

Live Oak High

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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.

About This School

Contact Information (School Year 2019—20)

| District Contact Information (School Year 2019—20) | |
|--|--|
| District Name | Morgan Hill Unified |
| Phone Number | (408) 201-6023 |
| Superintendent | Steve Betando |
| Email Address | betandos@mhusd.org |
| Website | www.mhusd.org |

| School Contact Information (School Year 2019—20) | |
|--|--|
| School Name | Live Oak High |
| Street | 1505 East Main Ave. |
| City, State, Zip | Morgan Hill, Ca, 95037-3217 |
| Phone Number | 408-201-6100 |
| Principal | Tanya Calabretta, Principal |
| Email Address | calabrettat@mhusd.org |
| Website | www.mhusd.org |
| County-District-School (CDS) Code | 43695834333951 |

Last updated: 12/17/2019

School Description and Mission Statement (School Year 2019—20)

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 16 Advanced Placement courses in the curricular areas of Physics, 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 and are available Monday through Thursday before school, brunch, lunch and after school. 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, done as an extended day 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 2019-2020 school year, all current teachers will be trained in Constructing Meaning strategies to support differentiated learning and emphasis on language strategies for 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

with supplies and donations as well as provide valuable parent feedback. Our Instructional Leadership Team (ILT) also meets twice a week with the principal to analyze student achievement data, program improvements and do classroom walkthroughs. 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. In 2018-2019 and 2019-2020, we are offering 3 co-taught classes that provide all students, general education and RSP, with the opportunity to benefit from dual instruction of a content teacher and a special education teacher.

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 continues to use the Naviance program adopted in 2016-2017 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. In 2019-2020, LOHS will host its first Support Resource Fair in conjunction with Course Information Night to provide access to families.

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. Starting in 2018-2019, the academic counseling team and administrators strengthened the procedures to meet and address students who are identified as "at-risk" in each grade level. The team meets with students and parents at least two times per year to address grades, social-emotional needs and any behavior concerns. This guides referrals to any other supports or interventions through MTSS. 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.

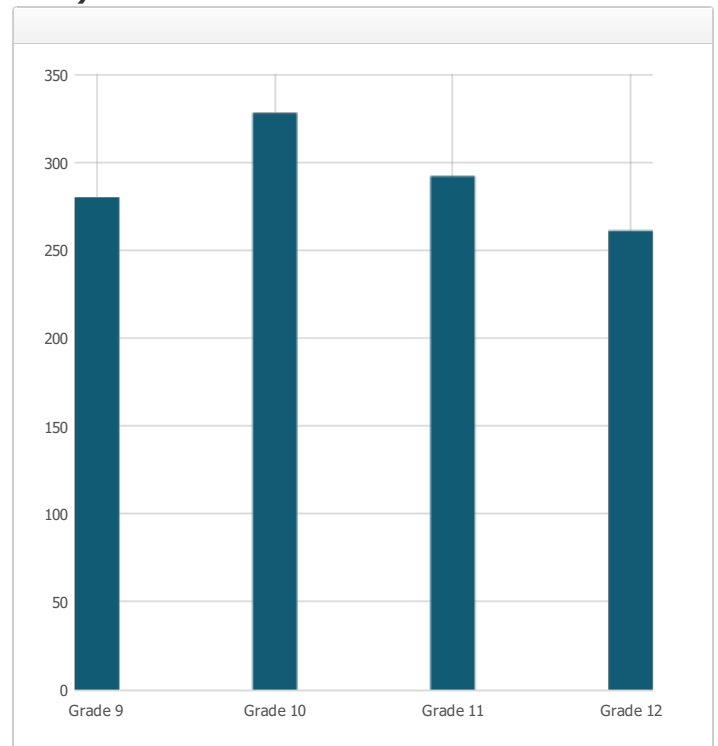
In 2017, LOHS began the implementation of PBIS (Positive Behavior Intervention Supports). This system provides a tiered system of supports for positive behavior and culture/climate for the campus. We have created and implemented our tier one supports, school wide with explicit behavior lessons, visual representation of expectations and a positive behavior acknowledgement system. The tier two support became refined and implemented in 2018-2019 and continue, with our school wide CICO (Check In, Check Out) referral and intervention program.

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.

Last updated: 1/3/2020

Student Enrollment by Grade Level (School Year 2018—19)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 280 |
| Grade 10 | 328 |
| Grade 11 | 292 |
| Grade 12 | 261 |
| Total Enrollment | 1161 |



Last updated: 1/3/2020

Student Enrollment by Student Group (School Year 2018—19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.90 % |
| American Indian or Alaska Native | 0.30 % |
| Asian | 5.10 % |
| Filipino | 1.60 % |
| Hispanic or Latino | 52.90 % |
| Native Hawaiian or Pacific Islander | 0.10 % |
| White | 34.40 % |
| Two or More Races | 2.30 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 39.40 % |
| English Learners | 6.70 % |
| Students with Disabilities | 12.90 % |
| Foster Youth | 0.30 % |
| Homeless | 3.90 % |

A. Conditions of Learning

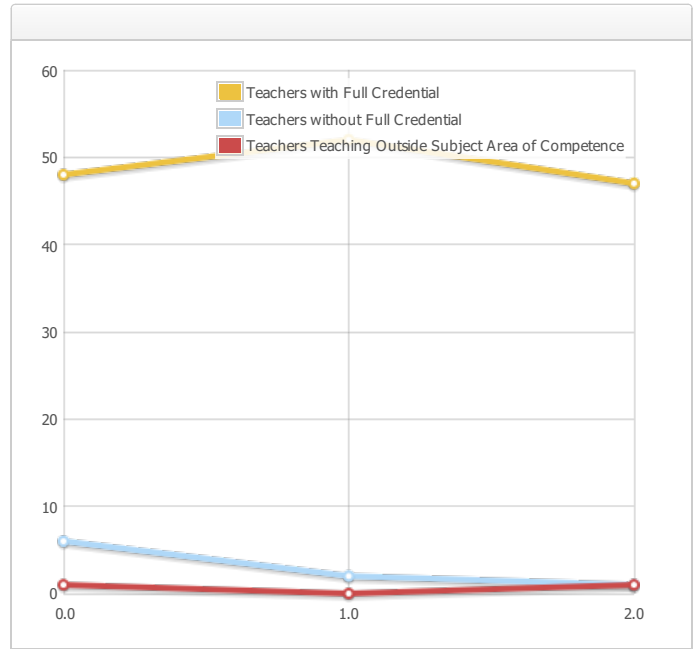
State Priority: Basic

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

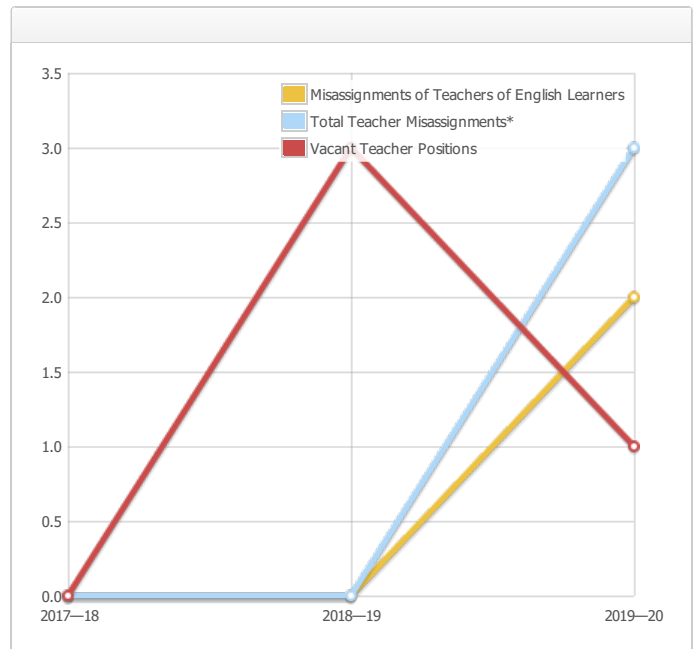
| Teachers | School 2017—18 | School 2018—19 | School 2019—20 | District 2019—20 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential | 48 | 52 | 47 | 364 |
| Without Full Credential | 6 | 2 | 1 | 11 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 1 | 0 | 1 | 6 |



Last updated: 12/16/2019

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017—18 | 2018—19 | 2019—20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 2 |
| Total Teacher Misassignments* | 0 | 0 | 3 |
| Vacant Teacher Positions | 0 | 3 | 1 |



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.

Last updated: 12/16/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: December 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts | McGraw Hill Education, StudySync | Yes | 0.00 % |
| Mathematics | Holt, Rinehart, and Winston: Algebra Readiness, EngageNY Holt, Rinehart, and Winston: Algebra Readiness workbooks, Brooks/Cole: Finite Mathematics Bedford, Freeman & 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 | Yes | 0.00 % |
| Science | Glencoe McGraw Hill: Biology, will be implementing HMH The Living Earth, California Physics Glencoe McGraw Hill: Hole's Human Anatomy & Physiology, Holt: Earth Science, Prentice Hall Publishing: Earth - An Introduction to Physical Geology, McDougal Littell: World of Chemistry, Houghton Mifflin: Chemistry Delmar Cengage: Plant & 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 & 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 | Yes | 0.00 % |
| History-Social Science | 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 & 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 | Yes | 0.00 % |
| Foreign Language | 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 & Guide to the AP Spanish Literature and Culture Course | Yes | 0.00 % |
| Health | | | 0.00 % |
| Visual and Performing Arts | | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 12/23/2019

School Facility Conditions and Planned Improvements

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.

Last updated: 12/17/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Fair | There are a few classroom buildings that will need roof replacements over the next few years. |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 12/17/2019

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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2017–18 | School 2018–19 | District 2017–18 | District 2018–19 | State 2017–18 | State 2018–19 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 68.0% | 55.0% | 52.0% | 52.0% | 50.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 32.0% | 33.0% | 43.0% | 43.0% | 38.0% | 39.0% |

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.

Last updated: 1/3/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 273 | 255 | 93.41% | 6.59% | 54.51% |
| Male | 150 | 138 | 92.00% | 8.00% | 49.28% |
| Female | 123 | 117 | 95.12% | 4.88% | 60.68% |
| Black or African American | -- | -- | -- | -- | |
| American Indian or Alaska Native | -- | -- | -- | -- | |
| Asian | 15 | 15 | 100% | 0.00% | 73.33% |
| Filipino | -- | -- | -- | -- | |
| Hispanic or Latino | 130 | 124 | 95.38% | 4.62% | 42.74% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | |
| White | 97 | 88 | 90.72% | 9.28% | 65.91% |
| Two or More Races | -- | -- | -- | -- | |
| Socioeconomically Disadvantaged | 117 | 105 | 89.74% | 10.26% | 34.29% |
| English Learners | 24 | 21 | 87.50% | 12.50% | 19.05% |
| Students with Disabilities | 42 | 33 | 78.57% | 21.43% | 3.03% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | 12 | 7 | 58.33% | 41.67% | 28.57% |

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.

Last updated: 1/3/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 273 | 255 | 93.41% | 6.59% | 32.55% |
| Male | 150 | 138 | 92.00% | 8.00% | 34.78% |
| Female | 123 | 117 | 95.12% | 4.88% | 29.91% |
| Black or African American | -- | -- | -- | -- | |
| American Indian or Alaska Native | -- | -- | -- | -- | |
| Asian | 15 | 15 | 100% | 0.00% | 66.67% |
| Filipino | -- | -- | -- | -- | |
| Hispanic or Latino | 130 | 125 | 96.15% | 3.85% | 20.80% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | |
| White | 97 | 88 | 90.72% | 9.28% | 43.18% |
| Two or More Races | -- | -- | -- | -- | |
| Socioeconomically Disadvantaged | 117 | 105 | 89.74% | 10.26% | 12.38% |
| English Learners | 24 | 22 | 91.67% | 8.33% | 9.09% |
| Students with Disabilities | 42 | 34 | 80.95% | 19.05% | 2.94% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | 12 | 8 | 66.67% | 33.33% | 0.00% |

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.

Last updated: 1/3/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2017—18 | School 2018—19 | District 2017—18 | District 2018—19 | State 2017—18 | State 2018—19 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8, and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/3/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

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. In addition to the coursework, there are supplemental industry certificates earned from Precision Exams and iCEV. 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 I/II
- 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
 - Audio & Visual Production
- Software & Systems Development
 - Integrated Math 3/Software Development
 - AP Computer Science A

Last updated: 12/16/2019

Career Technical Education (CTE) Participation (School Year 2018—19)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 949 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 100.00% |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 90.00% |

Last updated: 12/17/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|--|---------|
| 2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission | 98.50% |

| |
|---|
| 2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission |
|---|

| |
|--------|
| 47.00% |
|--------|

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 2018—19)

| 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 | 26.90% | 22.00% | 31.80% |

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

Last updated: 1/2/2020

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 2019—20)

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 2017-2018 LOHS added a Spanish language version, Café con la Directora, to provide our Spanish speaking parents to become familiar with our school and staff. This year, 2019-2020 LOHS added a dinner with the principal for Spanish speaking parents as well. 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, Tanya Calabretta.

State Priority: Pupil Engagement

Last updated: 12/16/2019

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

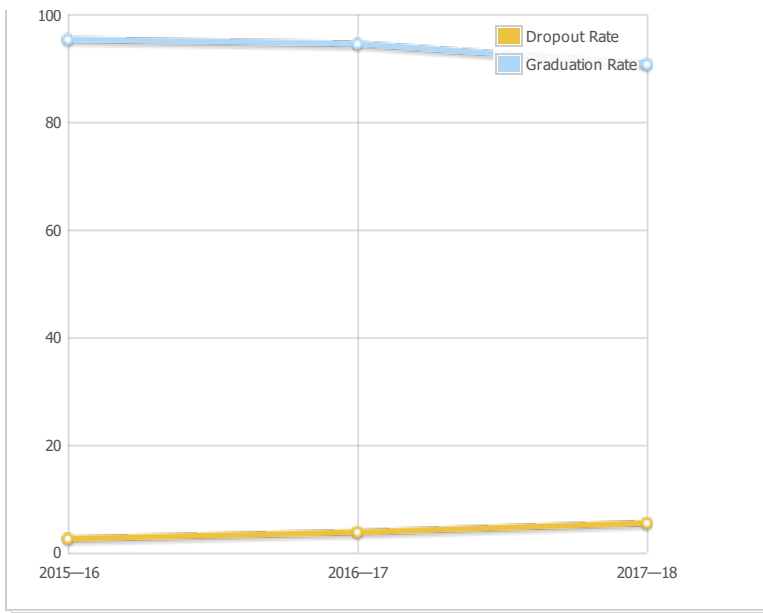
- High school dropout rates; and
- High school graduation rates

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

| Indicator | School 2015—16 | District 2015—16 | State 2015—16 |
|-----------------|-------------------|---------------------|------------------|
| Dropout Rate | 2.60% | 5.40% | 9.70% |
| Graduation Rate | 95.30% | 88.80% | 83.80% |

| Indicator | School 2016—17 | School 2017—18 | District 2016—17 | District 2017—18 | State 2016—17 | State 2017—18 |
|-----------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Dropout Rate | 3.80% | 5.50% | 6.50% | 9.00% | 9.10% | 9.60% |
| Graduation Rate | 94.50% | 90.70% | 89.00% | 86.20% | 82.70% | 83.00% |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/3/2020

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 2016—17 | School 2017—18 | School 2018—19 | District 2016—17 | District 2017—18 | District 2018—19 | State 2016—17 | State 2017—18 | State 2018—19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 8.50% | 9.40% | 12.10% | 4.20% | 4.90% | 5.00% | 3.60% | 3.50% | 3.50% |
| Expulsions | 0.20% | 0.50% | 0.40% | 0.10% | 0.10% | 0.20% | 0.10% | 0.10% | 0.10% |

Last updated: 1/3/2020

School Safety Plan (School Year 2019—20)

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. In 2019-2020, LOHS hired a third campus supervisor. 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 and review safety procedures with students and staff regularly. 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. In an effort to provide transparency to families, in 2019/20 LOHS has communicated out about potential concerns and campus safety as well. To improve communication and reporting between students, staff and parents, we are piloting the StopIt App, that allows students to report anything of concern, anonymously. To date, we have over 80 students registered and have received several successful reports.

Last updated: 12/16/2019

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 30.00 | 8 | 8 | 23 |
| Mathematics | 30.00 | 7 | 10 | 20 |
| Science | 30.00 | 5 | 13 | 14 |
| Social Science | 29.00 | 5 | 17 | 10 |

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 27.00 | 11 | 18 | 15 |
| Mathematics | 30.00 | 7 | 14 | 16 |
| Science | 27.00 | 5 | 21 | 4 |
| Social Science | 29.00 | 6 | 14 | 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 28.00 | 6 | 23 | 14 |
| Mathematics | 31.00 | 2 | 20 | 13 |
| Science | 32.00 | 4 | 2 | 19 |
| Social Science | 31.00 | 1 | 12 | 18 |

* 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.

Last updated: 1/3/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

| Title | Ratio** |
|-------------|---------|
| Counselors* | 483.75 |

*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 Number of Pupils per Counselor

Last updated: 1/3/2020

Student Support Services Staff (School Year 2018—19)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.40 |
| Library Media Teacher (Librarian) | 1.00 |
| Library Media Services Staff (Paraprofessional) | 0.00 |
| Psychologist | 1.00 |
| Social Worker | 0.00 |
| Nurse | 0.15 |
| Speech/Language/Hearing Specialist | 0.80 |
| Resource Specialist (non-teaching) | 0.00 |
| Other | 0.00 |

*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.

Last updated: 1/2/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$5499.08 | \$221.13 | \$5277.95 | \$69448.00 |
| District | N/A | N/A | -- | \$78079.00 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$7506.64 | \$78059.00 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

Last updated: 12/19/2019

Types of Services Funded (Fiscal Year 2018—19)

Our after school programs are multi-funded through our new LCFF structure for student skills 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. This year LCFF monies have helped to decrease the fees for students to take the PSAT and AP exams.

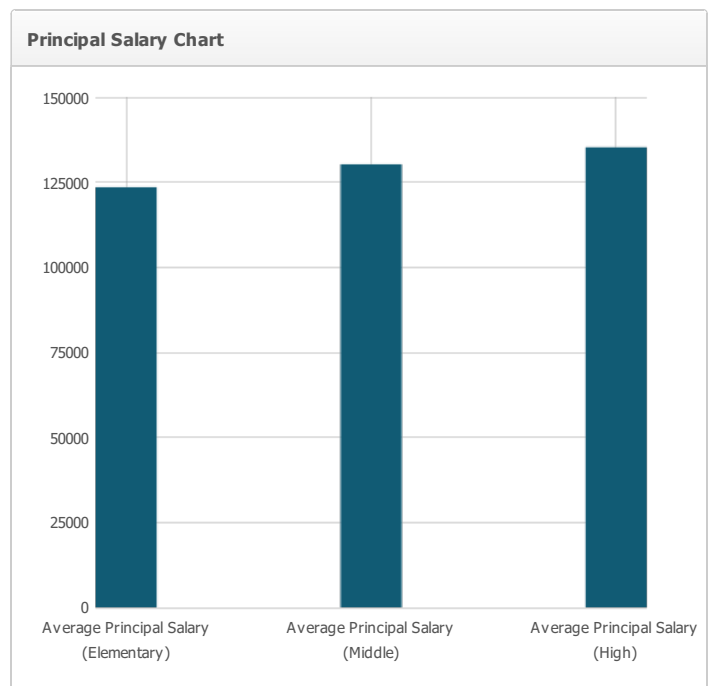
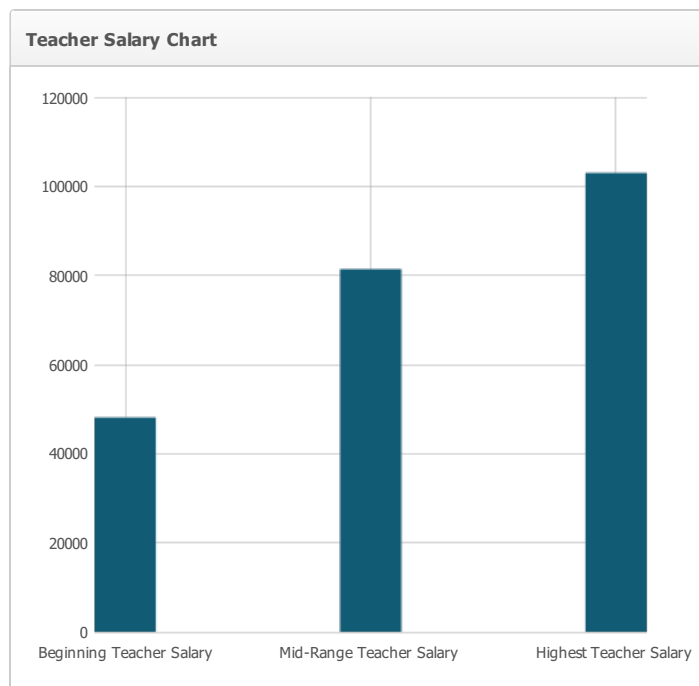
Various booster organizations engage in fundraisers to supplement school and district funds. Athletic Boosters fundraiser for athletic equipment, uniforms, and transportation to games. Our FFA Alumni Association holds an annual auction to support scholarships. Band Boosters fundraise for equipment, competitions, 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.

Last updated: 12/16/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$48,115 | \$49,084 |
| Mid-Range Teacher Salary | \$81,398 | \$76,091 |
| Highest Teacher Salary | \$102,994 | \$95,728 |
| Average Principal Salary (Elementary) | \$123,538 | \$118,990 |
| Average Principal Salary (Middle) | \$130,264 | \$125,674 |
| Average Principal Salary (High) | \$135,254 | \$137,589 |
| Superintendent Salary | \$262,891 | \$230,096 |
| Percent of Budget for Teacher Salaries | 34.00% | 35.00% |
| Percent of Budget for Administrative Salaries | 6.00% | 6.00% |

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



Last updated: 1/3/2020

Advanced Placement (AP) Courses (School Year 2018—19)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 1 | N/A |
| English | 2 | N/A |
| Fine and Performing Arts | 2 | N/A |
| Foreign Language | 3 | N/A |
| Mathematics | 3 | N/A |
| Science | 4 | N/A |
| Social Science | 3 | N/A |
| All Courses | 18 | 37.00% |

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

*Where there are student course enrollments of at least one student.

Last updated: 1/27/2020

Professional Development

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 the last four years, 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 2017-2018, LOHS started the PBIS program and had tiered teams attend professional development for creation and implementation of the school wide systems of support. 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. In 2019-2020, LOHS partnered with EOS and the Tech museum to provide staff with information about brining academic rigor and STEAM access to all students, especially our underserved populations. There will be 5 days of CM training, 4 days of AP training, 2 days of EOS, 4 days of Tech, 4 days of PBIS, 2 district PD days for vertical alignment and 10 staff meetings throughout the 2019-2020 school year.

District wide professional development (pd) includes two whole day pd's, one additional whole day provided at the site, and weekly one hour collaboratives for a total of three scheduled whole day pd's or 8 total day equivalents.

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| Measure | 2017—18 | 2018—19 | 2019—20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |

Last updated: 1/3/2020