

Live Oak High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 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

2025-26 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

2025-26 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 1,040 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, 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 28 Career Technical Education (CTE) courses within 13 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 students requiring extensive supports.

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 via peer tutors, volunteers from the National Honor Society members, as well as a homework center with staff support in different curricular areas. LOHS also provides opportunities for students who need to remediate courses in which they were unsuccessful through an online class, 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' Wellness Center from our on-site counselor or a community-based provider.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	258
Grade 10	264
Grade 11	303
Grade 12	276
Total Enrollment	1,101

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.7
Male	51.1
Non-Binary	0.2
American Indian or Alaska Native	0.4
Asian	2.9
Black or African American	0.5
Filipino	1.1
Hispanic or Latino	68.9
Native Hawaiian or Pacific Islander	0.1
Two or More Races	2.5
White	21
English Learners	15.4
Foster Youth	0.2
Homeless	10.9
Migrant	2.5
Socioeconomically Disadvantaged	43.9
Students with Disabilities	15.7

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.

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)	40.9	85.27	312.7	86.75	234405.2	84
Intern Credential Holders Properly Assigned	0.5	1.04	3.5	0.97	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.4	13.48	37.6	10.43	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.21	4.5	1.27	11953.1	4.28
Unknown/Incomplete/NA	0	0	2	0.57	15831.9	5.67
Total Teaching Positions	48	100	360.4	100	279044.8	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.

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)	44.2	83.77	313.9	80.52	231142.4	83.24
Intern Credential Holders Properly Assigned	0.2	0.47	3.7	0.96	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.3	13.9	56.1	14.39	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	1.12	5.2	1.34	11746.9	4.23
Unknown/Incomplete/NA	0.3	0.7	10.8	2.79	14303.8	5.15
Total Teaching Positions	52.8	100	389.8	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	42.2	75.7	313	77.83	230039.4	100
Intern Credential Holders Properly Assigned	1	1.79	5.4	1.36	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.9	19.62	74.4	18.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	2.87	8.6	2.15	12112.8	4.34
Unknown/Incomplete/NA	0	0	0.5	0.12	13705.8	4.91
Total Teaching Positions	55.7	100	402.2	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.50	0.1	1
Misassignments	5.90	7.2	9.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	6.40	7.3	10.9

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.5	1
Local Assignment Options	0.10	0	0.6
Total Out-of-Field Teachers	0.10	0.5	1.6

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.1	15.7	17.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	1.4	1.5

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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, Ideas in Argument: Building Skills and Understanding for the AP® English Language Course; Bedford/St. Martin's, The Compact Bedford Introduction to Literature: Reading, Thinking, and Writing; Hampton Brown/National Geographic, EDGE	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, The Practice of Statistics; Freeman, Statistics and Probability; CPM Making Connections: Foundations for Algebra; W. Michael Kelly Book of Basic Math and Pre-Algebra Problems	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	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	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	0

	Learning, Temas; Wayside Publishing, Azulejo; Vista Higher Learning, Intrigas	
Health	Positive Prevention Plus	0
Science Laboratory Equipment (grades 9-12)	incubators, steam sterilizer, autoclaves, UV transilluminator, white light box, vertical gel boxes, gel boxes, power supplies, microcentrifuges, heat blocks, centrifuges, BioHit micropipettes, analytical balance, Spectrophotometer20, digital camera, ice crusher, water baths, vacuum pumps, microscopes, dissecting scopes, digital scales, triple beam balances, Van der Graaf machines, digital slow motion camera, mineral/rock sets, LCD projectors, oscilloscope, solar panel kit, wind tunnel, stream tables, bunsen burners, cart tracks/aluminum dynamic carts, solar system models, celestial spheres, anatomical models	0

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

School Facility Conditions and Planned Improvements

LOHS has occupied its current site since 1975 and has benefited from consistent modernization efforts. Since the early 2000s, extensive upgrades funded by district bond measures have included the renovation of classroom buildings, the expansion of the library, and the modernization of the theater, locker rooms, and campus façade. Sustainability is a key feature of the site, with solar panel canopies installed over parking lots and the school farm.

Recent improvements have focused on both aesthetics and infrastructure. During the distance learning period, the campus underwent a comprehensive painting of classroom interiors, exteriors, lockers, and doors. More recently, the main gymnasium was fully modernized with new flooring, bleachers, and a new HVAC system, alongside updated restrooms and a refurbished lobby. The athletic stadium is currently undergoing a phased upgrade; the entryway has been recut with new concrete and the field has been outfitted with new turf. Remaining stadium improvements, including updated lighting, speakers, and ADA-compliant modifications to bleachers and restrooms, are pending.

In the 2025–2026 school year, two major safety and infrastructure projects were finalized: the installation of a new, campus-wide fire alarm system and the repavement and restriping of the student parking lot. Looking forward, the district has scheduled the modernization of the student kitchen lab classroom for the summer of 2026.

Year and month of the most recent FIT report

January 2025

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	Interior Surfaces – Ceiling tiles missing or damaged, carpet is worn, floor tiles missing, carpets have stains, Plaster is chipped and exposing metal, wall paper is peeling or torn, rubber molding missing, wall pad is torn, missing Formica counter trim, water damage to wall, faucet handle missing, wall is missing. In process of ordering and replacing ceiling tiles at this location, floor tiles, review with custodial cleaning of carpets, will order replacement wall pad, fix wall paper damage, repair Formica counter trims, repair walls and replace missing faucet handle.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical			X	Electrical Poor – Electrical covers missing, lights out, light diffuser is missing or loose, light panel is damaged or out, light switch is loose, multiple surge protector daisy-chained and extension cords being used, clock is missing, electrical conduit cover is missing, smoke detector is loose. Processing replacement ceiling and light bulbs, diffusers, removing daisy chained power strips and extension cords, reinstall missing electrical cover and re-secure smoke detector, tighten light switch.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Restrooms/Fountains - Missing menstrual products and signage, low flow or dripping faucet, restroom used for storage, faucet handle missing, or no flow, exterior drinking fountain drain clogged or leaking, toilet leaking at fittings, smoke detector is loose, exterior drinking fountain pressure too high. Reviewing menstrual products requirements with custodial and adding new signage, will generate work order to repair faucet and drinking fountains, will clear bathrooms of stored items, clear drains adjust flow in fountains, tighten up leaking fittings and re-secure smoke detector.
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	44	52	48	50	47	48
Mathematics (grades 3-8 and 11)	20	26	37	38	35	37

2024-25 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	296	286	96.62	3.38	51.75
Female	147	142	96.60	3.40	57.75
Male	149	144	96.64	3.36	45.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	197	188	95.43	4.57	42.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	73.33
White	68	67	98.53	1.47	70.15
English Learners	41	38	92.68	7.32	5.26
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	85	95.51	4.49	38.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	48	46	95.83	4.17	19.57

2024-25 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	296	286	96.62	3.38	25.52
Female	147	142	96.60	3.40	24.65
Male	149	144	96.64	3.36	26.39
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	197	188	95.43	4.57	17.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	40.00
White	68	67	98.53	1.47	37.31
English Learners	41	38	92.68	7.32	2.63
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	85	95.51	4.49	11.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	48	46	95.83	4.17	8.70

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	27.61	33.21	35	36.92	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	572	559	97.73	2.27	33.45
Female	278	271	97.48	2.52	37.64
Male	293	287	97.95	2.05	29.27
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100.00	0.00	57.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	379	369	97.36	2.64	25.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	26	96.30	3.70	50.00
White	135	133	98.52	1.48	46.62
English Learners	71	67	94.37	5.63	1.49
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	161	154	95.65	4.35	23.38
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	78	76	97.44	2.56	10.53

2024-25 Career Technical Education Programs

LOHS offers a comprehensive and expanding Career Technical Education (CTE) program aligned to the California CTE Model Curriculum Standards pursuant to Education Code Section 51226. All CTE courses listed in this School Accountability Report Card are offered directly at the school site. Over the past several years, LOHS has increased the number of CTE course offerings, sections, student enrollment, and pathway completers. Several CTE courses also fulfill visual and performing arts graduation requirements, providing students with additional flexibility in meeting graduation expectations. Six new CTE courses were introduced in the 2024–25 school year following school board approval.

CTE pathways offered at LOHS include Arts, Media, and Entertainment; Building and Construction Trades; Agriculture and Natural Resources; Hospitality, Recreation, and Tourism; and Information and Communication Technologies. These site-based pathways integrate college preparatory academics with industry-aligned technical skills. During the 2024–25 school year, four CTE courses were offered as dual enrollment opportunities in partnership with Gavilan Community College, allowing students to earn both high school and college credit.

The district's CTE Advisory Committee is composed of the Assistant Superintendent of Educational Services, principals, and the CTE site lead from each comprehensive high school. The committee meets quarterly to review program implementation, align CTE systems and practices across the district, and support continuous improvement of CTE pathways. In addition to coursework, students have opportunities to earn industry-recognized certifications, including Precision Exams, ServSafe, OSHA, and iCEV credentials, and to participate in work-based learning experiences such as internships, job shadowing, guest

2024-25 Career Technical Education Programs

speakers, and job-preparedness activities, including the annual “Rock the Mock” event.

CTE programs and pathways offered at Live Oak in 2024-2025:

-Agriscience

* Agricultural Biology

* Soil Chemistry

* Veterinary Science (capstone course)

-Agricultural Business

* Floral Design

* Floral Design 2 (capstone course)

-Cabinetry, Millwork & Woodworking

* Woodworking I

* Woodworking II (capstone course)

-Design, Visual & Media Arts

* Digital Photography

* Graphic Design (capstone course)

-Design, Visual & Media Arts

* Yearbook

* Advanced Yearbook (capstone course)

-Food Science, Dietetics & Nutrition

* Nutrition & Fitness

* Nutrition & Performance (capstone course)

-Food Service & Hospitality

* Advanced Foods & Nutrition

* Culinary Arts (capstone course)

-Performing Arts

* Drama

* Advanced Drama (capstone course)

-Plant Science

* Agricultural Biology

* Soil Chemistry

* Horticulture (capstone course)

-Production & Managerial Arts

* Advanced Multimedia

* Audio & Visual Production (capstone course) (dual enrollment)

-Residential & Commercial Construction

* Construction Technology

* Construction Management (capstone course) (dual enrollment)

-Software & Systems Development

* Introduction to Computer Science

* AP Computer Science Principles OR AP Computer Science A (capstone course)

-3D Design & Product Development

* 3D Design (dual enrollment)

* Product Development (capstone course) (dual enrollment)

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	883
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	34.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	33.3

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.73
Graduates Who Completed All Courses Required for UC/CSU Admission	49.42

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.

2024-25 California Physical Fitness Test Participation Rates

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	85.5	92.3	93.5	89.5	93.5

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.

2025-26 Opportunities for Parental Involvement

LOHS provides numerous opportunities for families to engage in the school community through annual events and consistent communication. Key events include Back to School Night, Course Information Night, Open House or Showcase Events, and grade-level informational meetings. To ensure accessibility for all, teachers provide digital presentations or videos, in English and Spanish, for families unable to attend Back to School Night in person. All families are kept informed of school news and

2025-26 Opportunities for Parental Involvement

upcoming meetings through the Acorn Update, a comprehensive weekly newsletter distributed every Sunday afternoon; it is available to families in their preferred language.

Parent leadership and volunteerism are vital to LOHS programs. Parents may serve on the School Site Council and the English Language Advisory Committee (ELAC) to help guide school policy. Additionally, our robust booster organizations—including the Home and School Club, Athletic Boosters, FFA Boosters, and the Emerald Regime Boosters—provide essential fundraising and logistical support. These groups fund classroom supplies, host staff appreciation events, and ensure the success of our extracurricular programs through active monthly participation.

Beyond the site level, LOHS families have access to district-sponsored leadership and advocacy programs such as Project to Inspire and the Parent Project, which are available in both English and Spanish. The district further supports parent growth by offering workshops based on community interest, including computer literacy classes and English language development programs. These initiatives empower parents to become effective advocates for their children’s education and leaders within the Morgan Hill community.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2.7	4.5	2.6	2.8	2.9	1.8	8.2	8.9	8
Graduation Rate	94.6	89.7	95.5	92.8	91.8	95.5	86.2	86.4	87.5

2024-25 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	268	256	95.5
Female	130	126	96.9
Male	137	129	94.2
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	11	11	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	178	167	93.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	65	64	98.5
English Learners	52	44	84.6
Foster Youth	--	--	--
Homeless	36	29	80.6
Socioeconomically Disadvantaged	140	128	91.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	37	33	89.2

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1149	1126	285	25.3
Female	555	543	141	26.0
Male	592	581	144	24.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	34	4	11.8
Black or African American	--	--	--	--
Filipino	12	12	0	0.0
Hispanic or Latino	796	779	217	27.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	28	28	7	25.0
White	239	235	47	20.0
English Learners	194	187	68	36.4
Foster Youth	--	--	--	--
Homeless	147	143	57	39.9
Socioeconomically Disadvantaged	554	540	177	32.8
Students Receiving Migrant Education Services	29	29	10	34.5
Students with Disabilities	181	179	57	31.8

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
10.21	16.52	7.05	4.9	5.08	3.47	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.16	0.52	0.17	0.03	0.13	0.09	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.05	0.17
Female	3.42	0.18
Male	10.47	0.17
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.29	0.13
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.14	0.00
White	3.77	0.00
English Learners	10.82	0.52
Foster Youth	0.00	0.00
Homeless	10.88	0.68
Socioeconomically Disadvantaged	9.93	0.36
Students Receiving Migrant Education Services	10.34	0.00
Students with Disabilities	11.05	0.00

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.

2025-26 School Safety Plan

LOHS' Comprehensive School Safety Plan (CSSP) is reviewed and updated annually to ensure a secure learning environment. The plan encompasses essential policies including child abuse reporting, emergency preparedness, safe ingress and egress, and student discipline. The update process for the 2025-2026 school year was initiated by the Guiding Coalition leadership team on September 5 and 11, 2025, focusing on developing physical and social-emotional safety goals. Staff members were consulted on September 17, 2025, regarding Disaster Service Worker roles and Incident Command System assignments. The final plan, featuring a comprehensive Campus Resources flowchart, was reviewed and approved by the School Site Council on September 26, 2025, with the city of Morgan Hill Mayor and a student representative in attendance.

Key elements of the plan focus on proactive monitoring and emergency response. Administrative staff and campus supervisors provide continuous grounds monitoring, supported by a School Resource Officer (SRO) who facilitates "Run-Hide-Defend" training and drills. Safety procedures were presented to faculty on August 12, 2025, with specialized active shooter response training conducted on August 27, 2025. Additionally, the district medical staff provides annual training on the use of Narcan and AEDs. Required fire, earthquake, and intruder drills are conducted throughout the year to ensure student and staff readiness.

Technological and physical security measures further bolster campus safety. The school utilizes over 30 Ring cameras monitored by administrative assistants, alongside secure perimeter fencing. Communication is prioritized through a dedicated emergency internal phone extension that alerts all support staff simultaneously, and every building is equipped with a radio walkie-talkie for immediate contact with administrators and campus supervisors. A hard copy of the CSSP is available in the administrative office, and a digital version is accessible on the school website.

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	24	18	23	10
Mathematics	28	12	15	15
Science	27	10	10	14
Social Science	26	9	15	16

2024-25 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

2024-25 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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$11,377.81	\$169.98	\$11,207.83	\$98,551
District	N/A	N/A	\$11,095.33	\$105,310
Percent Difference - School Site and District	N/A	N/A	1.0	-6.6
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	0.6	-1.5

Fiscal Year 2024-25 Types of Services Funded

The Single Plan for Student Achievement (SPSA) outlines goals for improving student achievement and aligns resource allocations with the district's Local Control Accountability Plan (LCAP). As a Title I school serving a significant population of socioeconomically disadvantaged students, LOHS receives supplemental funding to support targeted programs and services. These services include professional development opportunities for teachers, with designated funding for AVID, English Language Development (ELD), dual immersion, WASC, and Advanced Placement (AP) workshops. Additional supports include collaboration time for Professional Learning Teams, instructional rounds, ELD instructional materials, and extended learning opportunities such as college visits. Funds are also allocated to reduce or waive PSAT and AP exam fees and to provide exam proctors, ensuring equitable access for students.

Technology-related programs and services are also supported through SPSA funding to promote equitable access and instructional effectiveness. This includes student devices such as Chromebooks and mobile hotspots, as well as licenses for online instructional tools. Brisk Teaching, a Chrome extension, supports differentiated instruction, timely feedback, and document translation. Minga, a campus management platform, enhances school operations by streamlining hall pass management, tutorial attendance tracking, and attendance passes for late arrivals and early releases.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$63,686	\$62,145
Mid-Range Teacher Salary	\$107,739	\$97,088
Highest Teacher Salary	\$136,327	\$120,436
Average Principal Salary (Elementary)	\$154,729	\$151,343
Average Principal Salary (Middle)	\$164,219	\$159,514
Average Principal Salary (High)	\$178,185	\$177,261
Superintendent Salary	\$297,357	\$294,805
Percent of Budget for Teacher Salaries	32.11%	29.95%
Percent of Budget for Administrative Salaries	5.62%	5.4%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	41.4
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	7
Fine and Performing Arts	0
Foreign Language	3
Mathematics	4
Science	3
Social Science	12
Total AP Courses Offered Where there are student course enrollments of at least one student.	57

Professional Development

LOHS teachers participate in a range of professional development opportunities throughout the school year. The district provides two dedicated professional development days annually, one prior to the start of the school year in August and one in October, focused on districtwide initiatives and collaboration with grade-level or content-area colleagues across the district. For the past four years, the district and school sites have engaged in Professional Learning Team (PLT) work that includes training for administrators, teachers, and support staff in transformational leadership and curriculum alignment. During the current school year, all certificated staff and administrators received training in Universal Design for Learning to support flexible, accessible learning environments and improve outcomes for all students.

At the site level, professional development is embedded in weekly collaboration sessions at the site, department, and PLT levels. Instructional leaders and Guiding Coalition members provide targeted support through instructional coaching, equity and differentiation strategies, PBIS implementation, and AVID programming. Department and PLT collaboration focuses on aligning curriculum, assessments, and instructional practices to ensure consistent learning experiences across common courses. Instructional rounds and walkthroughs occur multiple times throughout the year and include participation from new teachers, instructional leaders, and students to help identify areas of growth and guide continuous improvement.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5