

## Live Oak Elementary

# 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.

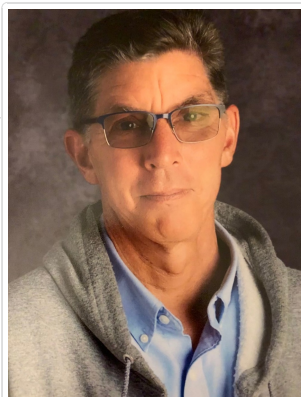
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the 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.



## Gregory Stein, Principal

Principal, Live Oak Elementary

### About Our School

Welcome to Live Oak Elementary! I am very pleased to welcome our new students as well as our returning students to the 2019/20 school year. We have made many recent improvements to our campus, including a new life lab/greenhouse and continue to expand our extra-curricular programs, including art and mindfulness classes for grades TK to 3, to ensure that all students may make the most of their time and explore a broad variety of interests. We believe that parent participation is key to student success; our new website is designed to provide parents with all the information they need to be active participants in their student's education. Please feel free to come and visit the school office to talk to us more about how you can participate at our school.

### Contact

*Live Oak Elementary*  
1916 Capitola Rd.  
Santa Cruz, CA 95062-3011

Phone: 831-475-2000  
Email: [gstein@losd.ca](mailto:gstein@losd.ca)

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Live Oak Elementary
<b>Phone Number</b>	(831) 475-6333
<b>Superintendent</b>	Lorie Chamberland
<b>Email Address</b>	<a href="mailto:lchamberland@losd.ca">lchamberland@losd.ca</a>
<b>Website</b>	<a href="http://www.losd.ca">http://www.losd.ca</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Live Oak Elementary
<b>Street</b>	1916 Capitola Rd.
<b>City, State, Zip</b>	Santa Cruz, Ca, 95062-3011
<b>Phone Number</b>	831-475-2000
<b>Principal</b>	Gregory Stein, Principal
<b>Email Address</b>	<a href="mailto:gstein@losd.ca">gstein@losd.ca</a>
<b>Website</b>	<a href="http://lo.losd.ca/">http://lo.losd.ca/</a>
<b>County-District-School (CDS) Code</b>	44697656049605

*Last updated: 12/17/2019*

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

Welcome to Live Oak Elementary School: a 2018 California Distinguished School. We are a diverse community dedicated to providing a nurturing and rigorous learning environment to the whole child. As a collaborative community of students, parents and teachers we seek to understand the strengths and challenges each student brings and work to provide equitable opportunities for success.

Our mission is to empower, inspire and ensure equitable opportunities for every student to thrive. We teach and nurture the whole child in an academically rigorous, collaborative and innovative learning environment.

Live Oak District Goals:

I - Image, Outreach and Family Engagement: Increase parental involvement at all schools through effective communication and opportunities for engagement and leadership, with a focus on supporting student learning.

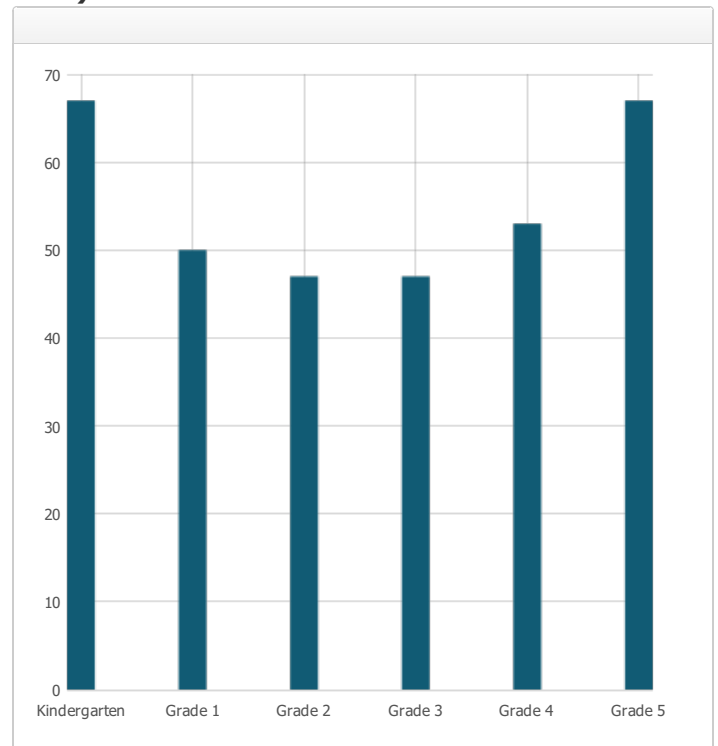
II - Academic Achievement & 21st Century Learning: Ensure that all students are making measurable progress in a rigorous academic program aligned to the state standards.

III - Social-Emotional and Physical Wellness: Invest in pupil wellness to ensure their engagement at school and in learning. Ensure safe and healthy school communities for students, parents, and teachers.

*Last updated: 1/9/2020*

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

Grade Level	Number of Students
Kindergarten	67
Grade 1	50
Grade 2	47
Grade 3	47
Grade 4	53
Grade 5	67
<b>Total Enrollment</b>	<b>331</b>



Last updated: 1/7/2020

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

Student Group	Percent of Total Enrollment
Black or African American	0.60 %
American Indian or Alaska Native	6.00 %
Asian	1.80 %
Filipino	2.70 %
Hispanic or Latino	72.80 %
Native Hawaiian or Pacific Islander	0.30 %
White	13.90 %
Two or More Races	0.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	85.20 %
English Learners	54.40 %
Students with Disabilities	9.40 %
Foster Youth	%
Homeless	25.70 %

## A. Conditions of Learning

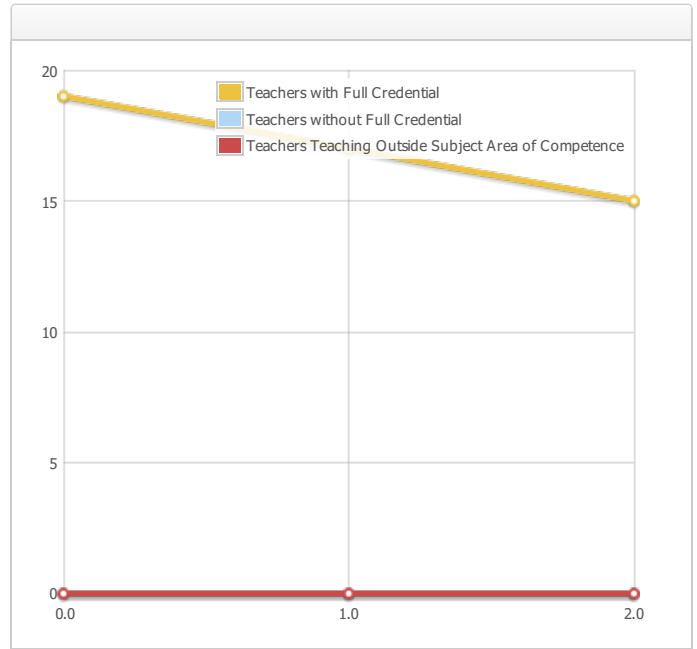
### State Priority: Basic

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

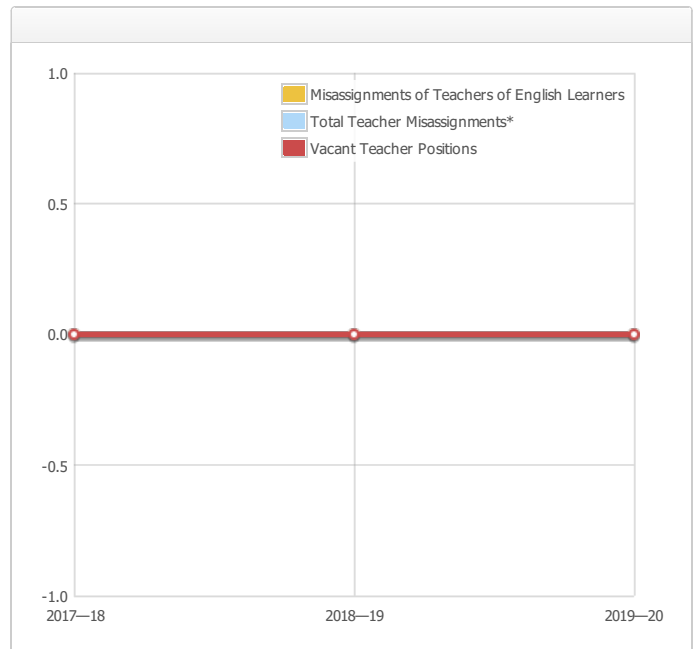
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	19	17	15	92
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 1/7/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

Last updated: 1/7/2020

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

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

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	<b>Lucy Calkins Writing Units</b> <b>Lucy Calkins Reading Units</b> <b>Center for Collaborative Classroom</b> <b>Being A Reader</b> <b>Grammar Gallery</b>	Yes	0.00 %
Mathematics	<b>Great Minds Eureka Math</b>	Yes	0.00 %
Science	K-5 FOSS Science NGSS	Yes	0.00 %
History-Social Science	Pearson Scott Foresman History-Social Science for California	Yes	0.00 %
Foreign Language	NA		0.00 %
Health	NA		0.00 %
Visual and Performing Arts	NA		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: 1/7/2020

## School Facility Conditions and Planned Improvements

The school facilities are in exemplary condition. Live Oak School was remodeled three years ago. New windows and doors were installed and the entire school was painted. This fall, a greenhouse lab was added to the Live Lab garden.

*Last updated: 1/9/2020*

## 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	na
<b>Interior:</b> Interior Surfaces	Good	na
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	na
<b>Electrical:</b> Electrical	Good	na
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	na
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	na
<b>Structural:</b> Structural Damage, Roofs	Good	na
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	na

## Overall Facility Rate

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

Overall Rating	Exemplary
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*Last updated: 1/7/2020*

## 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)	60%	61%	56%	52%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	52%	52%	44%	36%	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: 12/20/2019*

**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	167	160	95.81%		61.25%
Male	81	76	93.83%		57.89%
Female	86	84	97.67%		64.29%
Black or African American	--	--	--		
American Indian or Alaska Native	12	12	100.00%		50.00%
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	120	115	95.83%		57.39%
Native Hawaiian or Pacific Islander					
White	19	19	100.00%		89.47%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	148	142	95.95%		58.45%
English Learners	110	104	94.55%		57.69%
Students with Disabilities	27	26	96.30%		23.08%
Students Receiving Migrant Education Services	--	--	--		
Foster Youth	--	--	--		
Homeless	43	40	93.02%	6.98%	50.00%

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: 12/20/2019*



**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	167	161	96.41%		52.17%
Male	81	77	95.06%		50.65%
Female	86	84	97.67%		53.57%
Black or African American	--	--	--		
American Indian or Alaska Native	12	12	100.00%		41.67%
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	120	115	95.83%		46.96%
Native Hawaiian or Pacific Islander					
White	19	19	100.00%		78.95%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	148	143	96.62%		49.65%
English Learners	110	105	95.45%		47.62%
Students with Disabilities	27	26	96.30%		15.38%
Students Receiving Migrant Education Services	--	--	--		
Foster Youth	--	--	--		
Homeless	43	40	93.02%	6.98%	42.50%

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: 12/20/2019*

# 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
5	25.40%	17.90%	11.90%

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)

Parents are their child's first teachers. Our partnership with parents is essential for the greatest advantage to the student. Parents are encouraged to participate in classroom activities as volunteers and field trip chaperones. They often share their skills and talents as special guests in the classroom. Back-to-School Night in September and Family Learning Night in the spring are opportunities to see and hear about classroom procedures and curriculum. The School Site Council (SSC) meets monthly in the late afternoon, and the Home and School Club/Padres Unidos and the English Learner Advisory Committee (ELAC) meet monthly in the evening. The parents who attend these groups are actively engaged in decision-making and fundraising. If family members are not able to attend meetings, they are encouraged to keep in touch and help in other ways. We have a bilingual school secretary who is able to answer questions and help all of our families and students. Parent Achievement Academies are provided to parents interested in becoming more engaged with their child's teacher and the principal. Cradle to Career is an ongoing parent involvement program that has introduced a parent liaison to work with TK to 3rd grade families. The group leader and parents talked about the factors that are essential for their child to be prepared for school all the way through college. For more information on how to become involved, contact Home and School Club President Ian Dixon at (831) 475-2000 or Parent Coordinator, Sergio Martinez at 475-2000.

Throughout the year Live Oak Elementary hosts numerous events; such as back to school night, family arts night, family learning night, movie nights, dia del nino, la posada, turkey trot, pancake breakfast fundraiser, garden work days, family fun night and many more. These are all events that we encourage our families to attend and if possible volunteer as helpers.

We also encourage parents to become involved in the following committees or duties:

- Sign up for one of two committees: ELAC (English Language Advisory Council) or the Home and School Club/School Site Council. For more information contact Itzel, Anisa or Mr. Stein in the front office in person or via phone at 475-2000.
- Volunteer as yard or cafeteria supervisors, classroom or garden volunteers, office assistants, chaperones, etc.
- Join the Cradle to Career initiative (Contact our parent liaison Sergio Martinez in the front office)
- Become a parent leader in the language ambassador's program.

### State Priority: Pupil Engagement

*Last updated: 1/7/2020*

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

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

# 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	1.70%	1.20%	3.50%	2.50%	2.70%	2.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 1/7/2020*

## School Safety Plan (School Year 2019—20)

Teachers, administrators, support staff and first responders work together to ensure that we maintain a safe and positive learning environment for all students. All visitors are required to check in at the front office and playground staff supervise students on the playground and cafeteria. All of our schools also implement Positive Behavioral Supports and Interventions and Second Step Curriculum to foster social-emotional well-being, including anti-bullying lessons. Pursuant to Sections 32280-32288 of the California Education Code, Live Oak Elementary School writes, develops, and adopts a Comprehensive School Safety Plan relevant to the needs and resources of our school on an annual basis. The Part II-Internal Components of the Comprehensive Safety Plan was discussed with staff in September of 2019. All components of the 2019-20 Comprehensive Safety Plan has been considered by the Board of Trustees. Our Comprehensive School Safety Plan is a result of a systematic planning process, that includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on our school campus, and contains the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies

*Last updated: 1/7/2020*

## 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 (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		3	
1	24.00		2	
2	25.00		2	
3	23.00		3	
4	23.00		2	
5	18.00	1	2	
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		3	
1	24.00		2	
2	23.00		2	
3	24.00		2	
4	24.00		3	
5	24.00		2	
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		3	
1	25.00		2	
2	24.00		2	
3	24.00		2	
4	27.00		2	
5	22.00		3	
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/7/2020

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.50
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
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: 1/6/2020*

**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	\$8028.00	\$1614.00	\$6413.00	\$68657.00
District	N/A	N/A	\$8741.00	\$73639.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/9/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

Live Oak has a well-developed Response To Intervention Program managed by a highly qualified Intervention Specialist funded by Title I. All students are assessed at regular intervals throughout the year to determine the need for services. We utilize multiple literacy programs to respond to intervention and support including Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) for all students in grades 1 and 2. Our 3-5 grade students are provided with additional comprehension support through ACT resources and also participate in targeted instruction at their instructional level through our RTI program. We provide access to Accelerated Reader for students 2-5, reading comprehension and motivational program that continuously measures reading progress throughout the year. These additional programs are paid for by LCFF and Title I. Our outdoor science instructor is paid for by local parcel taxes and through school fundraising efforts. The parcel taxes also pay for our music, art, and p.e. specialists as well as our mindfulness coach.

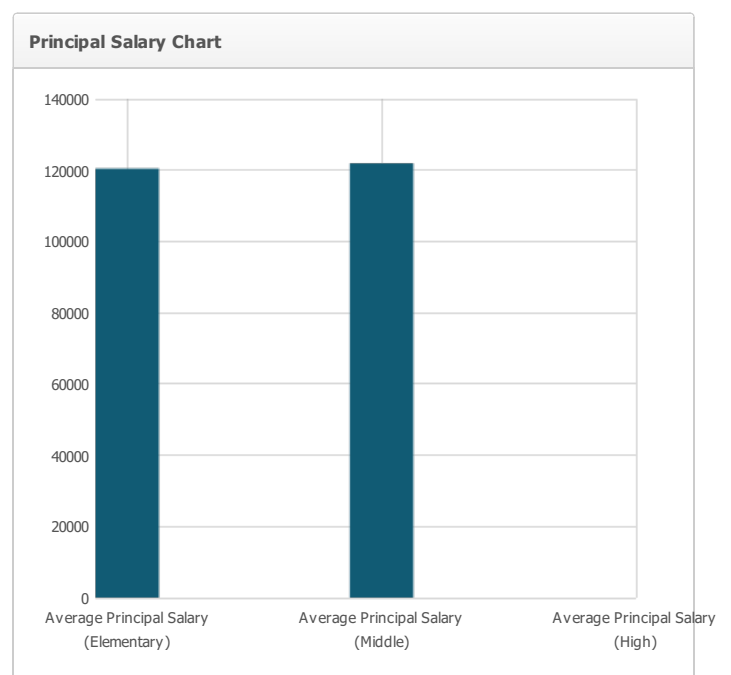
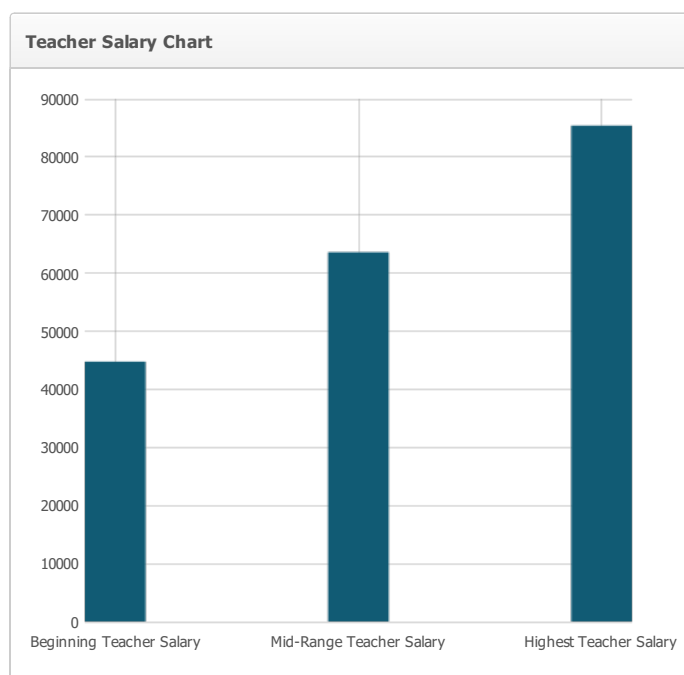
Translations of all materials are made available to the families we serve and are paid for through Title I categorical programs.

*Last updated: 1/9/2020*

### Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,761	\$49,378
Mid-Range Teacher Salary	\$63,610	\$77,190
Highest Teacher Salary	\$85,411	\$96,607
Average Principal Salary (Elementary)	\$120,458	\$122,074
Average Principal Salary (Middle)	\$121,958	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$182,000	\$189,346
Percent of Budget for Teacher Salaries	35.00%	36.00%
Percent of Budget for Administrative Salaries	8.00%	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: 12/20/2019

### Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4