

Live Oak High School

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

Tanya Calabretta, Principal

calabrettat@mhusd.org

2019-20 School Accountability Report Card Published During the 2020-21 School Year

Morgan Hill Unified School District

15600 Concord Circle
Morgan Hill, CA, 95037
408-201-6023
www.mhusd.org

District Governing Board

Wendy Sullivan, President

John Horner, Vice President

Mary Patterson, Trustee

Adam Escoto, Trustee

Heather Orosco, Trustee

Dr. Carol Gittens, Trustee

Dr. Ivan Rosales-Montes, Trustee

District Administration

Steve Betando
Superintendent

Fawn Myers

Assistant Superintendent Human
Resources

Kirsten Perez

Deputy Superintendent Business
Services

Pilar Vazquez-Vialva
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.

In 2020-2021, Live Oak, like many schools, is providing distance learning academics to our students. The schedule, learning platform and curriculum has been adapted to provide the maximum access to content in order to continue serving our students through the COVID 19 pandemic. Processes for handing out schedules, textbooks, materials and more have been created to provide inclusive access with safety at the forefront. Many services have been adapted to online participation and access to provide students with typical operations while following social distance procedures. In June 2020, the first Live Oak High School virtual graduation and drive through certificate retrieval was implemented. While primarily online, the school has been able to collaborate with the students, families and district to provide some in person activities and support for students, within the county and public health and safety guidelines. Athletic conditioning, a connectivity center and small group support for our DELTA program foster tiered support for our students during distance learning.

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, Biology, Environmental Science, AB/BC Calculus, Computer Science, Statistics, English Language and Literature, U.S and World History, Government and Politics, French Language, Spanish Language and Spanish Literature, Studio Art, and Psychology. 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 programs 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 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. 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 2020-2021 we are offering collaborative 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. These courses are currently offered in ELA, Math and Science.

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 adopted 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. In the 2020-2021 school year, the site counseling team and Cal-SOAP have collaborated to provide virtual opportunities for students and families to attend.

By offering a wide range of courses and support systems, we provide a 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 support 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. With distance learning in 2020-2021, our attendance is now calculated utilizing both presence and engagement. Automated phone calls, teacher and staff contact to families, attendance protocols and truancy letters have been adapted to promote both attendance and engagement in distance learning.

The school is excited to have made much progress in our PBIS (Positive Behavior Intervention Supports) program. This system provides a tiered system of supports for positive behavior and culture/climate for the campus. We initially created implemented our tier one supports, school wide with explicit behavior lessons, visual representation of expectations and a positive behavior acknowledgment system. The tier two support became refined and implemented in 2018-2019 and continues, with our school wide CICO (Check In, Check Out) referral and intervention program. This program has grown to collaborate with the district CARE program and with virtual learning has started to provide increased virtual services as needed. Through docusign we can process referrals for our students and families to a variety of tier two and three services. While the number of tier two and three services and processes have increased, we are in the process of rebooting our tier one supports, and have made efforts to adapt that portion of the program to distance learning. Our new advisory program allows for lessons in regards to positive behaviors and expectations to be delivered in a smaller group setting.

With the switch to distance learning, 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. Our administrators and support staff have created tracking systems of student and family outreach. Many processes have been adapted or created to support the distance learning platform to better provide academic, social-emotional and services support to our students and families.

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

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	304
Grade 10	286
Grade 11	324
Grade 12	263
Total Enrollment	1,177

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.3
Asian	5.1
Filipino	1.1
Hispanic or Latino	55.9
Native Hawaiian or Pacific Islander	0.3
White	31.5
Two or More Races	2.5
Socioeconomically Disadvantaged	40
English Learners	8.1
Students with Disabilities	12.7
Foster Youth	0.2
Homeless	4

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 for Live Oak High School	18-19	19-20	20-21
With Full Credential	52	47	46
Without Full Credential	2	1	3
Teaching Outside Subject Area of Competence	0	1	3

Teacher Credentials for Morgan Hill Unified	18-19	19-20	20-21
With Full Credential	♦	♦	370
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	9

Teacher Misassignments and Vacant Teacher Positions at Live Oak High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	2	0
Total Teacher Misassignments*	0	3	3
Vacant Teacher Positions	3	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Education, StudySync The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Glencoe McGraw Hill: Biology, 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	incubators, steam sterilizer, autoclaves, UV transilluminator, white light box, vertical gel boxes, gel boxes, power supplies, microcentrifuges, heat blocks, centrifuges, BioHit micropipettes, analytical balance, Spectrophotometer20, 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 Percent of students lacking their own assigned textbook: 0

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)

Using the **most recently collected** 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 rate for each system inspected
- The overall rating

Year and month in which data were collected: June 2020

System Inspected	Repair Status	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 Rating	Good	

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	55	N/A	52	N/A	50	N/A
Math	33	N/A	43	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	31	N/A	35	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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 typically sponsors a variety of support activities for students; parents serve as chaperones at dances and provide classroom supplies, however this year their focus has been on supporting teachers through the pandemic. Booster organizations raise funds and provide much needed assistance to the athletic and music programs they support. Virtual forums and BTSNs were held in order to engage parents in the numerous questions about distance learning and the effects of the pandemic on school. All parent engagement opportunities and student recognition such as grade-level parent nights, Green and Gold Awards, and Senior Awards in the spring have been changed to virtual presentations and we continue to provide translation services at all events to ensure that we are allowing all families to access the presentations. We continue to evolve in the virtual parent engagement opportunities.

Parents have the opportunity to participate, at no cost, in the District's Project to Inspire program through the California Association of Bilingual Education. The 12 week sessions cover the US Educational System, Learning Standards, advocacy strategies, and parent school leadership.

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 (School Year 2020-2021)

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 when students are present. A school resource officer is assigned to our campus daily. He works closely with staff and students to support student safety. We revise our School Safety Plan annually. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. In 2020-2021, we have also included a response to the COVID-19 pandemic including ingress/egress routes for staff and students and new operations for the front office, visitor needs, and our health office procedures. We make the plan available on our school website and distribute information during virtual parent nights. 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 training 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 (pending ability to hold in person this year). 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 2020-2021 LOHS has communicated out about potential concerns and campus safety as well. To improve communication and reporting between students, staff and parents, we are continuing to use the StopIt App, that allows students to report anything of concern, anonymously. While school site safety is not a concern for the vast majority of the student population during distance learning, it is still valued and an important part of our school site operations, especially in terms of our COVID-19 response plans.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	9.4	12.1	4.9	5.0	3.5	3.5
Expulsions	.5	.4	.1	.2	.1	.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.08	.04	n/a
Expulsions	.003	.001	n/a

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	588.5

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.683
Library Media Teacher (Librarian)	n/a
Library Media Services Staff (Paraprofessional)	n/a
Psychologist	.5
Social Worker	0
Nurse	.15
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	n/a
Other	2.01

*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	27	11	18	15	28	6	23	14	32	6	10	25
Mathematics	30	7	14	16	31	2	20	13	33	3	8	23
Science	27	5	21	4	32	4	2	19	32	3	4	21
Social Science	29	6	14	13	31	1	12	18	30	4	15	12

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	9

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 the 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 bringing academic rigor and STEAM access to all students, especially our underserved populations. There were 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.

All teachers were provided training on strategies and platforms to teach during Distance Learning. They continue to receive ongoing support by the District's Teachers on Special Assignment.

Professional development was offered to administrators and teachers regularly during the school year and summer by district and school staff and external partners. Individual schools prioritize and align their professional development learning to their approved School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,318	\$49,782
Mid-Range Teacher Salary	\$83,434	\$76,851
Highest Teacher Salary	\$105,569	\$97,722
Average Principal Salary (ES)	\$127,689	\$121,304
Average Principal Salary (MS)	\$136,052	\$128,629
Average Principal Salary (HS)	\$131,848	\$141,235
Superintendent Salary	\$270,778	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	33.0
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/.

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. This year LCFF monies have helped to decrease and/or waive 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.

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)

Rate for Live Oak High School	2016-17	2017-18	2018-19
Dropout Rate	3.8	5.5	5.4
Graduation Rate	94.5	90.7	88.4

Rate for Morgan Hill Unified School	2016-17	2017-18	2018-19
Dropout Rate	6.5	9	12.2
Graduation Rate	89	86.2	84

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5710.93	19.33	5691.59	74295
District	N/A	N/A	8495.23	\$81,305
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-39.5	-9.0
School Site/ State	-30.6	-6.4

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

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	752
% of pupils completing a CTE program and earning a high school diploma	48.6
% 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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.13
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	50.22

2019-20 Advanced Placement Courses

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	3	N/A
Social Science	3	N/A
All courses	17	29.8

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

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, computer science, and construction/cabinet making fields immediately upon graduation. In addition to the coursework, there are supplemental industry certificates earned from Precision Exams and iCEV. Some courses are articulated with local community colleges. 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 in 2019-2020:

- Agriscience
- Agricultural Biology
- Soil Chemistry
- Veterinary Science
- Agricultural Business
- Art & History of Floral Design
- Agricultural Sales & Service
- Cabinetry, Millwork, and Woodworking
- Woodworking I
- Woodworking II
- Construction Technology
- 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 Principles

Live Oak offers 8 Capstone courses for its 5 pathways. The Capstone courses offered are Video Production, Construction 2, Woodworking 2, Vet Science, Ag Sales and Service, Art History Floral Design, Horticulture, and Culinary.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.