



# Live Oak High School

2351 Pennington Rd. • Live Oak, CA 95953 • (530) 695-5415 • Grades 9-12

Tony Walton, Principal

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<https://www.lousd.k12.ca.us/Domain/91>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Live Oak Unified School District

2201 Pennington Road

Live Oak, CA 95953

(530) 695-5400

<https://www.lousd.k12.ca.us/Domain/8>

### District Governing Board

Scott Davis

Kathy L. Walker

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, 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 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	141
Grade 10	142
Grade 11	129
Grade 12	129
Total Enrollment	541

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	1.8
Asian	14.8
Filipino	0.6
Hispanic or Latino	57.7
Native Hawaiian or Pacific Islander	0.9
White	22.9
Two or More Races	0.4
Socioeconomically Disadvantaged	76.7
English Learners	5.2
Students with Disabilities	11.3
Foster Youth	0.6
Homeless	0.6

## 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	17-18	18-19	19-20
With Full Credential	24	25	25
Without Full Credential	2	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Live Oak Unified	17-18	18-19	19-20
With Full Credential	♦	♦	95
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

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

Indicator	17-18	18-19	19-20
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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: 9/12/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p>	<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</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>
<p><b>Mathematics</b></p>	<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</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>
<p><b>Science</b></p>	<p>Biology 2008, McDougal Littell / 2007                      Chemistry 2007 - CA Edition, Pearson-Prentice Hall / 2008                      Earth Science, Holt, Reinhart, &amp; Winston / 2008                      Conceptual Physics 2009, Pearson-Prentice Hall / 2008                      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>
<p><b>History-Social Science</b></p>	<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 16th Edition, Houghton Mifflin Harcourt/ 2016                      AP World History: Ways of the World 2nd Edition, Bedord/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>
<p><b>Foreign Language</b></p>	<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>
<p><b>Health</b></p>	<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 is slated for spring 2020.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: June 14, 2019**

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	68	67	46	52	50	50
Math	28	30	36	39	38	39

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 Ten

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	14.3	15.8	17.3

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	126	123	97.62	67.48
Male	60	57	95.00	64.91
Female	66	66	100.00	69.70
American Indian or Alaska Native	--	--	--	--
Asian	20	19	95.00	63.16
Filipino	--	--	--	--
Hispanic or Latino	72	70	97.22	70.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.00	69.23
Socioeconomically Disadvantaged	94	91	96.81	63.74
English Learners	12	10	83.33	40.00
Students with Disabilities	13	13	100.00	15.38
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	126	124	98.41	29.84
Male	60	58	96.67	29.31
Female	66	66	100.00	30.30
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00	25.00
Filipino	--	--	--	--
Hispanic or Latino	72	70	97.22	30.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.00	42.31
Socioeconomically Disadvantaged	94	92	97.87	28.26
English Learners	12	11	91.67	0.00
Students with Disabilities	13	13	100.00	0.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

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.

### 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 2019-20)

Parents 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

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 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	10.1	6.9	6.3
Expulsions Rate	0.4	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.6	5.3	4.0
Expulsions Rate	0.2	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### 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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	270.5

\* 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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
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 (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	19	17	14		22	13	12	3	24	9	14	1
Mathematics	24	3	9		25	5	14		25	4	15	
Science	25	4	12	1	24	8	10		23	8	11	
Social Science	25	7	12	2	25	5	16	1	26	4	15	2

\* 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 provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	11	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)

### 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 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,231	\$46,208
Mid-Range Teacher Salary	\$65,448	\$72,218
Highest Teacher Salary	\$97,338	\$92,742
Average Principal Salary (ES)	\$129,134	\$134,864
Average Principal Salary (MS)	\$140,527	\$118,220
Average Principal Salary (HS)	\$141,038	\$127,356
Superintendent Salary	\$170,272	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	33%
Administrative Salaries	7%	6%

\* 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.

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

Rate for Live Oak High School	2015-16	2016-17	2017-18
Dropout Rate	0.9	0	1.7
Graduation Rate	97.2	95.7	94.8

Rate for Live Oak Unified School	2015-16	2016-17	2017-18
Dropout Rate	2.5	0.7	1.5
Graduation Rate	95.8	93.7	95.5

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	163
% of pupils completing a CTE program and earning a high school diploma	87
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7043	579	6464	67278
District	N/A	N/A	9078	\$70,633.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-33.6	-8.5
School Site/ State	-15.1	-11.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**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	98.89
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	41.82

**2018-19 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	20

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

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

## **Career Technical Education Programs**

### Industrial Technologies

1. ROP Welding Technology
2. ROP Farm Equipment/Metal Fabrication

### Construction management/woodwork

1. Agriculture Woodworking
2. ROP Agriculture Construction and Maintenance

### Computer Technology

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

### Visual/Performing Arts

1. Art 1
2. Advanced Art
3. Drama

### Other

1. Horticulture
2. Floral Design
3. Journalism
4. Leadership

## **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).

## **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.