

# Live Oak High School

1505 East Main Ave. • Morgan Hill, CA, 95037 • 408-201-6100 • Grades 9-12

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

### Morgan Hill Unified School District

15600 Concord Circle  
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#### District Governing Board

Mary Patterson, President  
Carol Gittens, Vice President  
John Horner, Trustee  
Teresa Murillo, Trustee  
Heather Orosco, Trustee  
Wendy Sullivan, Trustee  
Vanessa Sutter, Trustee

#### District Administration

Steve Betando  
Superintendent  
Fawn Myers  
Assistant Superintendent Human  
Resources  
Kirsten Perez  
Assistant Superintendent Business  
Services  
Dr. Ramon Zavala  
Assistant Superintendent  
Educational Services

### School Description

Live Oak High School (LOHS) is a comprehensive high school in the Morgan Hill Unified School District that serves students in grades nine through twelve. Live Oak is located in a fast-growing suburban area that has managed to retain the aura of a small town. Students come from the cities of Morgan Hill and San Jose as well as the unincorporated areas of San Martin and Coyote Valley. The student population reflects the rich ethnic and socioeconomic diversity of the community.

Live Oak High School is committed to providing a learning environment that enables all students to meet or exceed state standards. The staff examines a variety of data in cycles of continuous improvement. Live Oak is proud of its excellent academic programs, including 17 Advanced Placement courses in the curricular areas of Physics, Chemistry, Biology, Environmental Science, AB/BC Calculus, Computer Science, Statistics, English Language and Literature, U.S and World History, Government and Politics, Music Theory, French, Spanish, and Studio Art. In addition, we offer 15 Career Technical Education courses within several career pathways, providing many opportunities for students to explore options and develop skills and certification. We are also proud of our strong athletic and extracurricular programs, and the wide variety of support services we provide for our students. These educational opportunities have led to Live Oak High School's overall graduation rate rising to 98%, with critical subgroups exceeding 96%, among the very highest in our county. Live Oak garnered two prestigious awards in 2015. A California Gold Ribbon School Award was received in honor of counseling and support services provided to our students. Project Cornerstone awarded Live Oak the Caring High School Climate Award honoring our excellent school climate of acceptance and tolerance.

LOHS continues to provide academic support and tutoring program in partnership with California Student Opportunity and Access Program (Cal-SOAP). Tutoring services include all academic subjects, with extra support available in math and science. We provide support for students who need to remediate courses in which they were unsuccessful through individualized instruction and the online Cyber High/PASS program. A dedicated blended learning intervention center, along with our library computer center are provided as locations for these services. Both facilities are also open within and outside the school day for general student use. We have expanded our AVID program as an additional means of support for students who will be the first in their families to attend college. LOHS seniors have been commended by the National Merit Scholarship Program and recognized as students of the year by our local Rotary and the Morgan Hill Chamber of Commerce.

We align curriculum, assessments and instructional practices to the Common Core State Standards and recently aligned our Science courses to Next Generation Science Standards. We focus staff development on instructional practices with an equity lens to support learning for all of our students. LOHS will continue and refine and enhance school-wide strategies to support English learners, and to support the academic vocabulary development of all students by implementing Constructing Meaning strategies across the curriculum. By the end of 2018-2019 school year, all teachers will have been training in Constructing Meaning strategies to support the academic vocabulary of all students. These efforts build upon Literacy and Academic Language instructional skills garnered from the 2013/14 and 2014/15 professional development provided by Adams Educational Consulting. That training also provided skill sets for our teaching staff on proven best instructional practices, school wide instructional norms, and aligning instruction and content to the Common Core State Standards. LOHS staff collaborate every Wednesday to ensure that teachers are using and implementing effective instructional strategies in every classroom. Dedicated weekly time allows for the powerful process of teacher collaboration to become routine, further enhancing the education we offer our students. Peer observations and teacher "walkthroughs" also continue.

Many groups contribute to our decision-making process. Our School Site Council (SSC), composed of the principal, parents, students, and faculty, makes decisions about our curriculum, school policies, and budget. Our English Language Advisory Committee (ELAC) includes many parents of English learners, our Bilingual Community Liaison, and our English Language Development Facilitator. The ELAC helps to shape our program for English learners. Parents in our Home and School Club (HSC) support our teachers and instructional program and provide valuable parent feedback. Our Instructional Leadership Team (ILT) also meets semi-weekly with the principal to analyze student achievement data and discuss program improvements. In addition, Student Voices, a group of students from a cross-section of our population continues to be a major contributor to our school climate, providing valuable student input and leading initiatives that focus on inclusion and mentoring new students.

To serve our students with disabilities, we have Resource Specialist Program (RSP) teachers, Special Day Class (SDC) teachers, and paraprofessionals who work with our special education students. In addition, LOHS serves as the host school for Special Day Classes (SDC) serving students in the Moderate/Severe and Emotional Disturbance/Therapeutic Programs. Students with disabilities who require more structured and intensive support enroll in our SDC class and take most of their academic subjects with an SDC teacher. Classroom paraprofessionals also work with these students. Special education staff also work with students and their families to devise a plan for post-secondary placement through a comprehensive 9-12 Transition Planning curriculum and our Workability Program. We also have incorporated intensive reading support programs, Read 180 and System 44, into our English Skills classes to support literacy development for struggling readers.

English learners receive intensive instruction focused on fluency and comprehension skills in English Language Development (ELD) classes. English learners also participate in grade-level courses alongside their peers that are co-taught by English and ELD teachers adept at differentiating instruction and materials for English learners. This English learners access to rigorous academic content while acquiring and enhancing English language skills. Our teachers are either Cross-cultural Language and Academic Development (CLAD) certified or Specially Designed Academic Instruction in English (SDAIE) trained. The percentage of ELL students gaining proficiency in English and attaining an RFEP status, has steadily climbed in recent years. We encourage the parents of English learners to join our ELAC.

LOHS provides comprehensive guidance and academic counselling services to all students. Counselors hold grade-level parent meetings and college nights to inform parents of college entrance requirements and financial aid opportunities. They communicate with families about testing dates, upcoming visits from college representatives, financial aid seminars, and application deadlines. The career center provides students with information about colleges, universities, and trade schools. The co-location of Cal-SOAP hub in our College & Career Center allows for additional counselling staff and expanded services for traditionally underserved subgroups. LOHS offers several opportunities for our students whose demographic subgroups are underrepresented in college ranks to participate in field trips visiting a variety of colleges, including San Jose State University, to Stanford and UC Berkeley. LOHS introduced the Naviance program in 2016/17 and is using this comprehensive tool more robustly each year to engage students in research about college choices and other post-secondary career opportunities (based on an included skills and interest survey component), prep for the PSAT, SAT, ASVAB, Advanced Placement Exams. Naviance also tracks the post-secondary endeavors of LOHS students in order to give us accurate data about our graduates.

By offering a wide range of courses and support systems, we provide Multi-Tiered Systems of Success (MTSS) approach for all students. Our counselors meet with students individually and in groups to help them navigate both academic and personal issues. Student Study Teams (SSTs) are held when students appear to need additional supports or encounter challenges to their success. When necessary, SST teams identify and connect students with further resources and counseling and/or community agencies. If a student exhibits poor attendance, we engage both student and parent in a School Attendance Review Team (SART) process, which seeks to identify underlying causes for attendance concerns, and supports that might help to mitigate those problems and improve attendance. In most cases, this results in a plan that will keep the student in school.

We continue to seek opportunities to improve communication with parents, students, and the community through the redesigned school Website, weekly newsletter, and periodic phone calls in English and Spanish. As a 1:1 technology school, an ongoing area of focus is ensuring that students and teachers are using technology as an effective instructional and communications tool.

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	331
Grade 10	318
Grade 11	280
Grade 12	246
<b>Total Enrollment</b>	<b>1,175</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.3
Asian	5.0
Filipino	2.3
Hispanic or Latino	50.6
Native Hawaiian or Pacific Islander	0.3
White	35.2
Socioeconomically Disadvantaged	39.1
English Learners	7.4
Students with Disabilities	12.3
Foster Youth	0.3

## 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 High School	16-17	17-18	18-19
With Full Credential	45	48	52
Without Full Credential	5	6	2
Teaching Outside Subject Area of Competence	3	1	0
Morgan Hill Unified School District	16-17	17-18	18-19
With Full Credential	◆	◆	388
Without Full Credential	◆	◆	7
Teaching Outside Subject Area of Competence	◆	◆	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Live Oak High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	3

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>McGraw Hill Education, StudySync</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>Holt, Rinehart, and Winston: Algebra Readiness, EngageNY Holt, Rinehart, and Winston: Algebra Readiness workbooks, Brooks/Cole: Finite Mathematics Bedford, Freeman &amp; Worth: Statistics and Probability with Application, Freeman: Practice of Statistics for the AP Exam Pearson-Addison Wesley, Larson and Battaglia, Cengage Learning: Calculus for AP, Stewart, Cengage Learning: Calculus 8th Edition, CPM: Integrated Math I, CPM: Integrated Math II, CPM: Integrated Math III, CPM: Precalculus with Trigonometry</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>Glencoe McGraw Hill: Biology, Holt, Rinehart, and Winston: California Physics Glencoe McGraw Hill: Hole's Human Anatomy &amp; Physiology, Holt: Earth Science, Prentice Hall Publishing: Earth - An Introduction to Physical Geology, McDougal Littell: World of Chemistry, Houghton Mifflin: Chemistry Delmar Cengage: Plant &amp; Soil Science/Ag Chemistry, Pearson: Chemistry: A modular Approach AP, Pearson: Lab Manual for Chemistry: A Modular Approach, Paradigm Publishing: Biotechnology: Science for the New Millennium, Holt Rinehart &amp; Winston: Earth Science, Pearson: College Physics, Pearson: Biology in Focus AP Edition, AGI and NAGT: Laboratory Manual in Physical Geology, 9th edition, Pearson: Laboratory Manual in Physical Science, tenth edition</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>BFW, Bedford St. Martin's: America's History for the AP Course 8th Edition, BFW Publishers: Myer's Psychology for the AP Course 3rd Edition, McGraw Hill Education: Geography: The Human and the Physical World, McGraw Hill Education/Glencoe: Understanding Psychology, McGraw Hill Education: Sociology &amp; You, Norton and Company: Worlds Together, Worlds Apart: A History of the World: From the Beginnings of Humankind to the Present, Pearson: World History: The Modern World, Pearson: Economics: Principles in Action, Pearson: Magruder's American Government, Pearson: United States History: The Twentieth Century</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Foreign Language</b>	<p>Vista Higher Learning: Descubre Level 1,2,3, Vista Higher Learning: D'accord! Level 1,2,3 Vista, Temas AP Spanish Language and Culture, Wayside Azulejo Anthology &amp; Guide to the AP Spanish Literature and Culture Course</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

The campus buildings are 36 years old and over the last bond measure we have upgraded nine of the classroom buildings, expanded the library, refurbished the 500, 700 and 600 buildings, modernized both locker rooms, theater and amphitheater and created a new welcoming façade.

The campus also received canopies over the parking lots with photovoltaic (solar) panels and the football stadium was replaced with synthetic turf.

As part of the Measure G Bond funds, Live Oak received a technology infrastructure upgrade which included WiFi in every classroom and exterior, a new projector and screen, new phone system and a new public address system including new clock and speakers throughout the campus. All students have also been provided a chrome book.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: Jul/Aug 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	There are a few classroom buildings that will need roof replacements over the next few years.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Swimming pool replastered in 2015.
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	56.0	68.0	52.0	52.0	48.0	50.0
Math	31.0	32.0	42.0	43.0	37.0	38.0

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	21.6	20.7	44.4

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	266	258	96.99	68.48
<b>Male</b>	128	124	96.88	62.60
<b>Female</b>	138	134	97.10	73.88
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	18	18	100.00	88.89
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	127	123	96.85	60.98
<b>White</b>	100	96	96.00	74.74
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	94	90	95.74	52.81
<b>English Learners</b>	27	24	88.89	25.00
<b>Students with Disabilities</b>	31	30	96.77	13.79
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	266	259	97.37	32.05
Male	128	125	97.66	36.8
Female	138	134	97.1	27.61
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100	61.11
Filipino	--	--	--	--
Hispanic or Latino	127	123	96.85	21.14
White	100	98	98	39.8
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	94	90	95.74	14.44
English Learners	27	25	92.59	4
Students with Disabilities	31	29	93.55	6.9
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

### **C. Engagement**

#### **State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### **Opportunities for Parental Involvement (School Year 2018-19)**

We have many ways for parents to participate in the life of our school, and we depend on their support. Parents can join our SSC, ELAC, Athletic Boosters, Future Farmers of America Boosters, Emerald Regime Boosters (marching band), and Home and School Club meetings monthly. The Home and School Club sponsors a variety of support activities for students; parents serve as chaperones at dances and provide classroom supplies. They also host staff appreciation luncheons several times throughout the year. Booster organizations raise funds and provide much needed assistance to the athletic and music programs they support. Coffee with the Principal meetings are informal opportunities for parents to discuss the educational and extracurricular programs at LOHS. In 2017/18 LOHS added a Spanish language version, Café con la Director, to provide our Spanish speaking parents to become familiar with our school and staff. This has proven very beneficial at removing barriers between our school and parents who might otherwise feel alienated. We ask all parents to attend Back-to-School Night in the fall, grade-level parent nights, Green and Gold Awards, and Senior Awards in the spring, and provide translation services at all events to ensure that we are welcoming to the families of all students. We always need new volunteers! The contact person for parent involvement is the Principal, Maria Reitano.

#### **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

Administrative staff and our campus supervisors monitor the grounds for half an hour before classes begin and half an hour after dismissal, as well as throughout the school day. A school resource officer is assigned to our campus daily. He works closely with staff and students to support student safety. Visitors must sign in at the office. We revise our School Safety Plan annually. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school website and keep copies in the office for parents. We share the plan with all staff during a school-wide staff meeting. We practice fire and earthquake drills annually as required by law and hold trainings for staff on emergency preparedness. We hold annual Run-Hide-Defend drills to familiarize students and staff with procedures for responding to an intruder or active shooter on campus. The Morgan Hill Police Department trains our students and staff on emergency procedures. We use the Connect-Ed phone and email messaging system to communicate with parents about issues of school safety and concern in both English and Spanish.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	3.5	8.5	9.4
Expulsions Rate	0.4	0.3	0.5
District	2015-16	2016-17	2017-18
Suspensions Rate	2.5	4.2	4.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.15
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1
Average Number of Students per Staff Member	
Academic Counselor	550

\* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	28.0	30.0	27.0	8	8	11	15	8	18	17	23	15
Mathematics	28.0	30.0	30.0	8	7	7	8	10	14	21	20	16
Science	30.0	30.0	27.0	5	5	5	11	13	21	18	14	4
Social Science	27.0	29.0	29.0	8	5	6	10	17	14	18	10	13

\* 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

Our teachers attend staff development opportunities at conferences offered statewide and participate in staff development during weekly collaboration and department meetings. Staff training sessions are devoted to aligning our curriculum and instructional practice to common core standards, analyzing formative assessment results, and designing lessons with a focus on academic literacy, exploring techniques for engaging students of different performance levels, and discussing the latest research related to effective support for English learners. Teachers and administrators look at multiple measures of student learning and review pressing issues from the previous year to choose specific topics. In 2016/17, 2017/18, 2018/19 cohorts of teachers have participated in Constructing Meaning Academic Literacy and Language program. This program deepens and extends previous professional learning regarding secondary literacy, and supports academic vocabulary development for all students across the curriculum. In 2018/2019, Live Oak partnered with Iridium Learning to provide professional learning for all teachers on learner variability and Universal Design for Learning strategies, and to specifically support our Special Education staff and Co-Teachers. This will include initial training for all staff in 2018/2019, as well as follow-up training and support in 2019/2020.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,713	\$47,547
Mid-Range Teacher Salary	\$79,027	\$74,775
Highest Teacher Salary	\$99,994	\$93,651
Average Principal Salary (ES)	\$118,409	\$116,377
Average Principal Salary (MS)	\$124,347	\$122,978
Average Principal Salary (HS)	\$134,968	\$135,565
Superintendent Salary	\$255,234	\$222,853
Percent of District Budget		
Teacher Salaries	35.0	35.0
Administrative Salaries	6.0	6.0

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

## Types of Services Funded

Our after school programs are multi-funded through our new LCFF structure for student skill and language development. We provide bilingual tutors where possible, provide training to ELD and AVID teachers, buy supplemental materials for our English learners, and provide extended learning opportunities for students, such as college visits. We also use intervention monies to provide online support for students who need to remediate and earn additional credits to graduate.

Various booster organizations engage in fundraisers to supplement school and district funds. Athletic Boosters fundraiser for athletic equipment, uniforms, and transportation to games. Our Future Farmers of America Boosters hold an annual auction to support scholarships. Band Boosters fundraise for equipment, competitions, and uniforms. Home and School Club provides supplies and "wish list" items to teachers to support instruction. Parents request donations from our school community to cover the expenses of special events such as our Safe and Sober Grad Night event.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Live Oak High School	2014-15	2015-16	2016-17
Dropout Rate	2.5	2.6	3.8
Graduation Rate	97.1	95.3	94.5
Morgan Hill Unified School District	2014-15	2015-16	2016-17
Dropout Rate	5.8	5.4	6.5
Graduation Rate	88.8	88.8	89.0
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5315.36	38.02	5277.33	73197
District	◆	◆	8061.40	\$75,780
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-41.7	-3.5
Percent Difference: School Site/ State			-29.8	-4.4

\* Cells with ◆ do not require data.

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

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	916
% of pupils completing a CTE program and earning a high school diploma	12.5
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	97.5
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	52.9

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	◆
English	2	◆
Fine and Performing Arts	1	◆
Foreign Language	3	◆
Mathematics	3	◆
Science	4	◆
Social Science	3	◆
All courses	17	35.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	92.6	89.8	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	100.0	98.2	94.9
Filipino	66.7	79.0	93.5
Hispanic or Latino	86.9	86.7	86.5
Native Hawaiian/Pacific Islander	100.0	66.7	88.6
White	97.9	91.8	92.1
Two or More Races	0.0	100.0	91.2
Socioeconomically Disadvantaged	88.3	88.0	88.6
English Learners	38.9	46.2	56.7
Students with Disabilities	100.0	84.1	67.1
Foster Youth	0.0	75.0	74.1

### Career Technical Education Programs

Our strong Career and Technical Education programs combine college preparatory learning and applicable skills for students interested in agriculture, media technology, culinary, and construction/cabinet making fields immediately upon graduation. Parents and other community members and business partners visit classes and share their professional experiences with students. Students have opportunities to participate in job-preparedness training and mock interviews through an annual "Rock the Mock" event, as well as job-shadowing in partnership with a variety of local businesses. Students use tools in Naviance to complete aptitude surveys and discuss the results and options with their guidance counselors and teachers. We also connect students to internships, volunteer and employment opportunities, and community service options through the college and career center.

Our partnerships with local businesses include consultations about our career preparedness programs. We invite input from professionals who support our school and hire our graduates. We also survey students and parents every spring. This crucial feedback helps us to maintain a high standard of success in preparing our students for their working lives.

CTE programs and pathways offered at Live Oak:

- Agriscience
- Agricultural Biology
- Soil Chemistry
- Veterinary Science
- Agricultural Business
- Art & History of Floral Design
- Agricultural Sales & Service
- Cabinetry, Millwork, and Woodworking
- Construction Technology
- Woodworking
- Design, Visual & Media Arts
- Advanced Journalism/Technical Writing
- Food Service & Hospitality
- Advanced Foods & Nutrition
- Culinary Arts
- Production & Managerial Arts
- Advanced Multimedia/Digital Photography
- Audio & Visual Production
- Software & Systems Development
- Integrated Math 3/Software Development
- AP Computer Science A

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.