



Live Oak Alternative School

2207 Pennington Road • Live Oak, CA 95953 • 530-695-5430 • Grades K-12

James VonBargen, Principal

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http://www.edlinesites.net/pages/Live_Oak_Alternative

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Live Oak Unified School District

2201 Pennington Road

Live Oak, CA 95953

(530) 695-5400

http://www.lousd.k12.ca.us/pages/Live_Oak_Unified

District Governing Board

Scott Davis

Kathy L. Walker

Talwinder Chetra

Ernest J. Rodriguez

Roger D. Christianson

District Administration

Mathew Gulbrandsen

Superintendent

Satjit Dhani

**Curriculum, Instruction, &
Assessments Coordinator**

Glenn Houston

Special Education Coordinator

Christopher Peters

Chief Financial Officer

School Description:

The Live Oak Alternative Education Programs were established in the Live Oak Unified District to provide an alternative, student oriented learning environment, which will equip students with the behavioral skills and knowledge to be productive citizens in a global world. Programs that are found on this campus to assist your student are the Independent Study Program, Valley Oak Continuation High School, and the Home Hospital program. The Opportunity Program is also located on the LOAS (Live Oak Alternative Schools) campus.

Students are provided with flexible, effective learning opportunities in a positive environment. The instruction integrates technology, vocational strengths, and addresses individual differences.

Vision Statement:

Valley Oak High & Live Oak Alternative School is dedicated to empowering students with the skills and knowledge necessary to become contributing members of society.

School Mission Statement:

The mission of Valley Oak High & Live Oak Alternative School is to provide students with an education. Students will gain the academic skills and knowledge necessary to be successful. We provide effective and helpful learning opportunities in a safe constructive environment. At Valley Oak High & Live Oak Alternative School we embrace individual differences and we collaborate with students and their families in exploring college and career options.

James VonBargen, 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

| 2016-17 Student Enrollment by Grade Level | |
|-------------------------------------------|--------------------|
| Grade Level | Number of Students |
| Grade 7 | 2 |
| Grade 8 | 5 |
| Grade 9 | 6 |
| Grade 10 | 11 |
| Grade 11 | 3 |
| Grade 12 | 5 |
| Total Enrollment | 32 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 3.1 |
| American Indian or Alaska Native | 0 |
| Asian | 6.3 |
| Filipino | 0 |
| Hispanic or Latino | 59.4 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 28.1 |
| Two or More Races | 3.1 |
| Socioeconomically Disadvantaged | 84.4 |
| English Learners | 6.3 |
| Students with Disabilities | 3.1 |
| Foster Youth | 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.

| Teacher Credentials | | | |
|---------------------------------------------|-------|-------|-------|
| Live Oak Alternative School | 15-16 | 16-17 | 17-18 |
| With Full Credential | 2 | 2 | 2 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Live Oak Unified School District | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | 90 |
| Without Full Credential | ♦ | ♦ | 2 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--------------------------------------------------------------------|-------|-------|-------|
| Live Oak Alternative School | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "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 2017-18)

| Textbooks and Instructional Materials | |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year and month in which data were collected: 12/2017 | |
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | California Wonders (TK - 5), McGraw Hill / 2016 California Study Sync (6-8), McGraw Hill / 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | My Math California Premium System (K-5), Macmillan/McGraw Hill / 2015 California Math Course 1 (6), Macmillan/McGraw Hill / 2015 California Math Course 2 (7), Macmillan/McGraw Hill / 2015 California Math Course 3 (8), Macmillan/McGraw Hill / 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | California Science (K-5), Houghton Mifflin / 2009 Focus on Earth Science (6), Glencoe/McGraw Hill / 2009 Life Science (7), Glencoe/McGraw Hill / 2009 Physical Science (8), Glencoe/McGraw Hill / 2009 Earth Science, Holt, Reinhart, & Winston / 2008 Biology 2008, McDougal Littell / 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | History / Social Science (K-5), Houghton Mifflin / 2007 World History: Ancient Civilization (6), Holt, Reinhart, & Winston / 2007 World History: Medieval to Early Modern Times (7), Holt, Reinhart, & Winston / 2007 US History: Independence to 1914 (8), Holt, Reinhart, & Winston / 2007 Modern World History, McDougal-Littell / 2007 The Americans- US History, McDougal-Littell / 2007 US Government: Democracy in Action, Glencoe/McGraw Hill / 2007 Economics: Principles & Practices, Glencoe/McGraw Hill / 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Health | Glencoe Health, Glencoe/McGraw Hill / 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science Laboratory Equipment | N/A The textbooks listed are from most recent adoption: N/A |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Live Oak Alternative Education Programs campus was originally constructed in 1992. It is composed of three classrooms, one office, a library, and an eating area. At the time of this publication 100% of the restrooms were in working condition. Each classroom is cleaned every day with specific emphasis on bathrooms. A cleaning crew maintains each site during the late afternoon and evening. Live Oak Alternative Education Programs has one part-time custodian.

Live Oak Unified School district participates in the State School Deferred Maintenance Program, which provides state matching funds dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 14, 2017

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|----------------------------------------------------------------------------|------------------|-------------|-------------|-------------------------------------------|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: 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 Rating | 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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

| 2016-17 CAASPP Results for All Students | | | | | | |
|-----------------------------------------|----------------------------------------------------------------------------------|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| ELA | | 0 | 46 | 43 | 48 | 48 |
| Math | | 0 | 33 | 33 | 36 | 37 |

* 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.

| CAASPP Test Results in Science for All Students | | | | | | |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science | -- | | 55 | 49 | 60 | 56 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards | | |
|-------------|-------------------------------------------------------|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 9 | 33.3 | 16.7 | 8.3 |

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

| Group | Number of Students | | Percent of Students | |
|---------------------------------|--------------------|-------------------|---------------------|------------------------|
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 13 | 10 | 76.9 | |
| Socioeconomically Disadvantaged | 12 | 9 | 75.0 | |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 18 | 18 | 100 | 0 |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 11 | 11 | 100 | 0 |
| White | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 17 | 17 | 100 | 0 |
| English Learners | -- | -- | -- | -- |

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 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 18 | 18 | 100 | 0 |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 11 | 11 | 100 | 0 |
| White | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 17 | 17 | 100 | 0 |
| English Learners | -- | -- | -- | -- |

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents and the community are very supportive of the educational programs at Live Oak Alternative Education Programs. Parents are involved in the School Site Council, initial administrative/ teacher orientation meetings, school activities, and may volunteer in classrooms. The contact person for parent involvement is the school site administrator and the Site Council Parent Representative.

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

Live Oak Alternative Schools are committed to maintain a safe and orderly environment for all students and staff. The grounds are monitored by the instructional staff. All visitors must check into the office prior to visiting classrooms. The school has a comprehensive Safe School Plan that is evaluated and updated on an annual basis by the School Safety Committee. All staff members are provided with emergency procedures and information. Disaster drills (lockdowns, fire, earthquake, and bomb threat) are practiced annually to better prepare staff and students in the event of an emergency. 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 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 during regular school hours. Supervision is provided for all students throughout the school day, a responsibility that is shared by the principal, teachers, noon duty supervisor, and office personnel.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 15.5 | 3.6 | 6.9 |
| Expulsions Rate | 0.0 | 0.0 | 1.7 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 6.6 | 6.1 | 6.6 |
| Expulsions Rate | 0.0 | 0.0 | 0.2 |
| State | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.8 | 3.7 | 3.6 |
| 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.

| 2017-18 Federal Intervention Program | | |
|-----------------------------------------------------|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2013-2014 |
| Year in Program Improvement | | Year 1 |
| Number of Schools Currently in Program Improvement | 3 | |
| Percent of Schools Currently in Program Improvement | 50 | |

| Academic Counselors and Other Support Staff at this School | |
|------------------------------------------------------------|------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | |
| Counselor (Social/Behavioral or Career Development) | 0.30 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist | |
| Other | |
| Average Number of Students per Staff Member | |
| 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.

Average Class Size and Class Size Distribution (Secondary)

| Subject | Average Class Size | | | Number of Classrooms* | | | | | | | | |
|----------------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| English | 5 | 5 | 12 | 6 | 6 | 2 | | | | | | |
| Mathematics | 3 | 3 | 4 | 5 | 5 | 4 | | | | | | |
| Science | 3 | 3 | 3 | 5 | 5 | 4 | | | | | | |
| Social Science | 4 | 4 | 4 | 7 | 7 | 9 | | | | | | |

* 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

Teachers take some time each year to improve their teaching skills and to extend their knowledge of subjects they teach. In addition, each year Live Oak Unified School District identifies staff development focus areas and provide development opportunities for teachers and staff. The school site may also identify staff development options that support strengthening instruction within the district parameters.

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.

FY 2015-16 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$43,683 | \$44,144 |
| Mid-Range Teacher Salary | \$61,842 | \$69,119 |
| Highest Teacher Salary | \$89,654 | \$86,005 |
| Average Principal Salary (ES) | \$115,852 | \$106,785 |
| Average Principal Salary (MS) | \$131,182 | \$111,569 |
| Average Principal Salary (HS) | \$126,532 | \$121,395 |
| Superintendent Salary | \$160,501 | \$178,104 |
| Percent of District Budget | | |
| Teacher Salaries | 35% | 34% |
| Administrative Salaries | 7% | 6% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|------------------------------------------|------------------------|------------|--------------|------------------------|
| | Total | Restricted | Unrestricted | |
| School Site | 8828 | 185 | 8643 | 75159 |
| District | ♦ | ♦ | 8871 | \$68,387 |
| State | ♦ | ♦ | \$6,574 | \$69,649 |
| Percent Difference: School Site/District | | | -2.6 | 9.9 |
| Percent Difference: School Site/ State | | | 31.5 | 7.9 |

* Cells with ♦ do not require data.

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 Immersion (SEI) supports English Learners with acquiring English TK-12.
- Instructional Aides support instruction, individual student needs, and student learning in TK-8 classes.
- College/Career Counseling, academic and personal counseling.

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|----------------------------------------------------------|---------|---------|---------|
| Live Oak Alternative School | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 0 | 14.3 | 28.6 |
| Graduation Rate | 100 | 85.71 | 71.43 |
| Live Oak Unified School District | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 1.4 | 2.6 | 2.5 |
| Graduation Rate | 94.93 | 95.73 | 95.8 |
| California | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 80.95 | 82.27 | 83.77 |

| Career Technical Education Participation | |
|----------------------------------------------------------------------------------------------------------|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 0 |
| % of pupils completing a CTE program and earning a high school diploma | |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | |

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|----------------------------------------------------------------------------------------------|---------|
| UC/CSU Course Measure | Percent |
| 2016-17 Students Enrolled in Courses Required for UC/CSU Admission | 87.88 |
| 2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

* Where there are student course enrollments.

| 2016-17 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | | ♦ |
| English | | ♦ |
| Fine and Performing Arts | | ♦ |
| Foreign Language | | ♦ |
| Mathematics | | ♦ |
| Science | | ♦ |
| Social Science | | ♦ |
| All courses | | |

| Completion of High School Graduation Requirements | | | |
|---------------------------------------------------|--------------------------|----------|-------|
| Group | Graduating Class of 2016 | | |
| | School | District | State |
| All Students | 71.43 | 88.98 | 87.11 |
| Black or African American | 0 | 0 | 79.19 |
| American Indian or Alaska Native | 0 | 100 | 80.17 |
| Asian | 0 | 100 | 94.42 |
| Filipino | 0 | 0 | 93.76 |
| Hispanic or Latino | 50 | 86.84 | 84.58 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 86.57 |
| White | 100 | 87.5 | 90.99 |
| Two or More Races | 0 | 0 | 90.59 |
| Socioeconomically Disadvantaged | 0 | 77.78 | 63.9 |
| English Learners | 0 | 88.89 | 55.44 |
| Students with Disabilities | 100 | 93.62 | 85.45 |
| Foster Youth | 0 | 0 | 68.19 |

Career Technical Education Programs

Several courses intended to help student prepare for the world of work are available at Live Oak High School. These career technical education courses are open to all students.

- Ag. Small Engine Repair
- Ag. Floral Design
- Ag. Woodworking: Live Oak High School
- Web Page Design: Live Oak High School
- Computer Graphics: Live Oak High School
- Ag. Welding Technology: Live Oak High School
- Ag. Farm Fabrication: Live Oak High School
- Ag. Construction and Management: Live Oak High School
- Basic Computers: Live Oak High School
- Art 1-3: Live Oak High School
- Basic Ag. (Ag. Science 1 and Ag. Core 2): Live Oak High School

Advisors:

- Field or Industry --Committee Members:
- Ag. and Natural Resources Stephanie Allan, Dan Johnson
- Information Technology Rob Cates, Gabriela Rodriguez

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.