

Live Oak High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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. LOHS 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, of approximately 1,100 students, reflects the rich ethnic and socioeconomic diversity of the community.

LOHS is committed to providing a learning environment that enables all students to meet or exceed state standards. Live Oak is proud of its excellent academic programs, including 19 Advanced Placement courses in the curricular areas of Biology, Calculus AB/BC, Computer Science, English Language and English Literature, Environmental Science, Human Geography, Physics, Psychology, Research, Seminar, Spanish Language and Spanish Literature, Statistics, Studio Art, U.S. and World History, and U.S. Government and Politics. In addition, we offer 17 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 our students. These educational opportunities have led to Live Oak High School's overall graduation rate of 94.6%, with significant increases in critical student groups.

LOHS continues to provide academic support to all students as part of the school day through a daily tutorial session. Students have the ability to self-select each day the course for which they need additional support. Extra support is available after school for math and science in the counseling office as well as a homework center in the library for support in different curricular areas. We also provide support for students who need to remediate courses in which they were unsuccessful through the online Cyber High program, done as a scheduled period during the school day or an extended day program. We continue to offer AVID courses as an additional means of support for students who will be the first in their families to attend college. Through our partnership with the California Student Opportunity and Access Program, our students, especially the first in their families to attend college, receive support with the college application and financial aid application processes.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	321
Grade 10	298
Grade 11	268
Grade 12	250
Total Enrollment	1,137

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9%
Male	49.9%
American Indian or Alaska Native	0.1%
Asian	3.8%
Black or African American	0.9%
Filipino	1.1%
Hispanic or Latino	64.5%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	2.7%
White	25.2%
English Learners	15.7%
Foster Youth	0.2%
Homeless	7.7%
Migrant	1.8%
Socioeconomically Disadvantaged	42.5%
Students with Disabilities	14.2%

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
Total Teaching Positions	47.40	100.00	374.00	100.00	274759.10	100.00

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)	40.90	85.27	312.70	86.75	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	1.04	3.50	0.97	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.40	13.48	37.60	10.43	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.21	4.50	1.27	11953.10	4.28
Unknown	0.00	0.00	2.00	0.57	15831.90	5.67
Total Teaching Positions	48.00	100.00	360.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.50
Misassignments	1.90	5.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.90	6.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	3.00	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	4.8	14.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.6	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education, StudySync; W.W. Norton and Company, "They Say, I Say" The Moves that Matter in Academic Writing; Bedford/St. Martin's, The Language of Composition; Bedford/St. Martin's, The Bedford Introduction to Literature; Hampton Brown/National Geographic, EDGE	Yes	0
Mathematics	CPM Core Connections Integrated I; CPM Core Connections Integrated II; CPM Core Connections Integrated III; CPM Precalculus; Cengage Learning, Calculus for AP; Brooks Cole, Single Variable Calculus Early Transcendental; Freeman, Practice of Statistics; Freeman, Statistics and Probability; CPM Making Connections: Foundations for Algebra; W. Michael Kelly Book of Basic Math and Pre-Algebra Problems	Yes	0
Science	HMH, The Living Earth; Savvas, Experiencing Chemistry; HMH, Physics in the Universe; CPO, Science Physical Science; Pearson Education Inc., College Physics: Strategic App; McGraw Hill, Hole's Human Anatomy & Physiology; Prentice Hall, Campbell, Biology in Focus AP Edition; Delmar Cengage Learning, Plant and Soil Science	Yes	0
History-Social Science	Pearson, World History: The Modern World; Pearson, United States History: The Twentieth Century; Pearson: Magruder's American Government; Bedford, Freeman & Worth High School Publishers: Ways of the World: A Brief Global History with Sources; Bedford St. Martin's, America's History for the AP Course; Pearson, Government in America: People, Politics, and Policy; Pearson, Economics: Principles in Action; American Guidance Service, World History; American Guidance Service, US History; American Guidance Service, United States Government; American Guidance Service, Economics	Yes	0
Foreign Language	Savvas, Autentico Spanish 1; Savvas, Autentico Spanish 2; Savvas, Autentico Spanish 3; McGraw Hill, Tu Mundo; Vista Higher Learning, Imagina Espanol Sin Barreras; Vista Higher Learning, Temas; Wayside Publishing, Azulejo; Vista Higher Learning, Intrigas; Vista Higher Learning, D'accord 1; Vista Higher Learning, D'accord 2; Vista Higher Learning, D'accord 3	Yes	0
Health	Positive Prevention Plus	Yes	0

School Facility Conditions and Planned Improvements

LOHS has been at its current site since 1975. The campus underwent extensive facility upgrades as a result of the last bond measure, including renovating nine classroom buildings, an expanded library, refurbishing the 500, 600 and 700 buildings, modernizing both locker rooms, theater and amphitheater, and creating a new welcoming façade. The campus also received canopies over the parking lots with solar panels and the stadium field was modernized with synthetic turf.

As part of the Measure G Bond funds, LOHS 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 Chromebook.

During the time of distance learning, the campus benefitted from the reassignment of district classified employees to update the buildings; they painted the exterior and interior of classrooms as well as lockers and doors around campus. Current improvement projects include the modernization of the main gym; new floor and bleachers, and repainted; the remaining items to finalize this project entail updating the gym lobby, restrooms and exterior of the building. The athletic stadium is also in the process of being upgraded. The entryway was redone, new concrete. Remaining improvements include the installation of new turf, new lights, and modifying the bleachers and restrooms to meet ADA requirements. Four buildings that were identified in 2021 as needing to be re-roofed have already been completed.

Year and month of the most recent FIT report

November 2023

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	Water-stained or broken ceiling tiles and broken or missing floor tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Extension cords being permanently used, light panels or bulbs are out, missing electrical covers
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Missing menstrual notice/products, toilet/urinal/faucet leaks, faucets have no/low flow, missing faucet handles
Safety: Fire Safety, Hazardous Materials		X		Missing fire extinguishers, evacuation maps not posted
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Missing door closer covers, trip hazards on walkway

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	51	46	49	46	47	46
Mathematics (grades 3-8 and 11)	26	16	36	35	33	34

2022-23 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	262	250	95.42	4.58	46.18
Female	133	128	96.24	3.76	59.38
Male	128	121	94.53	5.47	32.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	165	161	97.58	2.42	37.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	70	64	91.43	8.57	62.50
English Learners	38	38	100.00	0.00	7.89
Foster Youth	0	0	0	0	0
Homeless	18	16	88.89	11.11	31.25
Military	0	0	0	0	0
Socioeconomically Disadvantaged	110	103	93.64	6.36	34.95
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	39	90.70	9.30	7.69

2022-23 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	261	249	95.40	4.60	15.66
Female	132	127	96.21	3.79	19.69
Male	128	121	94.53	5.47	11.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	164	160	97.56	2.44	8.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	70	64	91.43	8.57	29.69
English Learners	38	38	100.00	0.00	2.63
Foster Youth	0	0	0	0	0
Homeless	18	16	88.89	11.11	6.25
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	102	93.58	6.42	6.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	39	90.70	9.30	0.00

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	24.42	23.98	34.04	35.35	29.47	30.29

2022-23 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	518	498	96.14	3.86	24.35
Female	264	254	96.21	3.79	26.88
Male	253	243	96.05	3.95	21.81
American Indian or Alaska Native	0	0	0	0	0
Asian	23	22	95.65	4.35	68.18
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	314	306	97.45	2.55	13.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	20	95.24	4.76	35.00
White	143	133	93.01	6.99	40.91
English Learners	59	58	98.31	1.69	0.00
Foster Youth	0	0	0	0	0
Homeless	34	31	91.18	8.82	16.13
Military	0	0	0	0	0
Socioeconomically Disadvantaged	204	194	95.10	4.90	13.92
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	71	65	91.55	8.45	7.69

2022-23 Career Technical Education Programs

LOHS is very proud of its strong Career and Technical Education (CTE) program offerings. These courses combine college preparatory learning and applicable skills for students interested in agriculture, media technology, culinary, construction and cabinet making fields immediately upon graduation. In addition to the coursework, there are supplemental industry certificates earned from Precision Exams, ServSafe and iCEV. Our Food Service and Hospitality pathway capstone course, Culinary, has an articulation with a local community college. Students have earned internships, volunteer, employment, and community service opportunities utilizing the skills learned in their CTE courses.

Our partnerships with local businesses include consultations about our career preparedness programs. Common to CTE courses are guest speakers; community members and business partners shared their professional experiences with students. Students had the opportunity 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. We invite input from professionals who support our school and hire our graduates and survey students 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 2022-2023:

- Agriscience
 - * Agricultural Biology
 - * Soil Chemistry
 - * Veterinary Science (capstone course)

- Agricultural Business
 - * Agricultural Biology
 - * Horticulture
 - * Art & History of Floral Design (capstone course)

- Cabinetry, Millwork & Woodworking
 - * Woodworking I
 - * Woodworking II (capstone course)

- Residential & Commercial Construction
 - * Construction Technology
 - * Construction Technology II (capstone course)

- Food Service & Hospitality
 - * Advanced Foods & Nutrition
 - * Culinary Arts (capstone course)

- Production & Managerial Arts
 - * Advanced Multimedia
 - * Audio & Visual Production (capstone course)

- Design, Visual & Media Arts
 - * Graphic Design
 - * Introduction to Journalism and Technical Writing (capstone course)

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	724
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	6.25

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.6
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	49.78

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	92.3	94.3	94.8	87.6	95.2

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.

2023-24 Opportunities for Parental Involvement

LOHS offers many opportunities for parents/guardians to participate in our school and student events and programs. Parents/guardians are invited to school events throughout the school year such as Back to School Night, Course Information Night, Open House/Showcase, awards ceremonies, grade-level informational nights, and chats with administration. For Back to School Night, in addition to the in-person information provided by our teachers, they also prepared a video or presentation that was made available to families in case they were not able to attend that evening.

Many of our school and student programs depend on the support that parents/guardians provide. Parents/guardians can join our SSC, ELAC, Athletic Boosters, Future Farmers of America Boosters, Emerald Regime Boosters (marching band and color guard), and Home and School Club meetings monthly. Home and School Club typically sponsors a variety of support activities benefiting students and staff members, including providing requested classroom supplies. Booster organizations raise funds and provide much needed assistance to the athletic and music programs they support.

Parents also have the opportunity to participate in district community forums and programs such as Project to Inspire or Parent Project, available in both English and Spanish, focused on supporting parent advocacy and leadership skills.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3.2	4.7	2.7	3.3	5.1	2.8	9.4	7.8	8.2
Graduation Rate	90.6	91.9	94.6	89.2	92.5	92.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	257	243	94.6
Female	131	128	97.7
Male	126	115	91.3
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	14	14	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	146	138	94.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	78	72	92.3
English Learners	21	18	85.7
Foster Youth	0	0	0.00
Homeless	17	16	94.1
Socioeconomically Disadvantaged	110	101	91.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	35	26	74.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1214	1180	278	23.6
Female	606	590	143	24.2
Male	605	587	134	22.8
Non-Binary	3	3	1	33.3
American Indian or Alaska Native	1	1	0	0.0
Asian	46	44	3	6.8
Black or African American	10	10	3	30.0
Filipino	14	14	1	7.1
Hispanic or Latino	786	765	189	24.7
Native Hawaiian or Pacific Islander	9	9	4	44.4
Two or More Races	34	32	2	6.3
White	299	294	72	24.5
English Learners	194	186	51	27.4
Foster Youth	2	2	2	100.0
Homeless	110	103	31	30.1
Socioeconomically Disadvantaged	549	529	162	30.6
Students Receiving Migrant Education Services	28	26	6	23.1
Students with Disabilities	177	176	82	46.6

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.17	9.75	10.21	0.07	4.44	4.90	0.20	3.17	3.60
Expulsions	0.00	0.57	0.16	0.00	0.15	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.21	0.16
Female	7.43	0.17
Male	13.06	0.17
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	12.85	0.25
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.94	0
White	6.35	0
English Learners	24.23	0
Foster Youth	0	0
Homeless	17.27	0.91
Socioeconomically Disadvantaged	15.3	0.36
Students Receiving Migrant Education Services	10.71	0
Students with Disabilities	18.64	0

2023-24 School Safety Plan

The CSSP is revised and updated annually. The plan includes procedures for emergencies, exit routes, and policies for maintaining a safe and orderly environment and disciplinary incidents. The CSSP is available on the school website and a hard copy is available for review in the administrative office. The most recent plan was approved by the School Site Council on October 5, 2023 which included four student representatives. It was presented to school staff on October 4, 2023 during a monthly meeting. School Site Council members, including student representatives, and staff were informed of the purposes of the CSSP and its components; additionally, the Incident Command System for our site was introduced to inform staff of their duty during an emergency. During our September 13, 2023 meeting, our emergency and evacuation procedures were reviewed staff-wide. Fire and earthquake drills are practiced annually as required by law.

A key component of student safety entails the administrative staff and five campus supervisors monitoring the grounds before classes begin, after dismissal, as well as throughout the school day when students are present. A school resource officer who is assigned to the school district provides additional support regularly during brunch or lunch; the school resource officer works closely with LOHS staff and the students to support student safety. The school resource officer provides training on Run-Hide-Defend procedures for addressing an intruder or active shooter on campus and conducts a drill with staff and students.

We use the Parent Square phone, email, and text messaging system to communicate with families, students, and staff about issues of school safety and concern in both English and Spanish. The additional security cameras placed throughout campus in 2021 and fencing surrounding the campus serve as additional security measures.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	9	12	18
Mathematics	31	9	16	14
Science	29	6	9	13
Social Science	29	6	16	12

2022-23 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	285

2022-23 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)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	3
Other	9

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$74,295
District	N/A	N/A	\$8,495.23	\$89,709
Percent Difference - School Site and District	N/A	N/A	-187.7	-18.8
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-186.3	-16.2

Fiscal Year 2022-23 Types of Services Funded

The School Plan for Student Achievement (SPSA) specifies the goals for student achievement and funding for activities specific to these goals. Services funded through the SPSA must align with the Local Control Accountability Plan (LCAP). Given the percentage of students identified with socioeconomic needs, LOHS receives additional funding as a Title 1 school. Services funded include: professional development for teachers (opportunities are available to all teachers upon request but specific funds for AVID, ELD, dual immersion, and AP workshops), collaboration time for PLT curriculum alignment and instructional rounds, ELD instructional support and materials, tutoring services for students identified as Migrant, and extended learning opportunities for students (such as college visits). LOHS continues to allot funds to decrease and/or waive the fees for students to take the PSAT and AP exams.

In the area of technology different programs and services are funded through the SPSA. Devices for equitable student access, including Chromebooks and mobile hotspots, have designated funding allotted. In addition, licenses for online programs, including Rosetta Stone to support the language development of students identified as emerging bilinguals and online credit recovery opportunities, through Cyber High or Edmentum, for students who need to remediate and earn additional credits to graduate. Minga, a campus management platform, has modernized the issuance of and monitoring of hall passes issued as well as tutorial attendance.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$54,619	\$54,190
Mid-Range Teacher Salary	\$92,401	\$85,111
Highest Teacher Salary	\$116,918	\$104,999
Average Principal Salary (Elementary)	\$141,746	\$132,492
Average Principal Salary (Middle)	\$150,439	\$140,987
Average Principal Salary (High)	\$163,233	\$153,884
Superintendent Salary	\$275,000	\$255,503
Percent of Budget for Teacher Salaries	32.32%	32.09%
Percent of Budget for Administrative Salaries	6.39%	5.25%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	39.7
--	------

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	1
Foreign Language	4
Mathematics	3
Science	2
Social Science	11
Total AP Courses Offered Where there are student course enrollments of at least one student.	30

Professional Development

LOHS teachers attend staff development opportunities at conferences offered statewide and participate in staff development during weekly collaboration and department meetings. Teachers of any curricular area have the opportunity to attend a conference or workshop that will expand their knowledge. Teachers of specific programs (such as AP, AVID, inclusion, Ethnic Studies, and ELD) attend professional development conferences regularly, especially when new to teaching within those programs or to renew their skills. Professional development was also offered to administrators and teachers regularly during the school year and summer by district and school staff and external partners. The district's Teachers on Special Assignment served as another source of professional development by presenting information specific to the area of knowledge during staff meetings.

In 2022-2023 the district and site continued to engage in PLT work that included professional development for site administrators, teachers, and other support staff in the areas of transformational leadership and curriculum alignment. Weekly collaboration sessions were devoted to PLTs aligning their curriculum and instructional practices to ensure common experiences for students across common courses by selecting essential standards and learning targets, development of and analysis of common formative and summative assessments, and designing lessons with a focus on engaging students of different performance levels. Teachers were provided with several release days during the school year and/or summer to continue the curriculum alignment work.

Teachers and administrators look at multiple measures of student learning and review pressing issues from the previous year to choose specific topics to support student achievement in the upcoming year. Instructional rounds served as a means to inform and guide our site professional development practices based on areas of improvement that were identified; several rounds occurred during the course of the school year with a variety of participants including new teachers, instructional leaders, support staff, district administrators, and students. LOHS staff continued receiving professional development focused on the PBIS program for the creation and implementation of the school wide systems of support and with the EOS partnership to provide staff with information about bringing academic rigor to all students, especially our underserved populations.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2