



# Live Oak High School

2351 Pennington Road • Live Oak, CA 95953 • (530) 695-5415 • Grades 12-Sep

Tony Walton, Principal

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<https://lohs.lousd.k12.ca.us/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Live Oak Unified School District

2201 Pennington Road

Live Oak, CA 95953

(530) 695-5400

<https://www.lousd.k12.ca.us/>

#### District Governing Board

Scott Davis

Kathy L. Walker

**President**

Talwinder Chetra

Ernest J. Rodriguez

Roger D. Christianson

#### District Administration

Mathew Gulbrandsen

**Superintendent**

Satjit Dhami

**Curriculum, Instruction &  
Assessments Coordinator**

Glenn Houston

**Special Education Coordinator**

Christopher Peters

**Chief Financial Officer**

### School Description

#### Principal's Message:

For the students and staff that walk the campus daily, Live Oak High School is "home". Since its inception in 1922, Live Oak High School has been a city landmark and a community hub for the citizens of Live Oak, California. Replete with a long history of tradition and accomplishments, Live Oak High graduates are well equipped to lead productive and successful lives in their personal and global communities. Indeed, many graduates choose to stay in the Live Oak area to live and raise their families, and they not only give back to their school, but they also become integral stakeholders in the procedures and processes of Live Oak High School. Live Oak High School's main focus is to ensure that our students graduate with as many options as possible. University/College attendance, trade school attendance, military pursuits or productive work force participation are all viable avenues for students to pursue. Athletically, our teams strive to pursue victory with honor. LOHS also offers many extra and co-curricular opportunities. Performing Band and Choir, Drama, Spanish Honor Society, Key Club, Associated Student Body (ASB), Friday Night Live, Environmental Club, Block L.O., California Scholastic Federation (CSF), and Future Farmers of America (FFA). As stated earlier, Live Oak High is "home", and "home" is a great place to be! Go Lions!

#### District Mission Statement

The mission of the Live Oak Unified School District, an ethnically diverse community, is to graduate students who have high moral and ethical standards, an enthusiasm for learning, and who are equipped with the skills and knowledge necessary to excel in a global society, through the implementation of a rigorous and meaningful curriculum that addresses individual differences, integrates technology, and is delivered in partnership between an effective staff and the community.

#### Vision Statement:

Live Oak High School is dedicated to prepare critical thinkers to face the future by cultivating excellence in every graduate through high academic expectations, ethics, personal success, and community involvement.

#### Mission Statement:

Live Oak High School, through a safe, caring, and supportive environment, in partnership with families, highly qualified staff, and the small community is committed to graduate all students while:

- providing a rigorous academic environment through innovative college and career readiness programs;
- inspiring lifelong learners, ethical, self-motivated, and caring citizens;
- fostering creativity, critical thinking, and technological literacy for success in an ever-changing world;
- promoting school spirit and pride in our rural community;
- and embracing diversity.

Tony Walton, Principal

## About the SARC

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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	158
Grade 10	136
Grade 11	130
Grade 12	123
Total Enrollment	547

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	1.6
Asian	15
Filipino	0.9
Hispanic or Latino	60
Native Hawaiian or Pacific Islander	0.7
White	20.1
Two or More Races	0.5
Socioeconomically Disadvantaged	77.5
English Learners	5.3
Students with Disabilities	9.1
Foster Youth	0.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Live Oak High School	18-19	19-20	20-21
With Full Credential	25	25	29
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Live Oak Unified	18-19	19-20	20-21
With Full Credential	♦	♦	101
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Live Oak High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

### Textbooks and Instructional Materials

Year and month in which data were collected: 9/14/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>California StudySync- Grade 9, StudySync/McGraw Hill / 2016  California StudySync- Grade 10, StudySync/McGraw Hill / 2016  California StudySync- Grade 11, StudySync/McGraw Hill / 2016  California StudySync- Grade 12, StudySync/McGraw Hill / 2016  Meeting the CA Challenge: Lang Arts, Pearson/Prentice Hall / 2005</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Mathematics	<p>Integrated Math, Common Core, Level I, Pearson Education / 2015  Integrated Math, Common Core, Level II, Pearson Education / 2015  Integrated Math, Common Core, Level III, Pearson Education / 2015  California Math Course 3, Macmillan/McGraw Hill / 2015  Pre-Calculus Graphical, Numerical, Algebraic, Pearson-Prentice Hall - Addison Wesley / 2009  Calculus 1 with Pre-Calculus, Houghton Mifflin / 2007  Trigonometry 9th Edition, Pearson-Prentice Hall / 2009  Secondary Math, Glencoe/McGraw Hill / 2013</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Science	<p>Biology 2008, McDougal Littell / 2007  Integrated Science 1, Physics of the Universe, Houghton Mifflin Harcourt / 2020  Integrated Science 2, Physics of the Universe, Houghton Mifflin Harcourt / 2020  Integrated Science 3, Physics of the Universe, Houghton Mifflin Harcourt / 2020  Fundamentals of Anatomy &amp; Physiology 2009 - 8th Edition, Pearson-Prentice Hall / 2008  AP Biology- Biology 11th Edition, Macmillan/McGraw Hill / 2016</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
History-Social Science	<p>Geography Alive! Regions and People, TCI / 2019  History Alive! World Connections, TCI / 2019  History Alive! Pursuing American Ideals, TCI / 2019  Government Alive! Power, Politics, and You, TCI / 2019  Economic Alive! The Power to Choose, TCI / 2019  AP US History: Kennedy American Pageant 15th Edition, Houghton Mifflin Harcourt/ 2013  AP World History: Ways of the World 2nd Edition, Bedford/St.Martin's, W.H. Freeman &amp; Worth / 2013</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Foreign Language	<p>Spanish - Juntos Uno; Dos; Tres / 2005  AP Spanish - Abriendo Paso 2014, Pearson Education, Inc. / 2013</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>Glencoe Health, Glencoe/McGraw Hill / 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Live Oak High School underwent a massive remodel in 2010. Since then, our maintenance has focused on maintaining and keeping cleanliness a priority. The layout of the school is very centrally located and student volume areas are very sight line accessible which alleviates some safety concerns. Overall, our school is in great shape, and visitors often comment on the cleanliness and overall up keep of our school. Our football stadium was renovated in 2019, and an all weather track was completed for spring 2020.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: June 18, 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	67	N/A	52	N/A	50	N/A
Math	30	N/A	39	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	34	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-21)

Parents, businesses and the community are supportive of the educational program at Live Oak High School. Parents play an active role in the school, participating on various school and district committees such as the School Site Council, English Learner Advisory Committee (ELAC), Career Technical Education/Agriculture Advisory Committee and the WASC Committee. Parents are also welcome volunteers in class. Live Oak High School benefits from an active and involved Grad Night/Boosters' Club, which works with the community throughout various school fund-raisers, school activities, sports events and field trips. Each year the Grad Night/Boosters' Club hosts Sober Grad Night and raises funds to support the high school's recognition programs and sports program. The Grad Night/Boosters' Club meets on a monthly basis.

### 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.

### School Safety Plan (School Year 2020-2021)

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety Committee, which is updated each fall and occasionally throughout the year. The Safety Committee consists of teachers, parents, administration, school staff and local law enforcement, and meets to set long-term goals for the school and to address any safety issues pertaining to the school. Key elements to the School Site Safety Plan are working together with law enforcement, ICS4Schools and the Office of Emergency Services. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted four times a year, intruder alerts are and earthquake drills are conducted annually.

All visitors to the campus are required to sign in at the office and display a visitor's badge at all times. The school does not allow student visitors at any time. Supervision is provided for students throughout the school day; the responsibility is shared between the principal, vice principal, and school staff.

## Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.9	6.3	5.3	4.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	547

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	22	13	12	3	24	9	14	1	24	8	13	3
Mathematics	25	5	14		25	4	15		23	8	14	
Science	24	8	10		23	8	11		24	5	13	
Social Science	25	5	16	1	26	4	15	2	26	6	14	1

\*Number of classes indicates how many classrooms 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.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	

## Professional Development focus:

1. English Language Arts: Implementation of California State Standards drove some professional development, and low scores on college/university entrance exams drove other professional development.
  1. Content Area Literacy ( Expository Text, Standards Driven, Text Dependent Questions, Text Complexity)
  2. Technology to enhance instruction (Google etc.)
  3. Increase depth and rigor (Academic Vocabulary, Open ended questions, Writing in All content areas)
  4. Integrating ELD into ELA classroom.
  5. AVID instructional strategies
  6. Developing and incorporating performance tasks into lessons.
2. Mathematics: Implementation of California State Standards and the Standards of Mathematics Practice drove all of the professional development.
  1. California State Standards adopted Curriculum
  2. Integrating Standards of Mathematics Practice into lessons.
  3. Developing/integrating Mathematics Performance Tasks into lessons
  4. Content literacy in Mathematics
  5. AVID instructional strategies
  6. Technology to enhance instruction (Google etc.)
3. Science: Implementation of the Next Generation Science Standards and the Standards of science Practice drove all of the professional development.
  1. Next Generation Science Standards education and implementation
  2. Integrating Science Practice Standards into lessons
  3. Content Literacy in Science
  4. AVID instructional strategies
  5. Career Pathway education and implementation in Medical Science.
  6. Technology in the classroom (Google etc.)
4. Social Studies: The need to infuse content literacy and performance task learning prompted this years professional development focus.
  1. Content literacy in Social Studies
  2. Education of and implementation of performance tasks into lessons.
  3. AVID instructional strategies
  4. Technology in the classroom (Google etc.)
5. Career Technical Education: The need to infuse content literacy prompted this professional development.
  1. Content literacy in CTE
  2. College/Career Ready standards implementation
  3. Discipline specific content development
6. English Language Development (Integrated ELD)
7. Goal-Setting protocols

## Professional Development Dissemination Process:

- Professional Development Organizations such as: AVID, CUE Conferences, various local County Offices of Education, Curriculum Companies, etc.
- Local district based development such as: District Curriculum, Instruction and Assessment Coordinator, Site Administration, Site lead teachers, Specific departments, etc.

## Teacher Implementation Support:

- Professional Organizations offer on-going professional development throughout the year. Teachers are given time to implement new strategies, and then debriefing/reflecting sessions are required. Observations and walk-throughs allow for personal coaching to take place as well. Administration is involved as well which allows even more consistency in the implementation.
- District and Site Administration off support on local professional development through various techniques such as coaching, teacher-principal meetings, informal conversations, etc.

**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,618	\$47,145
Mid-Range Teacher Salary	\$67,412	\$74,952
Highest Teacher Salary	\$100,259	\$96,092
Average Principal Salary (ES)	\$135,109	\$116,716
Average Principal Salary (MS)	\$146,148	\$120,813
Average Principal Salary (HS)	\$153,383	\$131,905
Superintendent Salary	\$178,819	\$192,565

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	31.0
Administrative Salaries	8.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

- Intervention classes are built into the school day and offered afterschool to support students that are below grade level in math and reading.
- Summer school is offered in partnership with Migrant Education to provide additional support to students that are below grade level in math and reading.
- A Structured English Language Development program supports English Learners with acquiring English TK-12.
- Instructional Aides support instruction, individual student needs, and student learning in TK-8 classes.

**State Priority: Pupil Engagement**

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

- High school dropout rates; and
- High school graduation rates.

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

Rate for Live Oak High School	2016-17	2017-18	2018-19
Dropout Rate	0	1.7	2.6
Graduation Rate	95.7	94.8	94.9

Rate for Live Oak Unified School	2016-17	2017-18	2018-19
Dropout Rate	0.7	1.5	2.1
Graduation Rate	93.7	95.5	94.4

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7375	499	6876	70021
District	N/A	N/A	11735	\$73,026
State	N/A	N/A	\$7,750	\$75,706

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-52.2	-4.2
School Site/ State	-12.0	-7.8

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

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	310
% of pupils completing a CTE program and earning a high school diploma	31.9
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.09
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	50.89

## 2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics		N/A
Science		N/A
Social Science	3	N/A
All courses	6	18.3

\*Where there are student course enrollments of at least one student.

## Career Technical Education Programs

### Industrial Technologies

1. Welding Technology
2. Farm Equipment/Metal Fabrication
3. ROP Advanced Manufacturing

### Construction management/woodwork

1. Agriculture Woodworking
2. Agriculture Construction and Maintenance

### Computer Technology

1. Computer Applications
2. Computer Graphics
3. Digital Photography
4. Computer Graphics/Yearbook

### Visual/Performing Arts

1. Art 1
2. Advanced Art
3. Drama

### Other

1. Horticulture
2. Floral Design
3. Journalism
4. Leadership
5. ROP Restaurant Management

## 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.