Live Oak High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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
Grade Span	9-12
County-District-School (CDS) Code	43 69583 4333951

2024-25 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

2024-25 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 meeting the needs of its diverse student body. LOHS is proud of its excellent academic programs,

2024-25 School Description and Mission Statement

including 21 Advanced Placement courses in the curricular areas of English, mathematics, science, social studies, world languages, visual arts, computer science, and AP Capstone program. In addition, LOHS offers 26 Career Technical Education (CTE) courses within 12 career pathways, providing many opportunities for students to acquire academic and technical skills, knowledge, training and work-based learning experiences within the community. Currently, four CTE courses are offered as dual enrollment providing students the opportunity to earn high school and college credit from a local community college, Gavilan College. In the area of language studies, LOHS is the designated district high school for dual immersion students to continue their advanced studies of Spanish. For students with disabilities, LOHS offers inclusion courses in English, mathematics, and science; resource classes in all core curricular areas as well as being the designated district high school for a special day class program for moderate to severe students.

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 in the counseling office as well as a homework center in the library for support in different curricular areas. LOHS also provides opportunities for students who need to remediate courses in which they were unsuccessful through the online Cyber High program, assigned 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. Students needing social emotional support can receive therapeutic counseling services at LOHS from our on-site therapeutic counselor or a community-based provider.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	262
Grade 10	307
Grade 11	294
Grade 12	248
Total Enrollment	1,111

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.6
Non-Binary	0.3
American Indian or Alaska Native	0.2
Asian	2.8
Black or African American	0.5
Filipino	1.5
Hispanic or Latino	67.1
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.4
White	23.4
English Learners	16.6
Foster Youth	0.3
Homeless	7.1
Migrant	2.5
Socioeconomically Disadvantaged	44.3
Students with Disabilities	14.9

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	44.20	83.77	313.90	80.52	231142.40	100.00
Intern Credential Holders Properly Assigned	0.20	0.47	3.70	0.96	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.30	13.90	56.10	14.39	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.12	5.20	1.34	11746.90	4.23
Unknown/Incomplete/NA	0.30	0.70	10.80	2.79	14303.80	5.15
Total Teaching Positions	52.80	100.00	389.80	100.00	277698	100

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	2022-23
Permits and Waivers	1.00	0.50	0.1
Misassignments	1.90	5.90	7.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.90	6.40	7.3

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	3.00	0.00	0.5
Local Assignment Options	0.00	0.10	0
Total Out-of-Field Teachers	3.00	0.10	0.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.80	14.1	15.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.60	0	1.4

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2024

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

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

School Facility Conditions and Planned Improvements

LOHS has been at its current site since 1975. In the early 2000s the campus underwent extensive facility upgrades as a result of a district bond measure, including renovating nine classroom buildings, expanding the library, refurbishing three classroom buildings, modernizing both locker rooms, the theater and amphitheater, and the façade of the school, and installing awnings throughout the campus. Canopies with solar panels were installed over the parking lots and other open spaces on campus (such as the school farm).

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. Most recently, the main gym was modernized with new floor and bleachers, repainted, updated gym lobby, restrooms and exterior of the building, and installment of a new HVAC system. Four buildings that were identified in 2021 as needing to be re-roofed have already been completed. The athletic stadium is in the process of being upgraded. The entryway was redone with new concrete and new turf was installed on the field. Remaining improvements include new lights and speakers as well as modifying the bleachers and restrooms to meet ADA requirements. Another major project in process is the installment of a new fire alarm system; this is expected to be finalized in February 2025. A planned improvement is the repavement and restriping of the parking spaces in the school's parking lots.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	46	44	46	48	46	47
Mathematics (grades 3-8 and 11)	16	20	35	37	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	274	265	96.72	3.28	44.15
Female	130	123	94.62	5.38	53.66
Male	143	141	98.60	1.40	35.46
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	181	175	96.69	3.31	33.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	68	66	97.06	2.94	65.15
English Learners	40	39	97.50	2.50	12.82
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	71	93.42	6.58	28.17
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	33	97.06	2.94	12.12

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	275	266	96.73	3.27	20.00
Female	130	123	94.62	5.38	17.89
Male	144	142	98.61	1.39	21.28
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	182	176	96.70	3.30	10.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	68	66	97.06	2.94	32.31
English Learners	40	39	97.50	2.50	2.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	72	93.51	6.49	12.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	33	97.06	2.94	9.09

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	23.98	27.61	35.35	35.00	30.29	30.73

2023-24 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	537	519	96.65	3.35	27.61
Female	263	252	95.82	4.18	33.07
Male	272	265	97.43	2.57	22.26
American Indian or Alaska Native	0	0	0	0	0
Asian	19	18	94.74	5.26	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	346	337	97.40	2.60	18.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	17	89.47	10.53	47.06
White	139	133	95.68	4.32	43.18
English Learners	73	72	98.63	1.37	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	160	155	96.88	3.12	18.71
Students Receiving Migrant Education Services	12	11	91.67	8.33	18.18
Students with Disabilities	73	70	95.89	4.11	5.71

2023-24 Career Technical Education Programs

LOHS is very proud of its strong Career and Technical Education (CTE) program offerings. Over the last couple of years, there has been a steady increase of course offerings, number of sections offered, number of students enrolled in CTE classes and number of students completing CTE pathways. In 23-24, a number of teachers received their CTE certification resulting in a greater number of courses designated as CTE and CTE pathways; this allows greater flexibility to our students in meeting graduation requirements. Additionally, in 23-24 eight new CTE courses were developed and presented to the district and school board for approval; these are being offered starting in 24-25. Starting in 23-24, CTE quarterly meetings are held between district and site administrators of both comprehensive high schools as well as each high school site CTE lead to align CTE systems and practices across the district.

CTE courses combine college preparatory learning and practical, work-based skills and experiences of the industries represented among our courses: arts, media and entertainment; building and construction trades; agriculture and natural resources; and hospitality, recreation and tourism. Starting in 23-24, one of our CTE courses, in the Residential and Commercial Construction pathway, Construction Management is a dual enrollment course; enrolled students earned credits from the high school and from a local community college, Gavilan Community College. In 23-24 additional CTE courses for dual enrollment were identified and first offered in 24-25.

In addition to the coursework, there are supplemental industry certificates earned from Precision Exams, ServSafe and iCEV.

2023-24 Career Technical Education Programs

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.

CTE programs and pathways offered at Live Oak in 2023-2024:

- 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 Management (capstone course) (dual enrollment)

- Food Service & Hospitality

* Advanced Foods & Nutrition
* Culinary Arts (capstone course)

- Production & Managerial Arts

* Advanced Multimedia
* Audio & Visual Production (capstone course)

- Design, Visual & Media Arts

*Digital Photography
*Graphic Design
*Introduction to Journalism and Technical Writing (capstone course)

- Performing Arts

* Drama
* Advanced Drama (capstone course)

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	947
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	54.5
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.56
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	46.79

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.

2023-24 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 requires only participation results 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	92.2	94.3	89.6	94.3	91.8

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.

2024-25 Opportunities for Parental Involvement

LOHS offers numerous 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 prepare a video or presentation that is made available to families electronically in case they are 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 School Site Council, English Language Advisory Committee, Athletic Boosters, Future Farmers of America Boosters, Emerald Regime Boosters (marching band and color guard), and Home and School Club and attend monthly meetings. Home and School Club typically sponsors a variety of support activities benefiting students and staff members, including providing requested classroom supplies and appreciation luncheons for staff. Booster organizations raise funds and provide much needed assistance to the programs they support.

Parents/Guardians 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. There are other district course or workshop offerings depending on parent/guardian interest such as computer literacy classes

2024-25 Opportunities for Parental Involvement

and English language development programs.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	4.7	2.7	4.5	5.1	2.8	2.9	7.8	8.2	8.9
Graduation Rate	91.9	94.6	89.7	92.5	92.8	91.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	243	218	89.7
Female	123	115	93.5
Male	119	102	85.7
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	146	129	88.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	68	63	92.6
English Learners	40	32	80.0
Foster Youth	0.0	0.0	0.0
Homeless	24	22	91.7
Socioeconomically Disadvantaged	127	108	85.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	40	22	55.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1162	1137	283	24.9
Female	553	542	144	26.6
Male	606	592	138	23.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	31	31	4	12.9
Black or African American	--	--	--	--
Filipino	17	17	2	11.8
Hispanic or Latino	785	767	206	26.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	28	27	3	11.1
White	268	263	62	23.6
English Learners	203	198	64	32.3
Foster Youth	--	--	--	--
Homeless	126	121	47	38.8
Socioeconomically Disadvantaged	559	541	177	32.7
Students Receiving Migrant Education Services	33	33	8	24.2
Students with Disabilities	176	171	70	40.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	9.75	10.21	16.52	4.44	4.9	5.08	3.17	3.6	3.28
Expulsions	0.57	0.16	0.52	0.15	0.03	0.13	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	16.52	0.52
Female	9.95	0.00
Male	22.61	0.99
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	12.90	0.00
Black or African American	0.00	0.00
Filipino	11.76	0.00
Hispanic or Latino	19.49	0.76
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.14	0.00
White	8.96	0.00
English Learners	29.06	1.97
Foster Youth	0.00	0.00
Homeless	24.60	1.59
Socioeconomically Disadvantaged	21.11	0.89
Students Receiving Migrant Education Services	21.21	3.03
Students with Disabilities	22.73	0.57

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Live Oak's Comprehensive School Safety Plan (CSSP) is revised and updated annually. The plan includes procedures / policies for child abuse reporting, emergencies, safe ingress and egress routes, maintaining a safe and orderly environment, and student behavior and discipline. The CSSP is available on the school website and a hard copy is available for review in the administrative office. The process of updating the plan was initiated on September 10, 2024 when input was sought from the Guiding Coalition, LOHS' leadership team, especially regarding the goals of the plan leading to improvement in school physical

2024-25 School Safety Plan

and social-emotional safety. On September 18, 2024 LOHS staff was informed of our status as county disaster service workers; their input was sought regarding preferred assignments for the Incident Command System. The updated plan was presented to the School Site Council on September 27, 2024 for approval; three student representatives were in attendance during that School Site Council meeting. Emergency procedures included in the plan were presented to school staff on August 13, 2024 in preparation for the start of the new school year and during a staff meeting on October 16, 2024 once the plan was updated and approved by the School Site Council. Fire, earthquake, and run-hide-defend drills are practiced annually as required by law.

A key component of student safety entails the administrative staff and campus supervisors monitoring the grounds before classes begin, after dismissal, as well as throughout the school day when students are present. Each staff member with supervisory duties has a designated area to oversee. 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 the staff training on run-hide-defend procedures for addressing an intruder or active shooter on campus and conducts a drill with staff and students. The district nurse and/or health clerk provides the staff training on common medical emergencies including administering Narcan, utilizing an AED, and support for common medical conditions.

In 2021 over 30 Ring cameras were installed throughout the campus to support student safety. LOHS administrative assistants monitor the live footage or recordings when needed. The fencing surrounding the campus serves as an additional security measure. Additionally, there is a radio walkie talkie, similar to those utilized by administrators and campus supervisors, in every school building so that LOHS staff members can quickly communicate any safety or security concerns. There is also an internal extension number that is only to be used when reporting an emergency (medical or safety / security concern). When this extension is dialed, the phones of all administrators, administrative assistants, and support staff ring to ensure that the call is answered in a timely manner.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22	20	18	10
Mathematics	24	15	13	16
Science	24	12	10	12
Social Science	22	17	16	11

2023-24 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	222.2

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$10,865.80	$171.68	$10,694.12	$98,551
District	N/A	N/A	$10,555	$106,381
Percent Difference - School Site and District	N/A	N/A	1.3	-7.6
State	N/A	N/A	$10,771	$94,694
Percent Difference - School Site and State	N/A	N/A	-0.7	4.0

Fiscal Year 2023-24 Types of Services Funded

The Single Plan for Student Achievement (SPSA) specifies the goals for student achievement and resource allocations for activities specific to these goals. Services funded through the SPSA must align with the district's Local Control Accountability Plan (LCAP). Given the percentage of students identified as socioeconomically disadvantaged, 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, WASC, and AP workshops), collaboration time for PLT curriculum alignment and instructional rounds, ELD instructional support and materials, 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

Fiscal Year 2023-24 Types of Services Funded

well as tutorial attendance and attendance passes (late arrivals and early releases). Brisk Teaching, a Chrome extension, offers teachers many tools including to differentiate instruction, provide feedback to students, and translate documents into many languages to name a few.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$60,081	$58,855
Mid-Range Teacher Salary	$101,641	$92,519
Highest Teacher Salary	$128,610	$114,665
Average Principal Salary (Elementary)	$145,971	$142,791
Average Principal Salary (Middle)	$154,924	$151,078
Average Principal Salary (High)	$168,098	$167,094
Superintendent Salary	$297,357	$281,086
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	5%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	51.4

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	0
English	7
Fine and Performing Arts	5
Foreign Language	4
Mathematics	3
Science	2
Social Science	12
Total AP Courses Offered Where there are student course enrollments of at least one student.	38

Professional Development

LOHS teachers benefit from various professional development opportunities throughout the school year. There are two days of professional development that are provided by the district each school year, in August before the start of each school year and in October. In addition to training teachers on district-wide initiatives, teachers have the opportunity to collaborate with grade-level or similar content-area teachers from across the district. For the last three years, the district and sites have engaged in PLT work that has included professional development for site administrators, teachers, and other support staff in the areas of transformational leadership and curriculum alignment. This school year, all certificated staff members and administrators were trained in the student management system for support plans, Beyond SST. Additional follow-up training will be provided as needs arise once the system becomes more readily utilized.

At the site-level, professional development continues through participation in weekly collaboration sessions. These are designated for site-, department-, or PLT-level learning opportunities. LOHS instructional leaders provide mini-training workshops to the teaching staff based on identified areas of growth. Our instructional leaders, Guiding Coalition members, also provide our teaching staff support through a special focused assignment; the support available includes instructional coaching, equity leads, differentiation, PBIS lead, and AVID lead among others. During department and PLT sessions, the focus is on aligning their curriculum, assessments, and instructional practices to ensure common experiences for students across common courses. Main tasks include 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.

Instructional rounds and walkthrough visits serve as a means to inform and guide our site professional development practices based on areas of improvement that are identified; several rounds occur during the course of the school year with a variety of participants including new teachers, instructional leaders, support staff, district administrators, and students.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2