

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17

Live Oak High

Address: 1505 East Main Ave. Morgan Hill, CA 95037-3217

Principal: Lloyd Webb, Principal

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Web Site:

CDS Code: 43695834333951



Morgan Hill Unified

Superintendent: Steve Betando

Phone: (408) 201-6023

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I DATA AND ACCESS

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 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Morgan Hill Unified
 Phone Number: (408) 201-6023
 Superintendent: Steve Betando
 E-mail Address: betandos@mhusd.org
 Web Site: www.mhusd.org

School Contact Information Most Recent Year

School Name: Live Oak High
 Street: 1505 East Main Ave.
 City, State, Zip: Morgan Hill, CA 95037-3217
 Phone Number: (408) 201-6100
 Principal: Lloyd Webb, Principal
 E-mail Address: webbl@mhusd.org
 Web Site:
 County-District-School
 (CDS) Code: 43695834333951

School Description and Mission Statement (School Year 2016–17)

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 developing a learning environment that enables all students to meet or exceed the state standards. The staff continues to examine data to identify areas of student success and areas where programs and instruction can be improved. 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 Programming/Science, Statistics, English Language and Literature, U.S and World History, Government and Politics, French, Spanish, and Studio Art. We are also proud of our strong athletic and other extracurricular programs, and the wide variety of support services we provides 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 our 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. We were the only high school so honored in a region extending from South San Francisco to Salinas.

LOHS continues to provide a strong after school tutorial program through the California Student Opportunity and Access Program (Cal-SOAP). In addition, dedicated math and science tutoring are also provided through our counseling dept. These services include all levels of mathematics, with a focus on geometry and algebra. We provide individualized support for students who need to remediate courses in which they were unsuccessful and/or pass the California High School Exit Exam (CAHSEE) through the online Cyber High/PASS program, a blended learning support program, and individualized instruction. A dedicated blended learning model intervention center, along with our library computer center are provided as locations for these services as well as for use by regular classes. Both facilities are open both within and outside the school day. We have expanded the sections of our AVID program as an additional means of support. In November of 2016, we began an after school program specifically targeted at our English Learners. The program has two components: A direct instruction program for our CELDT level 1 and 2 students focuses on the development of their English speaking and writing skills. An online program (cyberhigh) facilitates learning opportunities for our CELDT level 3-5 students. LOHS seniors were commended by the National Merit Scholarship Program and local students of the year for both Rotary and the local Chamber of Commerce.

We will continue to align curriculum, assessments and instructional practices to the Common Core State Standards and recently released NGSS requirements for science; continue and refine current, and implement new school-wide strategies to support English learners; and develop common writing across the curriculum strategies. We will focus staff development on instructional practices with an equity lens to support learning for all of our students. The district continues to provide training in the Constructing Meaning instructional strategies program will continue this year, further deepening and extending the Literacy/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. Collaboration and professional development meeting time continues every Wednesday morning.. This valuable asset allows for the powerful process of teacher collaboration to become routine, further enhancing the education we offer our students. Peer observations and teacher "walk-throughs" also continue, having expanded to include all staff members as well as members of our community. Further, Live Oak is partnering with our fellow secondary schools to continue and deepen the use of the Instructional Rounds protocol for in-depth study of instruction and student learning campus-wide. These important tools allow for staff members to see each other in action and help to normalize curriculum and overarching practices campus wide. Staff collaboration will also focus on the implementation of the Common Core State Standards, NGSS, school climate and increasing inclusion of all student subgroups into the many excellent opportunities we offer. To that end, Live Oak has committed to a partnership with Project Cornerstone and the development of key assets needed in a young person's life in order to garner success. English 9 and 10 classes, specifically designed and instructed using focused ELL strategies are in their second year of existence. These classes serve long term ELL students.

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 and one teacher who is bilingual in English and Spanish. The ELAC helps to shape our program for English learners. Our faculty also meets regularly with the principal to analyze student achievement data and discuss program improvements. This year our staff continued to utilize performance data to support instructional practice and student achievement. 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. Current work focuses on facilitating our Project Cornerstone initiative as well as a program to welcome and mentor new students as they arrive during the matriculating school year.

We have Resource Specialist Program teachers, Special Day Class (SDC) teachers, and instructional assistants who work with our special education students. In addition, 2015/16 marks the second year of service for the districts moderate/severe E.D. student class, as well as the inaugural year for a moderate severe class serving autistic students.

Students with disabilities who require more structured and intensive support enroll in our SDC and take most of their academic subjects with the SDC teacher. Two classroom assistants also work with these students. Special education staff works with students and their families to devise a plan for them after they leave our school.

Level 1 and 2 English learners receive intensive instruction focused on fluency and comprehension skills in English. Students also meet with these teachers at lunch, after school, or during study hall to receive support with their coursework. We place our English learners in regular classrooms as soon as they achieve a basic level of comprehension. 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 over the last three years.

Spanish-speaking tutors work in mainstream math classes with our emerging language students. We also offer two sections of CAHSEE Math prep support class for English Learners, which is taught by two credentialed teachers. We encourage the parents of English learners to join our ELAC. We depend on the ELAC to help improve and expand our English Language Development (ELD) program as our English learner population continues to grow. We meet every month. 9th grade English class serving incoming ELL's, incorporating ELD strategies. We also have incorporated the intensive reading programs, Read 180 and System 44, into our special education English courses which serve English Learners with special education support services.

Guidance 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 is well supplied with information about colleges, universities, and trade schools. An additional Counseling position was provided by the district this year. That individual focuses on the college preparedness and academic/social needs of our struggling subgroups. Initiated in 2014/15 and expanding this year will be field trip opportunities to universities for our students whose demographic subgroups are underrepresented in college ranks. The trips are slated to expand from San Jose State University, to Stanford and UC Berkeley. New for semester two of 2016/17, is the use of the Naviance program. This comprehensive tool allows students to research 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, and play an active role in their learning plan/course selection for high school. Naviance also tracks the post-secondary endeavors of students in order to give us accurate data in that regard.

By offering courses for a wide range of skill levels as well as support classes, most students find that they can succeed at our school. Our strong CTE programs provide both college prep level learning and applicable skills to begin working in the Ag, technology, culinary, and construction/cabinet making fields immediately upon graduation. Our counselors meet with students individually and in groups to help them with personal problems. We also connect students with further counseling through community agencies. If a student exhibits poor attendance, we contact the parents and hold a conference with them and the student. Often we can devise a plan that will keep the student in school. In some cases we refer a student to our continuation high school. We have a difficult time following up on dropouts because of the pitfalls associated with tracking students once they leave our school.

We will improve communication with parents, students, and the community through the redesigned school Web site and training our teachers to use technology both as an instructional tool as well as a communications tool.

We are addressing the items identified in our WASC action plan around differentiated instruction and refinement of curriculum maps, pacing guides, and benchmark assessments. Parents are vital to the success of all of our endeavors, and we invite you to join us for a new year of growth and accomplishment.

In academic year 2010/11 a new position was created at Live Oak and across the district. This position, Bilingual Home/school Liaison, continues with a primary goal of gaining the involvement and support from parents of our ELL students. The migrant

counselor position proactively seeks out struggling students and creates a partnership between their parents and our school.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	306
Grade 10	287
Grade 11	266
Grade 12	237
Total Enrollment	1099

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.2%
American Indian or Alaska Native	0.3%
Asian	5.6%
Filipino	2%
Hispanic or Latino	49.5%
Native Hawaiian/Pacific Islander	0.6%
White	38.7%
Two or More Races	0.4%
Socioeconomically Disadvantaged	40%
English Learners	8.1%
Students with Disabilities	9.7%
Foster Youth	0.2%

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

Teachers	School 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	48	45	45	375
Without Full Credential	4	4	5	18
Teaching Outside Subject Area of Competence (with full credential)	1	3	3	11

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	93%	7%
All Schools in District	97.77%	2.23%
High-Poverty Schools in District	98.21%	1.79%
Low-Poverty Schools in District	94.39%	5.61%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: December 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	McDougal Littell/Houghton Mifflin: Literature of Language NorthStar Focus series EngageNY Bedford St. Martin's: The Bedford Introduction to Literature, Bedford St. Martin's: The Language of Composition: Reading Writing Rhetoric	yes	0%
	Holt, Rinehart, and Winston: Algebra Readiness EngageNY Holt, Rinehart, and Winston: Algebra Readiness		

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Mathematics	workbooks Brooks/Cole: Finite Mathematics Pearson-Prentice Hall: Elementary Statistics, Picturing the World 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	yes	0%
Science	Glencoe McGraw Hill: Biology Holt, Rinehart, and Winston: California Physics Glencoe McGraw Hill: Hole's Human Anatomy & Physiology Prentice Hall: Earth Science Prentice Hall Publishing: Earth - An Introduction to Physical Geology McDougal Littell: World of Chemistry Houghton Mifflin: Chemistry McDougal Littell: Fast Track to 5 Preparing for the AP Chemistry Examination Paradigm Publishing: Biotechnology: Science for the New Millennium, Holt Rinehart & Winston: Earth Science, W.H. Freeman: Environmental Science for AP, 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, American Geoscience Institute and National Association of Geoscience Teachers	yes	0%
History-Social Science	Glencoe: World Geography: Global Perspectives Prentice Hall: World History: The Modern World Houghton Mifflin: The Earth and Its Peoples McDougal Littell: The Americans: Reconstruction to the 21st Century Prentice Hall: Economics: Principles in Action Prentice hall: Magruder's American Government Glencoe McGraw Hill: Psychology and You Holt, Rinehart, and Winston: Sociology The Study of Human Relationships, Bedford St. Martin's: America's History, Norton and Company: Worlds Together, Worlds Apart: A History of the World: From the Beginnings of Humankind to the Present	yes	0%

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Foreign Language	Vista Higher Learning: Descubre Level 1,2,3, Vista Higher Learning: D'accord! Level 1,2,3	yes	0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	incubators, steam sterilizer, autoclaves, UV transilluminator, white light box, vertical gel boxes, gel boxes, power supplies, microcentrifuges, heat blocks, centrifuges, BioHit micropipettes, analytical balance, Spectrophotometer ²⁰ , digital camera, ice crusher, water baths, vacuum pumps, microscopes, dissecting scopes, digital scales, triple beam balances, Van der Graaf machines, digital slow motion camera, mineral/rock sets, LCD projectors, oscilloscope, solar panel kit, wind tunnel, stream tables, bunsen burners, cart tracks/aluminum dynamic carts, solar system models, celestial spheres, anatomical models		0%

School Facility Conditions and Planned Improvements

The campus buildings are 36 years old, and during the past ten years we have upgraded nine of the classroom buildings, expanded the library, refurbished the 500, 700, and 600 buildings, modernized the boys locker room, theater and amphitheater.

As you drive up to Live Oak High School you will see our newly completed facade. The flowing canopy walkways and the glass windows and doors are a very welcoming entrance to the site. The students and staff also get to enjoy the newly modernized theater and amphitheater. The beautiful store front design makes for a dramatic entrance into the foyer.

Canopies structures with photovoltaic (solar) panels were recently installed in the student parking lot, staff parking lot, black top area and the agriculture farm. These panels will generate approximately 80% of Live Oak's energy needs.

The girls locker room was recently modernized and half of the old locker room was transformed into a new dance room.

Maintenance, Grounds and the custodial staff continue to work together to provide a safe, clean and well maintained learning environment to help support student achievement.

As part of the Measure G Bond funds, Live Oak received a technology infrastructure upgrade which included WiFi for every classroom and exterior of the campus, a new phone system and a new clock/public address system. In fall 2015 all students were issued Chrome books.

New synthetic turf was added to the football stadium and the track was resurfaced in the summer of 2014 and a new announcers booth was installed. In December 2015 the swimming pool was replastered and new LED lights installed inside of the pool.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: June 2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	✓	-	-	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	✓	-	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	Water bottle filling station installed.
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	Building 600 roof replacement was completed November 2016.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

Overall Facility Rate

Month and year in which data were collected: June 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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], Science California Standards Tests) 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/ Literacy (grades 3-8 and 11)	76%	68%	51%	53%	44%	48%
Mathematics (grades 3-8 and 11)	36%	24%	43%	43%	34%	36%

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.

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	257	239	93.00%	68.49%
Male	141	126	89.36%	64.00%
Female	116	113	97.41%	73.45%
Black or African American				
American Indian or Alaska Native				
Asian	14	14	100.00%	78.57%
Filipino	--	--	--	--
Hispanic or Latino	135	127	94.07%	54.76%
Native Hawaiian or Pacific Islander				
White	102	95	93.14%	85.26%
Two or More Races				
Socioeconomically Disadvantaged	96	92	95.83%	50.55%
English Learners	21	17	80.95%	11.76%
Students with Disabilities	19	16	84.21%	31.25%
Students Receiving Migrant Education Services	11	10	90.91%	20.00%
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	257	239	93.00%	24.05%
Male	141	126	89.36%	25.60%
Female	116	113	97.41%	22.32%
Black or African American				
American Indian or Alaska Native				
Asian	14	14	100.00%	64.29%
Filipino	--	--	--	--
Hispanic or Latino	135	127	94.07%	11.90%
Native Hawaiian or Pacific Islander				
White	102	95	93.14%	35.11%
Two or More Races				
Socioeconomically Disadvantaged	96	91	94.79%	16.67%
English Learners	21	17	80.95%	11.76%
Students with Disabilities	19	16	84.21%	6.25%
Students Receiving Migrant Education Services	11	10	90.91%	
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	64%	50%	49%	66%	59%	62%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	291	270	92.78%	48.89%
Male	148	137	92.57%	46.72%
Female	143	133	93.01%	51.13%
Black or African American	–	–	–	–
American Indian or Alaska Native				
Asian	14	13	92.86%	100.00%
Filipino	–	–	–	–
Hispanic or Latino	161	152	94.41%	30.92%
Native Hawaiian or Pacific Islander	–	–	–	–
White	93	85	91.40%	67.06%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	142	132	92.96%	26.52%
English Learners	25	21	84.00%	4.76%
Students with Disabilities	27	24	88.89%	29.17%
Students Receiving Migrant Education Services	24	22	91.67%	22.73%
Foster Youth	–	–	–	–

Career Technical Education Programs (School Year 2015-16)

Students enroll in a wide range of vocational education and/or ROP courses. We also offer students the opportunity to be a part of our very successful FFA/Agricultural program. Parents and other community members and business partners visit classes and share their professional experiences with students. Students take aptitude surveys and discuss the results and options with their guidance counselor. We also set up student internships, volunteer opportunities, and community service options through the 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 offered at Live Oak:

- Beginning/International Foods, Advanced Culinary Arts
- Digital Photography
- ROP Art & History of Floral Design
- ROP Veterinary Science
- ROP Cabinet Making
- ROP Construction Technology
- Woodworking
- Visual communications I and II
- ROP Advanced Multimedia
- ROP Graphics
- ROP Fashion Design/Textile Arts
- Computer Business Applications
- ADv Journalism/Technical Writing (ROP)
- ROP Intro to criminal Justice

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	257
Percent of pupils completing a CTE program and earning a high school diploma	98%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	52.48%

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.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	17.60%	25.30%	21.10%

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.

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 2016–17)

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. The Home and School Club sponsors a variety of support activities for the students; parents serve as chaperones at dances and provide classroom supplies. They also host a Staff Appreciation Day each May. Parents are also actively involved in our WASC process. Booster organizations fund raise and provide much needed assistance to the programs they support. In 2013/14, an outreach to our Hispanic parents began, and continues into 2015/16. Informal meetings called "Coffee with the Principal" began. These bi-monthly opportunities for parents to become familiar with our school and staff have proven very beneficial at removing barriers between our school and parents who formerly had minimal or little interaction with their children's schools. 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. We always need new volunteers! The contact person for parent involvement is the principal, Lloyd Webb.

STATE PRIORITY: PUPIL ENGAGEMENT

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.60%	5.80%	2.50%	3.40%	7.20%	5.80%	11.40%	11.50%	10.70%
Graduation Rate	97.66%	92.39%	97.13%	93.19%	89.24%	88.80%	80.44%	80.95%	82.27%

Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

Student Group	School	District	State
All Students	95.28	84.11	85.92
Black or African American	100.00	95.00	78.04
American Indian or Alaska Native	100.00	33.33	78.06
Asian	88.89	91.49	93.32
Filipino	100.00	100.00	93.22
Hispanic or Latino	95.04	78.39	83.00
Native Hawaiian/Pacific Islander	100.00	100.00	84.88
White	95.50	88.76	90.52
Two or More Races	.00	66.67	89.32
Socioeconomically Disadvantaged	100.00	87.11	77.59
English Learners	68.97	32.14	53.97
Students with Disabilities	92.00	68.66	66.10
Foster Youth			

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

Rate*	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	9.94	6.86	4.82	5.67	3.77	3.52	4.36	3.80	3.65
Expulsions	.27	.29	.45	.22	.25	.12	0.10	0.09	0.09

School Safety Plan – Most Recent Year

The assistant principals and our campus supervisors monitor the grounds for half an hour before classes begin and for half an hour after dismissal. A school resource officer is assigned to our campus daily. He works closely with staff and students to support student achievement. 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 Web site 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 yearly as required by law and hold trainings for staff on emergency preparedness. We hold annual “intruder on campus” drills to familiarize students and staff with necessary lockdown procedures. The Morgan Hill Police Department trains our students and staff on Code Red procedures. We use the Connect-Ed message system to communicate with parents about issues of school safety.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2009-2010
Year in Program Improvement*	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	38%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	11	13	19	27	6	18	9	29	3	17	14
Mathematics	27	13	7	21	28	7	16	13	29	3	16	13
Science	30	3	10	16	30	4	15	12	29	3	17	11
Social Science	31	4	5	22	26	8	17	8	31	0	25	14

* 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	2	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.17	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist (non - teaching)	2	N/A
Other	.25	N/A

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

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5084	\$16	\$5068	\$63886
District	N/A	N/A	\$6186	\$69092
Percent Difference – School Site and District	N/A	N/A	-18.07%	-7.53%
State	N/A	N/A	\$5677	\$71517
Percent Difference – School Site and State	N/A	N/A	-10.73%	-10.67%

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

Types of Services Funded (Fiscal Year 2015-16)

Our after school tutoring programs are multi-funded through our new LCFF structure and are for students whose skills are below grade level or who need assistance in their classes. We provide bilingual tutors where possible and buy supplemental materials for our English learners. We also use intervention monies to provide online support for students who are in danger of not passing the CAHSEE and/or recouping credits.

Various booster organizations engage in fund raisers. Athletic Boosters fund-raise for athletic equipment, uniforms, and transportation to games. Our Future Farmers of America Boosters hold an annual auction to support scholarships. Band Boosters fund-raise for equipment, competitions, and uniforms. Parents request donations from our school community to cover the expenses of special events such as our local grad night event.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47967	\$43821
Mid-Range Teacher Salary	\$71004	\$69131
Highest Teacher Salary	\$89851	\$89259
Average Principal Salary (Elementary)	\$105837	\$108566
Average Principal Salary (Middle)	\$114173	\$115375
Average Principal Salary (High)	\$129331	\$125650
Superintendent Salary	\$223871	\$198772
Percent of Budget for Teacher Salaries	36%	37%
Percent of Budget for Administrative Salaries	5%	6%

NOTE: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subjects	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	2.4%
English	2	14.5%
Fine and Performing Arts	2	1.7%
Foreign Language	3	6.8%
Mathematics	3	11.4%
Science	4	11.6%
Social Science	3	19.2%
All courses	18	67.5%

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

* Where there are student course enrollments.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Our teachers attend staff development opportunities at conferences offered state-wide 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, standardizing formative assessment results, designing lessons with a focus on academic literacy, exploring techniques for engaging students of different performance levels, and discussing the latest research related to 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 2013/14, and continuing through 2014/15,, Adams Educational Consulting provided professional development in best practices, with a focus on academic literacy/language and aligning practices to the requirements of the Common Core State Standards. District provided training in the Constructing Meaning Academic Literacy and Language program began in 2014/15, with one-third of the staff trained. Training for the next one-third of our teachers will occur in '15/'16, with the remaining staff members trained in '16/'17. This program deepens and extends many of the valuable concepts garnered via our work with Adams Educational Consulting.