

Live Oak High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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
Grade Span	9-12
County-District-School (CDS) Code	51713995135256

2025-26 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	https://www.lousd.k12.ca.us

2025-26 School Description and Mission Statement

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

2025-26 School Description and Mission Statement

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, LOHS! Feel Our Roar!

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	157
Grade 10	151
Grade 11	152
Grade 12	143
Total Enrollment	603

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	1
Asian	13.4
Black or African American	1
Filipino	0.2
Hispanic or Latino	60.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.7
White	21.9
English Learners	6.1
Foster Youth	1
Homeless	0.5
Migrant	4
Socioeconomically Disadvantaged	72.8
Students with Disabilities	14.1

A. Conditions of Learning State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.3	92.74	90.8	93.46	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	2.89	0.8	0.87	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0.9	1.02	11953.1	4.28
Unknown/Incomplete/NA	1.2	4.34	4.5	4.64	15831.9	5.67
Total Teaching Positions	29.4	100	97.2	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.4	93.75	89.4	92.62	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.9	2.06	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	2.83	1.8	1.89	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0.5	0.52	11746.9	4.23
Unknown/Incomplete/NA	1	3.41	2.7	2.89	14303.8	5.15
Total Teaching Positions	29.2	100	96.5	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.1	91.43	95.3	93.11	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2	1.95	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	0.75	0.2	0.22	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.34	1.5	1.46	12112.8	4.34
Unknown/Incomplete/NA	1.3	4.41	3.3	3.22	13705.8	4.91
Total Teaching Positions	30.8	100	102.4	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.80	0.8	0.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.80	0.8	0.2

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.8	0.8	1.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2	2.3	1.4

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

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

Year and month in which the data were collected	9/2025	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Elements of Basic English Language Arts II (SDC), Firelight Books / 2025 Elements of Basic English Language Arts III (SDC), Firelight Books / 2025 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	0
Mathematics	Elements of Basic Algebra A, Firelight Books / 2025 Elements of Basic Algebra B, Firelight Books / 2025 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	0
Science	Elements of Basic Biology (SDC), Firelight Books / 2025 Elements of Basic Integrated Physics and Chemistry (SDC), Firelight Books / 2025 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	0

	Fundamentals of Anatomy & Physiology 2009 - 8th Edition, Pearson-Prentice Hall / 2008	
History-Social Science	Elements of Basic World Geography (SDC), Firelight Books / 2025 Elements of World History (SDC), Firelight Books / 2025 Elements of Basic U.S. History (SDC), Firelight Books / 2025 Elements of Basic Government (SDC), Firelight Books / 2025 Elements of Basic Economics (SDC), Firelight Books / 2025 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	0
Foreign Language	Spanish 1-3 - Autentico/Savvas Learning Company/2021 AP Spanish - Abriendo Paso 2014, Pearson Education, Inc. / 2013	0
Health	Glencoe Health, Glencoe/McGraw Hill / 2014	0

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

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 added seven additional classrooms for the 2022-2023 school year

Year and month of the most recent FIT report

June 12, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
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		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	58	65	51	52	47	48
Mathematics (grades 3-8 and 11)	23	17	37	37	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	145	139	95.86	4.14	65.47
Female	66	63	95.45	4.55	69.84
Male	79	76	96.20	3.80	61.84
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	82.35
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	93	91	97.85	2.15	61.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	25	89.29	10.71	64.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	110	105	95.45	4.55	62.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	13	72.22	27.78	15.38

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	145	139	95.86	4.14	16.55
Female	66	63	95.45	4.55	17.46
Male	79	76	96.20	3.80	15.79
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	23.53
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	93	91	97.85	2.15	12.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	25	89.29	10.71	28.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	110	105	95.45	4.55	14.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	13	72.22	27.78	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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	32.26	27.86	27.94	30.75	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	288	280	97.22	2.78	30.36
Female	134	130	97.01	2.99	27.69
Male	154	150	97.40	2.60	32.67
American Indian or Alaska Native	--	--	--	--	--
Asian	28	27	96.43	3.57	22.22
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	186	183	98.39	1.61	28.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	61	58	95.08	4.92	36.21
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	209	204	97.61	2.39	27.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	38	32	84.21	15.79	3.13

2024-25 Career Technical Education Programs

Industrial Technologies

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

Agriculture Mechanics

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

2024-25 Career Technical Education Programs

- 3. Drama
- 4. Drumline
- 5. Music Tech and Production

Other

- 1. Horticulture
- 2. Floral Design
- 3. Journalism
- 4. Leadership
- 5. ROP Restaurant Management
- 6. ROP Medical Occupations

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	366
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	39.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	7.1

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	98.51
Graduates Who Completed All Courses Required for UC/CSU Admission	47.1

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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. Yet, we are still always looking for more ways to get parents involved.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0.8	0	0	0.6	0	2.3	8.2	8.9	8
Graduation Rate	97.7	99.3	98.6	93	97.7	94.3	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	138	136	98.6
Female	65	65	100.0
Male	73	71	97.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	12	12	100.0
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	90	88	97.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	31	31	100.0
English Learners	12	12	100.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	102	100	98.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	19	17	89.5

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

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	641	621	99	15.9
Female	320	309	54	17.5
Male	321	312	45	14.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	84	84	12	14.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	388	376	55	14.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	144	136	25	18.4
English Learners	50	47	7	14.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	471	455	85	18.7
Students Receiving Migrant Education Services	28	27	4	14.8
Students with Disabilities	95	91	23	25.3

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.21	6.6	6.71	4.03	4.18	3.37	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.16	0	0	0.05	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.71	0.00
Female	2.50	0.00
Male	10.90	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.57	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.64	0.00
English Learners	6.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.43	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.84	0.00

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

2025-26 School Safety Plan

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. All visitors must also be buzzed into our campus by our support staff.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	9	17	1
Mathematics	24	7	16	0
Science	23	7	11	0
Social Science	28	0	16	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	14	13	2
Mathematics	22	15	6	2
Science	22	7	11	
Social Science	26	2	15	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	11	16	1
Mathematics	23	11	11	1
Science	23	10	8	
Social Science	26	6	10	1

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	295.5

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,652	\$875	\$8,777	\$92,557
District	N/A	N/A	\$8,309	\$86,976
Percent Difference - School Site and District	N/A	N/A	5.5	6.2
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-23.8	-0.1

Fiscal Year 2024-25 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.

An afterschool tutorial session is taught by a certificated teacher

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,335	\$57,978
Mid-Range Teacher Salary	\$71,082	\$89,612
Highest Teacher Salary	\$124,929	\$117,194
Average Principal Salary (Elementary)	\$176,662	\$143,632
Average Principal Salary (Middle)	\$189,996	\$149,447
Average Principal Salary (High)	\$199,366	\$162,334
Superintendent Salary	\$229,315	\$234,076
Percent of Budget for Teacher Salaries	38.5%	27.81%
Percent of Budget for Administrative Salaries	6.9%	5.47%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	15.4
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	3
Total AP Courses Offered	7

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.
 7. ERWC training for all English/Language Arts teachers
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.)
 7. Building Thinking Classrooms
 8. County Framework/Curriculum adoption trainings
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.)

Professional Development

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.

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.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11