Live Oak High
School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	1505 East Main Ave. Morgan Hill, CA , 95037-3217	**Principal:**	Tanya Calabretta, Principal
Phone:	(408) 201-6100	**Grade Span:**	9-12

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

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

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.

About This School

Tanya Calabretta, Principal

📍 Principal, Live Oak High

About Our School ——

Contact ——

Live Oak High
1505 East Main Ave.
Morgan Hill, CA 95037-3217

Phone: (408) 201-6100
Email: calabrettat@mhusd.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Morgan Hill Unified
Phone Number	(408) 201-6023 Garcia, Carmen
Superintendent	garciacarmen@mhusd.org
Email Address	www.mhusd.org
Website	

School Contact Information (School Year 2021—2022)

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	https://liveoak.mhusd.org/
County-District-School (CDS) Code	43695834333951

School Description and Mission Statement (School Year 2021—2022)

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

Live Oak High School is committed to providing a learning environment that enables all students to meet or exceed state standards. The staff examines a variety of data in cycles of continuous improvement. Live Oak is proud of its excellent academic programs, including 17 Advanced Placement courses in the curricular areas of Physics, 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.

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 that 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 to 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.

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

English learners receive intensive instruction focused on fluency and comprehension skills in English Language Development (ELD) classes. English learners also participate in grade-level courses alongside their peers that are co-taught by English and ELD teachers adept at differentiating instruction and materials for English learners. This English learners access 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 counseling 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 counseling 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, Stanford and UC Berkeley. LOHS introduced the Naviance program, a comprehensive tool, is robustly used 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, and Advanced Placement exams. Naviance also tracks the post-secondary endeavors of LOHS students in order to give us accurate data about our graduates.

New to our student guidance program this year was a summer 9th Connection program and site Freshmen on Track program. The summer offered an opportunity for over 100 incoming 9th graders to attend a two week session with Live Oak Teachers. We focused on building connections and providing access to education on the high school and their next four years. The FOT program offers an on site guidance coordinator who works specifically with all 9th grade students for support in every aspect of their learning adventure. This coordinator also collaborates with our admin and staff around 9th grade data, needs and areas of support that need to be addressed school and system wide.

By offering a wide range of courses and support systems, we provide a Multi-Tiered Systems of Support (MTSS) approach for all students. Our counselors meet with students individually and in groups to help them navigate both academic and personal issues.

The school is excited to have made progress in our PBIS (Positive Behavior Intervention Supports) program. This system provides a tiered system of support for positive behavior and culture/climate for the campus. We initially implemented our tier one supports, school wide with explicit behavior lessons, visual representation of expectations and a positive behavior acknowledgment system. 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 back to in person instruction, 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. We are excited in the 2021-2022 school year, to open our Wellness Center on campus. This space offers a calm and collected environment for students to address their social-emotional and mental health needs. The wellness center is open daily for students to visit throughout the day and additionally offers the opportunity for support from our community based organizations that specialize in mental health and youth support.

Last updated: 7/19/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 9	295
Grade 10	294
Grade 11	255
Grade 12	303
Total Enrollment	1147

Last updated: 1/5/22
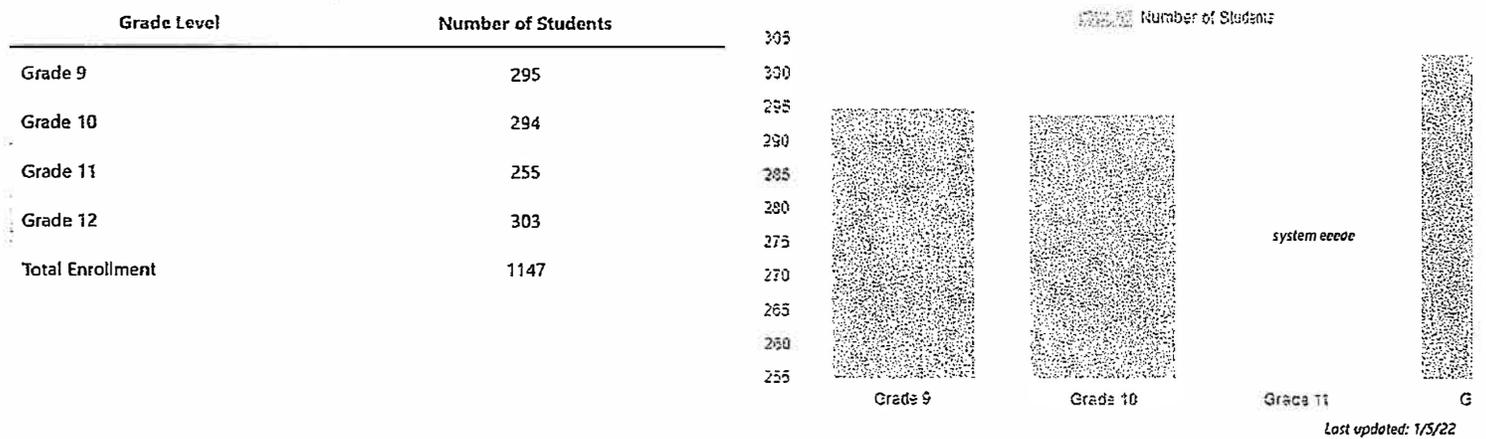
Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group	Student Group (Other)	Student Group
Black or African American	1.60%	Socioeconomically Disavantaged	43.00%
American Indian or Alaska Native	0.20%	English Learners	11.20%
Asian	4.70%	Students with Disabilities	13.90%
Filipino	1.00%	Foster Youth	0.10%
Hispanic or Latino	60.60%	Homeless	6.50%
Native Hawaiian or Pacific Islander	0.40%		
White	28.30%		
Two or More Races	2.20%		

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Read 180 Stage A Read 180 Stage B Read 180 Stage C System 44 McGraw StudySync AP Language AP Literature	Yes	0%
Mathematics	CPM Integrated Math 1-3	Yes	0%
Science	HMH The Living Earth Pearson Chemistry in the World HMH Physics in the Universe Physical Science (Sped) AP Chemistry AP Physics	Yes	0%
History-Social Science	Pearson World History 10 Pearson US History 11 Pearson Civics/Econ 12 AP World History AP US History	Yes	0%
Foreign Language	Vista Higher Learning Descubre 1-3 Vista Higher Learning D'accord 1-3	Yes	0%
Health	Positive Prevention Plus English Version Spanish Version Special Populations Version	Yes	0%
Visual and Performing Arts	n/a		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 12/28/21

School Facility Conditions and Planned Improvements

Generally the entire campus (inside and outside) is well maintained. Some finishes are near the end of their life (flooring, casework, ceiling tiles) but are being maintained in a safe and clean way. There are 4 buildings that need roof replacemnt and are currently scheduled for re-roofing.

Last updated: 1/18/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (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 of the most recent FIT report: December 2021

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	4 buildings need re-roofing (which is currently in design)
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Good

Last updated: 1/18/22

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	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.

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: 1/10/22

Live Oak High School

English Language Arts	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	236	213	90%	10%	85%
Female	112	101	90%	10%	87%
Male	124	112	90%	10%	83%
American Indian or Alaskan Native	1	1	100%	0%	
Asian	12	10	83%	17%	100%
Black or African American	4	4	100%	0%	
Filipino	1	1	100%	0%	
Hispanic or Latino	144	127	88%	12%	81%
Native Hawaiian or Pacific Islander	0				
Not Specified	1	1	100%	0%	
Two or More Races	3	3	100%	0%	
White	70	66	94%	6%	91%
English Learners	26	18	69%	31%	0%
Foster Youth	3	3	100%	0%	
Homeless	19	16	84%	16%	56%
Military	0				
Socioeconomically Disadvantaged	97	81	84%	16%	77%
Migrant Education	9	6	67%	33%	
Students with Disabilities	37	32	86%	14%	44%

Mathematics	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	236	196	83%	17%	93%
Female	112	99	88%	12%	96%
Male	124	97	78%	22%	90%
American Indian or Alaskan Native	1	0	0%	100%	
Asian	12	10	83%	17%	100%
Black or African American	4	3	75%	25%	
Filipino	1	1	100%	0%	
Hispanic or Latino	144	119	83%	17%	91%
Native Hawaiian or Pacific Islander	0				
Not Specified	1	1	100%	0%	
Two or More Races	3	3	100%	0%	
White	70	59	84%	16%	95%
English Learners	26	14	54%	46%	50%
Foster Youth	3	2	67%	33%	
Homeless	19	12	63%	37%	92%
Military	0				
Socioeconomically Disadvantaged	97	73	75%	25%	89%
Migrant Education	9	6	67%	33%	
Students with Disabilities	37	24	65%	35%	58%

Note: NWEA MAP growth assessments in Mathematics and English Language Arts/Reading were administered in the spring of 2020-21 to students in grades 3-8, 11. Percent at or above grade level was determined by the number of students scoring above one standard deviation below the NWEA Nationally Normed grade level averages determined by the pre-pandemic NWEA National norm study. Student groups with less than 10 members do not report Percent At or Above grade level in accordance with Federal Data Privacy requirements.

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 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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.

Last updated: 1/10/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

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. 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 2020-2021:
- 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
- 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
- Residential and Commercial Construction
• Construction Technology
• Constructiona Technology II

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.

Last updated: 1/10/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	671
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	73
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/11/22

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.60%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	59.65%

Last updated: 1/11/22

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 2020—2021)

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

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	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-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/10/22

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 2021-2022)

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. This year we have been able to bring some of that back while also focusing on the transition from distance learning, back on to campus. Booster organizations raise funds and provide much needed assistance to the athletic and music programs they support. Virtual forums and BTSNs have continued to be used for parent engagement as they proved to provide increased access and attendance. All parent engagement opportunities and student recognition such as grade-level parent nights, Green and Gold Awards, and Senior Awards have been adapted to virtual, in person or hybrid models 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 while incorporating in person opportunities as deemed safe.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2018	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	5.40%	10.70%	3.20%	12.20%	9.00%	3.30%	9.00%	8.90%	9.40%
Graduation Rate	88.40%	84.90%	90.60%	84.00%	87.00%	89.20%	84.50%	84.20%	83.60%

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	12.10%	0.17%	4.97%	0.07%	3.47%	0.20%
Expulsions	0.41%	0.00%	0.16%	0.00%	0.08%	0.00%

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 2019–2020	District 2019–2020	State 2019–2020
Suspensions	7.38%	3.64%	2.45%
Expulsions	0.32%	0.11%	0.05%

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.

Last updated: 1/11/22

School Safety Plan (School Year 2021-2022)

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. We have additional staff support during brunch and lunch to monitor students. A school resource officer is assigned to the school district. He works closely with the Live Oak staff and the students on our campus to support student safety. We revise our School Safety Plan annually. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. The most recent plan was approved by the School Site Council in September 2021. It was presented to staff during a staff meeting and to students as part of an advisory lesson, both in September 2021. We make the plan available on our school website and distribute information during virtual parent nights, and parent/school organizational meetings such as School Site Council, ELAC, and Home & School Club. We practice fire and earthquake drills annually as required by law and hold training for staff on emergency preparedness. The Morgan Hill Police Department assists with this training and annually trains staff on the Run-Hide-Defend procedures for addressing an intruder or active shooter on campus and conducts a drill with staff and students. We use the Parent Square phone, email, and text messaging system to communicate with families, students, and staff about issues of school safety and concern in both English and Spanish. 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. For the 2021-2022 school year, our school safety plan covers the most current information on the COVID-19 pandemic including information on operations for our staff and students as well as information about testing, quarantine, etc. We have also updated our safety plan to include the most current ingress/egress routes for students, parents, and staff. In 2021, the school received funding to support the purchase of additional security cameras placed throughout the campus. The school has also added fencing surrounding the campus as an additional security measure.

Last updated: 12/27/21

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	28.00	6	23	14
Math	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	32.00	6	10	25
Math	32.00	3	8	23
Science	32.00	3	4	21
Social Science	30.00	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	28.00	7	19	16
Math	28.00	3	12	19
Science	30.00	4	12	11
Social Science	33.00	3	5	24

Last updated: 1/11/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	550

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.25
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.15
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.00
Other	0.33

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5618.88	$49.48	$5569.40	$78060.00
District	N/A	N/A	$8232.56	$82914.00
Percent Difference – School Site and District	N/A	N/A	-38.60%	-6.00%
State	N/A	N/A	$8443.83	$81044.00
Percent Difference – School Site and State	N/A	N/A	-41.00%	-3.80%

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

Types of Services Funded (Fiscal Year 2020–2021)

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.

Last updated: 12/27/21

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50058.00	$51029.00
Mid-Range Teacher Salary	$84684.00	$78583.00
Highest Teacher Salary	$107152.00	$99506.00
Average Principal Salary (Elementary)	$124783.00	$124576.00
Average Principal Salary (Middle)	$131437.00	$131395.00
Average Principal Salary (High)	$135073.00	--
Superintendent Salary	$278901.00	$240194.00
Percent of Budget for Teacher Salaries	33.00%	34.00%
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/.
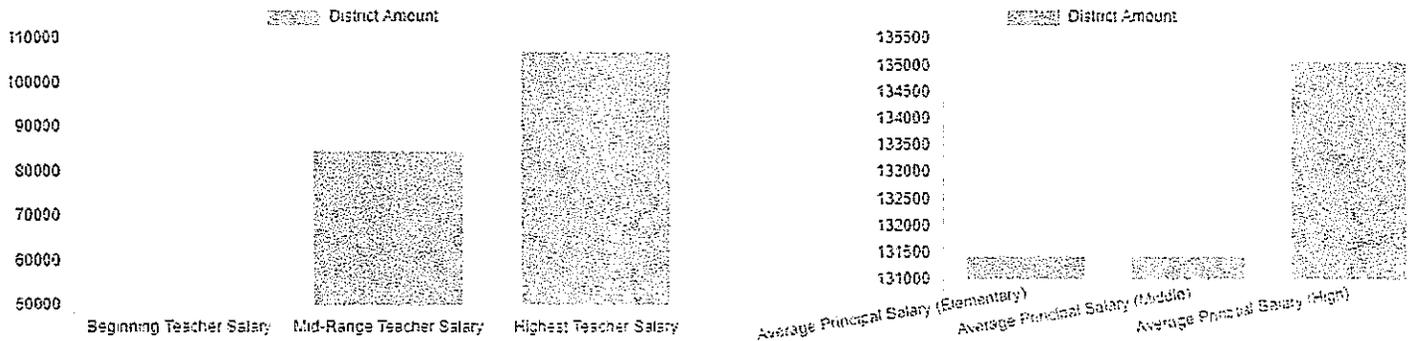
Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 39.40%

Subject	Number of AP Courses Offered*
Computer Science	1
English	2
Fine and Performing Arts	1
Foreign Language	3
Mathematics	3
Science	3
Social Science	4
Total AP Courses Offered*	17

Last updated: 1/11/22

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

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 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 4 days of AP training, 4 days of EOS, 4 days of Tech, 4 days of PBIS, 2 district PD days for vertical alignment and 13 staff meetings throughout the 2020-2021 school year.

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	6	9	9