

# Live Oak Charter

## School Accountability Report Card Reported Using Data from the 2017—18 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.

## Matthew Morgan, Executive Director

Principal, Live Oak Charter

### About Our School

Live Oak is a Waldorf Inspired K-8 public charter school in Petaluma.

Waldorf education honors the natural stages of childhood development by building curriculum, from the ground up, in congruence with the changing capacities of the child. Live Oak offers a renaissance education rich in art, movement, and music. Through interdisciplinary main lessons, and dedicated teachers, students experience core academic subjects as a cohesive whole.

### Principal's Comment

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### Contact

Live Oak Charter  
100 Gness Concourse, Bldg. 1  
Petaluma, CA 94952-3395

Phone: 707-762-9020  
E-mail: [director@liveoakcharter.org](mailto:director@liveoakcharter.org)



## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Petaluma City Elementary
<b>Phone Number</b>	(707) 778-4604
<b>Superintendent</b>	Gary Callahan
<b>E-mail Address</b>	<a href="mailto:gcallahan@petk12.org">gcallahan@petk12.org</a>
<b>Web Site</b>	<a href="http://www.petalumacityschools.org">www.petalumacityschools.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Live Oak Charter
<b>Street</b>	100 Gness Concourse, Bldg. 1
<b>City, State, Zip</b>	Petaluma, Ca, 94952-3395
<b>Phone Number</b>	707-762-9020
<b>Principal</b>	Matthew Morgan, Executive Director
<b>E-mail Address</b>	<a href="mailto:director@liveoakcharter.org">director@liveoakcharter.org</a>
<b>Web Site</b>	<a href="http://www.liveoakcharter.org">www.liveoakcharter.org</a>
<b>County-District-School (CDS) Code</b>	49708546119036

*Last updated: 2/1/2019*

### School Description and Mission Statement (School Year 2018—19)

Live Oak Charter School provides public school students of Southern Sonoma County with a K-8 whole-child program inspired by Waldorf Education. The school embraces a developmental approach to learning that strives to bring forth from each child his or her innate capacities through an age-appropriate curriculum. Live Oak seeks to educate the whole child – head, hands and heart – through an education that cultivates and integrates each child’s creative, intellectual, emotional, physical, and social capacities. The school offers an artistically rich and experiential-based program that enlivens student curiosity about the natural world and human culture as the foundation for fostering academic achievement.

As the world “shrinks” and global interconnectedness becomes ever more apparent, it is also essential that our educational efforts help children learn to recognize, appreciate, and navigate the diversity of human experience and culture. Consequently, efforts to increase cultural awareness are infused in curriculum. The school envisions pedagogy led by professional educators with a commitment to a program inspired by Waldorf Education, and a program strongly supported and augmented by the talents of parents and the resources of the greater community.

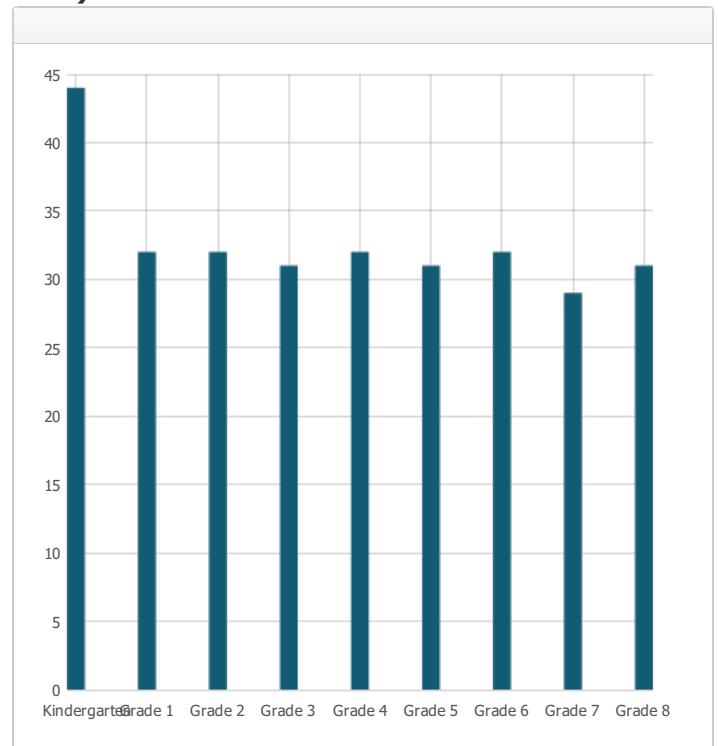
Live Oak is committed to helping each child grow into a creative, independent-thinking individual with a positive self-image, a sense of social responsibility, a refined capacity for cross-cultural communication, a love of learning, and a respect for the planet and its myriad life forms. Graduates will emerge ready to meet life’s challenges and to pursue further educational goals.

Live Oak Charter School creates and maintains a vital learning community that provides the children with a secure sense of place in the world by grounding them in the unique cultural, historical, and natural attributes of their locale and leading them out towards global citizenship. Cultivating this sense of place includes a direct experience of the seasonal rhythms and life cycles of the world via school-based and local agriculture and outdoor adventures informed by the natural sciences.

*Last updated: 2/1/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	44
Grade 1	32
Grade 2	32
Grade 3	31
Grade 4	32
Grade 5	31
Grade 6	32
Grade 7	29
Grade 8	31
Total Enrollment	294



Last updated: 2/1/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	0.7 %
American Indian or Alaska Native	0.0 %
Asian	0.7 %
Filipino	0.3 %
Hispanic or Latino	7.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	81.3 %
Two or More Races	9.5 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	21.4 %
English Learners	1.4 %
Students with Disabilities	10.9 %
Foster Youth	0.7 %

## A. Conditions of Learning

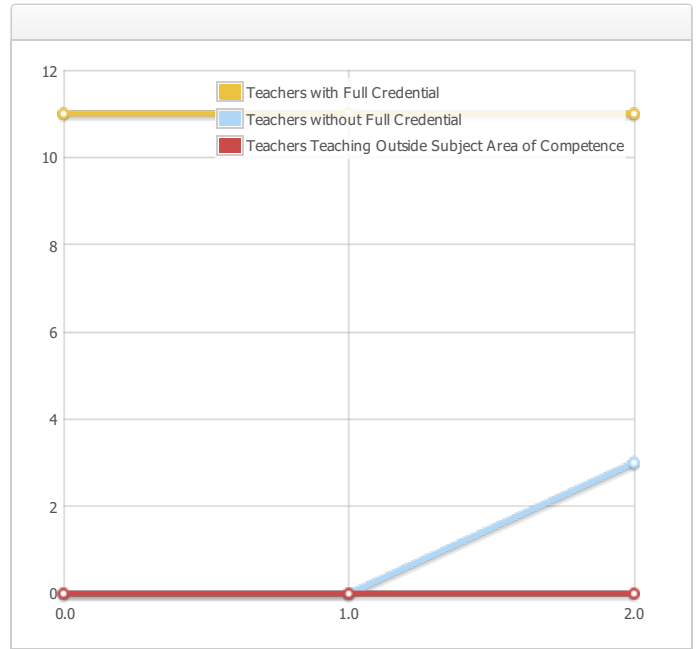
### State Priority: Basic

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

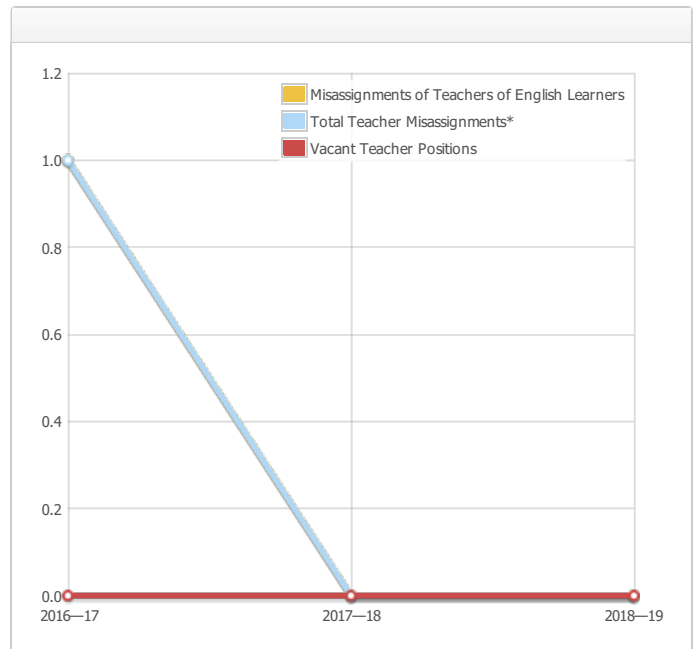
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	11	11	11	280
Without Full Credential	0	0	3	9
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2



Last updated: 2/1/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	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: 2/1/2019

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Live Oak Adopted Heineman's Writers Workshop model designed by Lucy Caulkins in 2017. Live Oak also uses the Fountas & Pinnell Reading program including the leveled reading library, Word Study, and assessment tools (adopted in 2016). Live Oak uses a centers based model for instruction in small group for skill building, weaving these mini-lessons into the broader interdisciplinary themes of each unit of study.	Yes	0.0 %
Mathematics	Live Oak adopted Prentice Hall Math Investigations for the 2016-2017 school year in grades 1-5.  For grades 6-8 Live Oak uses Eureka Math, adopted in 2015-2016.	Yes	0.0 %
Science	Live Oak's instructional methodology is thematic interdisciplinary studies. As such our units of science and history are integrated from several source materials and designed by teachers specifically for each class.  Textbooks are not used, though primary source materials are used in the classroom including scientific and historical articles, non-fiction texts, and specific reference guides.		0.0 %
History-Social Science	Live Oak's instructional methodology is thematic interdisciplinary studies. As such our units of science and history are integrated from several source materials and designed by teachers specifically for each class.  Textbooks are not used, though primary source materials are used in the classroom including scientific and historical articles, non-fiction texts, and specific reference guides.		0.0 %
Foreign Language			0.0 %
Health	Textbooks are not used, though materials from Advocates for Youth, Freedom from Chemical Dependency, Planned Parenthood, the Public Health Department, Cyberwise and restorative resources are used in the health program.		0.0 %
Visual and Performing Arts	All students are trained in Recorder, strings orchestra and Percussion. Materials are primary source sheet music and instructional methodology is rooted in the Kodaly method.		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: 2/1/2019

## School Facility Conditions and Planned Improvements

Live Oak Charter School is located on the Sonoma-Marin Fairgrounds. Our school has two campuses with a 1/8 mile distance from each other, known as upper and middle school campus. The upper campus is comprised of seven classrooms (K-5), a RSP room, a handworkroom, a library, an aftercare room, a kitchen, a remedial room/intervention room, two boys and girls' bathrooms, and a separate bathroom for teachers and staff. The 3-5 playground has monkey bars, a climbing wall, a sandbox, a ball wall, and stripings for 20 different games has been added in Dec. 2016.

The K-2 grade playground has six swings, a set of monkey bars, a circular sandbox and a climbing dome. A beautiful vegetable garden tended by the 3rd grade students with the help of our teachers and parents.

Our middle school campus is comprised of three classroom for 6th, 7th & 8th grade including a math room, a counseling room, a theater area, a kitchen/teachers' lounge, a boys & girls bathrooms and a separate bathroom for the teachers and staff. The building is adjacent to a large grass field area that is used during recess and lunchtime. One portable basketball hoop has been added.

In addition to the above, we acquired in 2017-18 a separate building from middle school where 3-8 grade have their music & percussion classes.

*Last updated: 2/1/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: September 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Roof repairs scheduled for spring 2019
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: September 2018

Overall Rating	Good
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*Last updated: 2/1/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	65.0%	63.0%	51.0%	56.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	46.0%	48.0%	48.0%	50.0%	37.0%	38.0%

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: 2/1/2019*



## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	187	184	98.40%	62.50%
Male	98	98	100.00%	56.12%
Female	89	86	96.63%	69.77%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	14	14	100.00%	57.14%
Native Hawaiian or Pacific Islander	--	--	--	--
White	157	154	98.09%	62.99%
Two or More Races	12	12	100.00%	66.67%
Socioeconomically Disadvantaged	38	37	97.37%	43.24%
English Learners	--	--	--	--
Students with Disabilities	27	27	100.00%	18.52%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (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: 2/1/2019

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	187	184	98.40%	47.83%
Male	98	98	100.00%	48.98%
Female	89	86	96.63%	46.51%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	14	14	100.00%	35.71%
Native Hawaiian or Pacific Islander	--	--	--	--
White	157	154	98.09%	50.65%
Two or More Races	12	12	100.00%	33.33%
Socioeconomically Disadvantaged	38	37	97.37%	18.92%
English Learners	--	--	--	--
Students with Disabilities	27	27	100.00%	11.11%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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: 2/1/2019*

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

<b>Subject</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2016–17</b>	<b>District 2017–18</b>	<b>State 2016–17</b>	<b>State 2017–18</b>
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 2/1/2019*

# 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 2017—18)

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	16.1%	35.5%	25.8%
7	7.4%	44.4%	18.5%

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.

*Last updated: 2/1/2019*

## 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 2018—19)

Parents of Live Oak students are strongly encouraged to be active participants in their children's education. Parent involvement helps ensure a student's success in school and creates an informed parent community capable of supporting a Waldorf-inspired charter school. Each class has its own Class Parent Coordinator who organizes classroom volunteers according to the needs (e.g. parent evenings, class phone tree, classroom projects, etc.) and its own Field Trip Parent Coordinator who gathers field trip parents' authorizations, organizes chaperones, drivers, etc. Live Oak has many events needing parents' involvement:

- Rose Ceremony
- Dragon Pageant
- Winter Assembly & Craft Faire
- Midwinter & Spring Strings & Choiconcerts
- Auction Night
- 5th Grade Pentathlon
- 6th grade Knighting Ceremony
- 6th Grade Medieval Games
- 7th Grade Explorer Games
- 8th Grade Track Meet
- Spring Faire
- 8th Grade Project
- EOY Assembly
- 5th Grade Shield Ceremony
- Fly away Ceremony - Kindergarten entering to 1st grade
- 8th Grade School Graduation
- Team sports - Basketball / Crosscountry / Volleyball utilized parent coaches.

# 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

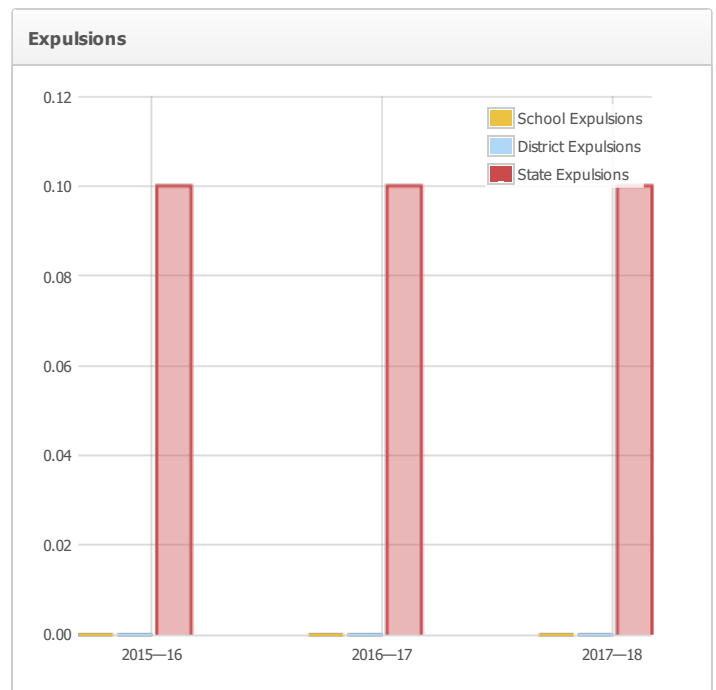
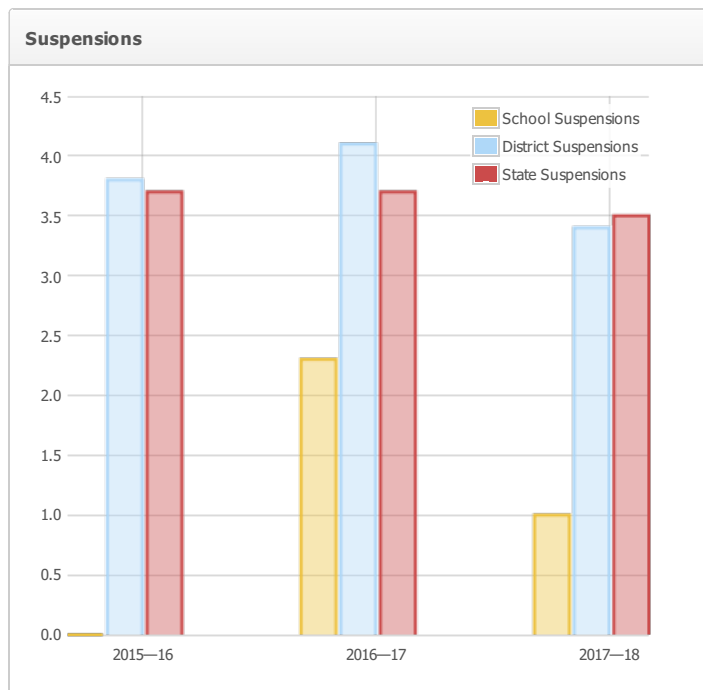
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.0%	2.3%	1.0%	3.8%	4.1%	3.4%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 2/1/2019

## School Safety Plan (School Year 2018—19)

Live Oak Charter School has a comprehensive set of health, safety, and risk management policies developed in consultation with the school's insurance carrier, RESIG. They include, but are not necessarily limited to the following:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. Policies relating to preventing contact with blood-borne pathogens
- A policy requiring that all core staff will maintain current CPR certification and full-time staff be schooled for response to natural disasters and emergency situations
- Policies relating to the administration of prescription drugs and other medicines

A policy that the school will be housed in facilities that have received state or local Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard

- A policy establishing the school as a drug-, alcohol-, and tobacco-free workplace
- A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237

Emergency Operation Plan

Last updated: 2/1/2019

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	0	2	0
1	31.0	0	1	0
2	31.0	0	1	0
3	32.0	0	1	0
4	31.0	0	1	0
5	32.0	0	1	0
6	24.0	0	1	0
Other**	0.0	0	0	0

\* 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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	0	2	0
1	32.0	0	1	0
2	31.0	0	1	0
3	32.0	0	1	0
4	32.0	0	1	0
5	31.0	0	1	0
6	31.0	0	1	0
Other**	0.0	0	0	0

\* 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	22.0	0	2	0
1	32.0	0	1	0
2	32.0	0	1	0
3	31.0	0	1	0
4	32.0	0	1	0
5	31.0	0	1	0
6	32.0	0	1	0
Other**	0.0	0	0	0

\* 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 (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	30.0	0	2	0
Mathematics	24.0	0	2	0
Science	30.0	0	2	0
Social Science	30.0	0	2	0

\* 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 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	32.0	0	2	0
Mathematics	31.5	0	2	0
Science	31.5	0	2	0
Social Science	31.5	0	2	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	30.0	0	2	0
Mathematics	30.0	0	2	0
Science	30.0	0	2	0
Social Science	30.0	0	2	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 2/1/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

Our school has a Response to Intervention (RTI) program composed of classroom instruction, small group remediation and one on one support provided by trained educators including two reading & math specialists.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10003.0	\$10003.0	\$10003.0	\$65002.0
District	N/A	N/A	\$11715.0	\$68434.0
Percent Difference – School Site and District	N/A	N/A	15.8%	5.1%
State	N/A	N/A	\$7125.0	\$78586.0
Percent Difference – School Site and State	N/A	N/A	33.6%	18.9%

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

*Last updated: 2/1/2019*

## Types of Services Funded (Fiscal Year 2017—18)

- Academic Coaching Teams that provide for differentiated, targeted and responsive small group support in grades 1-5. Academic Coaching Teams reduce Academic Core class size by providing additional learning support staff in a workshop model. This school wide implementation ensures pupils have access to more responsive small learning groups and supplemental RTI services at their targeted developmental level. Live Oak uses the workshop model for reading and writing to provide flexible homogenous peer workgroups at all levels of academic performance. This ensures that unduplicated students have access to peer and teacher feedback in a small setting designed to fully engage their academic capacity where they are at.
- In addition, the RTI/MLSS program provides multi-tiered supports for students in reading and writing. The MLSS program dovetails with Academic Coaching Teams providing 1 on 1 pre-teaching for individual students in connected with flexible homogenous small groups daily. RTI supports also include regular case management to ensure students engaged in interventions are well monitored and supports are adjusted to ensure student is making adequate progress.
- Reduced middle school class sizes in ELA and Math supplemented with an additional learning support teacher for ELA achieves a strong staff to pupil ratio of 1:8 for ELA and 1:16 for math.
- Provision of Spanish language support through translation services and translated documents.
- Parent engagement activities including class meetings quarterly, numerous festivals, parent education presentations, community forums and child care support for all evening events.

*Last updated: 2/1/2019*

## Professional Development

Professional Development at Live Oak is both school wide, and individualized. Dedicated in-service days are embedded throughout the school year to support site based training initiatives for all faculty. Weekly professional development activities are held during staff meetings, often featuring peer to peer sharing of best practices and pedagogical approaches. Faculty release time is also encouraged for off site conferences and training in areas of interest or need as identified by faculty, administration and board.

All main lesson teachers pursue annual intensive preparatory programs for the coming school year. In addition, Live Oak supports staff pursuit of continuing education and certification through the direct funding of coursework. Staff attended conferences covering issues of classroom management, curriculum development, individualized instruction, special needs, etc. Professional trainers and mentors were provided to young staff to support their growth and the experience of the students in the classroom.

*Last updated: 1/2/2019*