

Live Oak High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Live Oak High School
Street	2351 Pennington Road
City, State, Zip	Live Oak, CA 95953
Phone Number	(530) 695-5415
Principal	Tony Walton
Email Address	awalton@lousd.k12.ca.us
School Website	https://lohs.lousd.k12.ca.us/
County-District-School (CDS) Code	51713995135256

2022-23 District Contact Information

District Name	Live Oak Unified School District
Phone Number	(530) 695-5400
Superintendent	Mathew Gulbrandsen
Email Address	mgulbrandsen@lousd.k12.ca.us
District Website Address	https://www.lousd.k12.ca.us/

2022-23 School Overview

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;

2022-23 School Overview

- promoting school spirit and pride in our rural community;
- and embracing diversity.

Tony Walton, Principal, LOHS

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	164
Grade 10	159
Grade 11	150
Grade 12	129
Total Enrollment	602

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
American Indian or Alaska Native	1.0
Asian	12.3
Black or African American	0.5
Filipino	0.2
Hispanic or Latino	62.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.0
White	22.6
English Learners	7.5
Foster Youth	0.8
Homeless	0.3
Migrant	3.0
Socioeconomically Disadvantaged	66.3
Students with Disabilities	11.0

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.50	90.31	84.30	90.77	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.40	2.00	2.15	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	2.58	2.30	2.49	12115.80	4.41
Unknown	1.00	3.67	4.20	4.58	18854.30	6.86
Total Teaching Positions	29.40	100.00	92.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.70	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.40	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

9/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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	Yes	0
Mathematics	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 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	Yes	0
Science	Biology 2008, McDougal Littell / 2007 Integrated Science 1, Physics in the Universe, Houghton Mifflin Harcourt / 2020 Integrated Science 2, The Living Earth, Houghton Mifflin Harcourt / 2020 Integrated Science 3, Chemistry in the Earth System, Houghton Mifflin Harcourt / 2020 Fundamentals of Anatomy & Physiology 2009 - 8th Edition, Pearson-Prentice Hall / 2008 AP Biology- Biology 11th Edition, Macmillan/McGraw Hill / 2016	Yes	0
History-Social Science	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: Brinkley American History / 2022 AP World History: Bentley Traditions & Encounters / 2021	Yes	0
Foreign Language	Spanish 1-3 - Autentico/Savvas Learning Company/2021 AP Spanish - Abriendo Paso 2014, Pearson Education, Inc. / 2013	Yes	0
Health	Glencoe Health, Glencoe/McGraw Hill / 2014	Yes	0

School Facility Conditions and Planned Improvements

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. The school is adding 7 additional classrooms that will be finished by 11-5-2022.

Year and month of the most recent FIT report

June 7, 2022

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	55	N/A	43	N/A	47
Mathematics (grades 3-8 and 11)	N/A	23	N/A	28	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	143	140	97.90	2.10	55.00
Female	69	68	98.55	1.45	63.24
Male	74	72	97.30	2.70	47.22
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	90	87	96.67	3.33	55.17
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	30	30	100.00	0.00	56.67
English Learners	14	13	92.86	7.14	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	92	90	97.83	2.17	48.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	17	94.44	5.56	0.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	143	141	98.60	1.40	22.70
Female	69	68	98.55	1.45	25.00
Male	74	73	98.65	1.35	20.55
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	30.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	90	88	97.78	2.22	19.32
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	30	30	100.00	0.00	30.00
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	92	91	98.91	1.09	16.48
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	17	94.44	5.56	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	22.58	NT	19.96	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	268	124	46.27	53.73	22.58
Female	136	66	48.53	51.47	12.12
Male	132	58	43.94	56.06	34.48
American Indian or Alaska Native	--	--	--	--	--
Asian	44	23	52.27	47.73	34.78
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	170	81	47.65	52.35	16.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	47	17	36.17	63.83	41.18
English Learners	21	7	33.33	66.67	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	172	79	45.93	54.07	18.99
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	11	37.93	62.07	0

2021-22 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
6. ROP CNA

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	362
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	43.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	56.10

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	98%	99%	99%	99%	99%

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.

2022-23 Opportunities for Parental Involvement

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.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.4	0		4.5	2.7		8.9	7.8
Graduation Rate		95.2	99.2		90.9	94.6		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	126	125	99.2
Female	68	68	100.0
Male	58	57	98.3
American Indian or Alaska Native	--	--	--
Asian	24	24	100.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	81	81	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	17	17	100.0
English Learners	15	15	100.0
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	105	104	99.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	12	11	91.7

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	644	622	214	34.4
Female	321	309	113	36.6
Male	322	312	100	32.1
American Indian or Alaska Native	7	7	6	85.7
Asian	75	74	17	23.0
Black or African American	3	3	1	33.3
Filipino	1	1	1	100.0
Hispanic or Latino	401	389	126	32.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	8	7	3	42.9
White	148	140	60	42.9
English Learners	60	55	22	40.0
Foster Youth	7	7	4	57.1
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	440	423	149	35.2
Students Receiving Migrant Education Services	19	19	3	15.8
Students with Disabilities	75	72	36	50.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.37	4.22	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	6.21	0.15	4.39	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.21	0.00
Female	4.67	0.00
Male	7.76	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.49	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.78	0.00
English Learners	3.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.73	0.00
Students Receiving Migrant Education Services	10.53	0.00
Students with Disabilities	8.00	0.00

2022-23 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, 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	8	13	3
Mathematics	23	8	14	
Science	24	5	13	
Social Science	26	6	14	1

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	8	18	
Mathematics	24	9	14	
Science	26	6	14	
Social Science	25	4	18	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	14	17	1
Mathematics	18	19	11	
Science	21	9	11	
Social Science	18	13	11	

2021-22 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	301

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	7,088	484	6,604	73,274
District	N/A	N/A	6,617	\$74,567
Percent Difference - School Site and District	N/A	N/A	-0.2	-1.7
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	0.2	-7.7

2021-22 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 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, student learning in TK-12 classes, ELD and Special Education.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$40,000	\$48,503
Mid-Range Teacher Salary	\$68,761	\$74,912
Highest Teacher Salary	\$102,265	\$100,321
Average Principal Salary (Elementary)	\$139,752	\$122,160
Average Principal Salary (Middle)	\$151,911	\$127,632
Average Principal Salary (High)	\$156,451	\$137,578
Superintendent Salary	\$182,395	\$198,665
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	7%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	14.8
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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	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	1
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	6

Professional Development

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

Professional Development

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 offer support on local professional development through various techniques such as coaching, teacher-principal meetings, informal conversations, etc.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11