of welcoming environments, effective communication, resources and opportunities, and shared responsibility and leadership with a foundation based on equity and cultural responsiveness.

2022-23 School Overview

District-wide theory of action: If the district continues to listen and respond to parent's voices with clear and transparent communication about school processes and protocols and if schools reflect the same message and attention to parents' concerns, then families will feel like their voices are heard and they are welcome and belong in our schools.

GOAL #2: Academic Achievement & 21st Century Learning

Empower, inspire and ensure equitable opportunities for every student to thrive in an academically rigorous, collaborative, and innovative learning environment.

Whole-child Principle #2 - Environments filled with safety and belonging

Whole-child Principle #3 - Powerful and Rich Learning Experiences and knowledge development

Whole-Child Principle #4 - Development of skills, habits, and mindsets

Shoreline Middle School theory of action: If our grading practices are designed to separate work completion and behavior from content knowledge, then grades will more accurately reflect students' progress toward grade-level standards.

GOAL #3: Physical & Social-emotional Wellness

Provide enriching, affirming, inclusive and healthy school communities that address the diverse needs of every child in order to ensure full engagement.

Whole-Child Principle #1 - Positive developmental relationships

Whole-Child Principle #5 - Integrated Wellness supports

Shoreline Middle School theory of action: If we provide a greater diversity of after-school clubs and activities, then more students will participate with their peers and have opportunities to develop positive relationships in a variety of settings.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	158
Grade 7	153
Grade 8	146
Total Enrollment	457

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	1.3
Asian	2.6
Black or African American	2.6
Filipino	1.8
Hispanic or Latino	63.0
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.4
White	24.5
English Learners	24.1
Foster Youth	0.0
Homeless	6.8
Migrant	0.9
Socioeconomically Disadvantaged	68.9
Students with Disabilities	20.4

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)	22.40	83.00	79.20	91.26	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.70	1.50	1.73	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.50	13.26	3.70	4.32	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.30	0.38	12115.80	4.41
Unknown	0.00	0.00	2.00	2.30	18854.30	6.86
Total Teaching Positions	27.00	100.00	86.80	100.00	274759.10	100.00

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.

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						
Total Teaching Positions						

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	0.00	
Misassignments	3.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.50	

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	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.20	

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 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. Four old portables were removed in the summer of 2022 and replaced with an outside shade structure.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		The original gym floor needs to be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		The rain gutter system will need repair and restoration. Repairs will be incorporated into the district's major maintenance plan by order of need.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Outdoor eating area/playground slurry seal and striping

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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	43	N/A	48	N/A	47
Mathematics (grades 3-8 and 11)	N/A	23	N/A	35	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
All Students	444	438	98.65	1.35	42.69
Female	222	217	97.75	2.25	52.53
Male	222	221	99.55	0.45	33.03
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	45.45
Black or African American	12	12	100.00	0.00	58.33
Filipino	--	--	--	--	--
Hispanic or Latino	281	279	99.29	0.71	36.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	44.44
White	106	102	96.23	3.77	54.90
English Learners	90	88	97.78	2.22	5.68
Foster Youth	0	0	0.00	0.00	0.00
Homeless	31	31	100.00	0.00	22.58
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	307	305	99.35	0.65	35.74
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	91	91	100.00	0.00	8.79

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
All Students	444	438	98.65	1.35	23.06
Female	222	218	98.20	1.80	21.56
Male	222	220	99.10	0.90	24.55
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	45.45
Black or African American	12	12	100.00	0.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	281	280	99.64	0.36	16.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	33.33
White	106	101	95.28	4.72	35.64
English Learners	90	89	98.89	1.11	2.25
Foster Youth	0	0	0.00	0.00	0.00
Homeless	31	31	100.00	0.00	16.13
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	307	305	99.35	0.65	18.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	91	90	98.90	1.10	3.33

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
Science (grades 5, 8 and high school)	21.92	31.39	21.92	33.65	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
All Students	139	138	99.28	0.72	31.39
Female	66	65	98.48	1.52	30.77
Male	73	73	100	0	31.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	97	100	0	27.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	27	26	96.3	3.7	38.46
English Learners	20	20	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	97	97	100	0	28.87
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	27	100	0	7.41

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 7	98	97	98	99	99

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

GOAL #1: Family and Community Engagement (FACE), Image, and Outreach

Live Oak School District will actively promote Family And Community Engagement (FACE) at all schools as we develop and grow as community schools with a focus on a whole-child framework and an anti-racist model of education in order to ensure equal opportunities and success for all students. The FACE strategic plan will use the guiding strategies of welcoming environments, effective communication, resources and opportunities, and shared responsibility and leadership with a foundation based on equity and cultural responsiveness.

District-wide Theory of Action:

- Belonging, safe and caring environment
- Student voice (learning from students)

Shoreline Middle School theory of action: If we create more inclusive and welcoming family environments by offering a variety of events that showcase our students, and meet the needs of our families, more family members will participate in our school-wide events and get to know other middle school families and contribute to our school culture.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	469	464	71	15.3
Female	235	233	37	15.9
Male	234	231	34	14.7
American Indian or Alaska Native	7	7	1	14.3
Asian	11	11	0	0.0
Black or African American	14	13	4	30.8
Filipino	8	8	1	12.5
Hispanic or Latino	295	292	45	15.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	2	2	0	0.0
White	115	114	17	14.9
English Learners	114	112	19	17.0
Foster Youth	2	2	0	0.0
Homeless	34	34	7	20.6
Socioeconomically Disadvantaged	325	322	58	18.0
Students Receiving Migrant Education Services	4	4	1	25.0
Students with Disabilities	101	100	22	22.0

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
Suspensions	1.70	1.01	2.45
Expulsions	0.00	0.00	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
Suspensions	0.64	5.33	0.17	1.85	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.33	0.00
Female	5.11	0.00
Male	5.56	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.14	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.12	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.87	0.00
English Learners	10.53	0.00
Foster Youth	0.00	0.00
Homeless	5.88	0.00
Socioeconomically Disadvantaged	7.38	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.95	0.00

2022-23 School Safety Plan

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 2021-2022 Comprehensive Safety Plan was reviewed, updated, and discussed prior to its adoption on February 16, 2022, by the District's Board of Directors. The 2022-2023 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 22, 2023, by the District's Board of Directors, and includes all legally required components.

The district has engaged a safety consultant to assess safety conditions and procedures at all school sites. Key personnel received multiple updated and specific crisis and emergency response trainings for implementation across all district programs/properties.

District administrators and site administrators (when able) participate in the Santa Cruz County School Safety Partnership facilitated by the Santa Cruz County Office of Education.

Teachers, administrators, support staff, community partners, and first responders, including a Santa Cruz County Sheriff School Resource Officer 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. Messaging and signage regarding safe spaces and Title IX are in place. Behavioral health services augment social emotional and mental health services, and are provided on site by licensed clinicians as a result of a multi-year grant secured in collaboration with one of the District's community partners.

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

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	21	6	8	
Mathematics	24	4	8	
Science	29		10	
Social Science	26	2	9	

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	457

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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

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	9205.75	1655.78	7549.97	103891
District	N/A	N/A	15361.51	
Percent Difference - School Site and District	N/A	N/A	-68.2	-1.0
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	13.5	20.5

2021-22 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

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		\$51,591
Mid-Range Teacher Salary		\$79,620
Highest Teacher Salary		\$104,866
Average Principal Salary (Elementary)		\$131,473
Average Principal Salary (Middle)		\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary		\$205,661
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3