

Live Oak Charter

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.

Justin Tomola, Executive Director

 Principal, Live Oak Charter

About Our School

Live Oak is a Waldorf Inspired K-8 public charter school in Petaluma created in 2001.

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.

To ensure the humanity and potential of its students through an education resonant with their unfolding awareness and capacities, and supportive of the full and integrated development of mind, heart, and body.

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.

Contact

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

*Phone: 707-762-9020
Email: director@liveoakcharter.org*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Petaluma City Elementary
Phone Number	(707) 778-4604
Superintendent	Gary Callahan
Email Address	gcallahan@petk12.org
Website	www.petalumacityschools.org

School Contact Information (School Year 2019—20)	
School Name	Live Oak Charter
Street	100 Gness Concourse, Bldg. 1
City, State, Zip	Petaluma, Ca, 94952-3395
Phone Number	707-762-9020
Principal	Justin Tomola, Executive Director
Email Address	director@liveoakcharter.org
Website	www.liveoakcharter.org
County-District-School (CDS) Code	49708546119036

Last updated: 1/31/2020

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

Live Oak educates the whole child - head, heart, and hands - through an education that integrates each child's creative, intellectual, emotional, physical and social domains. Live Oak employs an interdisciplinary liberal arts program where art, music, and movement are integrated with core academic instruction.

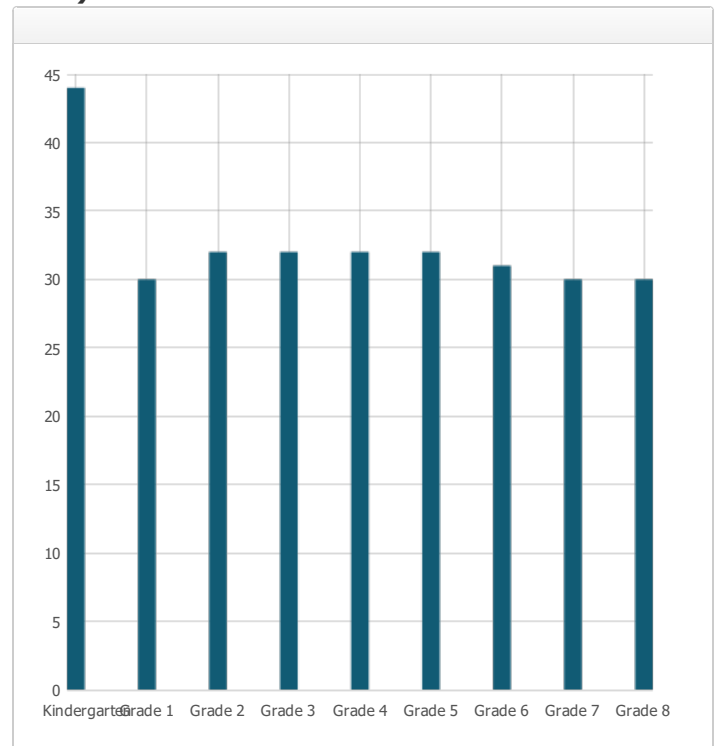
Live Oak provides a K-8 program informed by principles of the Alliance for Public Waldorf Education to children and families of Petaluma and surrounding communities. Live Oak's model is rooted in a developmental approach to learning that cultivates the innate capacities of each child through age appropriate curriculum. Exploration of the natural world, culture, language, math, artistic expression, music and the scientific method enliven curiosity which is the foundation of intellectual growth, conceptual flexibility, empathy and sense of connectedness. As our globe becomes increasingly interwoven, it is essential that our efforts help children to recognize, appreciate, and navigate the diversity of human experience and knowledge. Gender and cultural literacy, civic responsibility, and nuanced historical perspectives are emphasized throughout the curriculum. Curiosity and focused observation, critical thinking and synthesis are similarly infused. The healthy development of a child's sense of place is engendered through the exploration of their local environment and its relationships with complex global systems, from natural cycles and seasonal rhythms to economic and political exchange. Such a comprehensive education requires a sincere commitment to our children's well-being and the cohesive experience of their learning.

Live Oak is committed to the growth of each child into creative, thoughtful and articulate individuals well prepared for high school and ready to meet life's many challenges with confidence and ingenuity. Live Oak's pedagogical development is led by professional educators with a commitment to progressive education, augmented with best practices from modern instructional methods and educational theory, and informed by developmentally articulated Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), English Language Development Standards ("ELD") and remaining State Content Standards (collectively referred to herein as "State Standards"). Our Main Lesson Teachers develop a close relationship with each child as they accompany students over several years of instruction. Lessons are designed in harmony with the developmental moment to present subjects when students are most receptive and attuned to understand and incorporate the new understanding. Through the engagement and support of our families and local community, Live Oak is able to extend the scope of public education beyond academic cores. Parent involvement in the classroom and extracurricular activities composes a seamless scholastic experience for students, where family life and academic life are unified and mutually supportive.

Last updated: 1/31/2020

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

Grade Level	Number of Students
Kindergarten	44
Grade 1	30
Grade 2	32
Grade 3	32
Grade 4	32
Grade 5	32
Grade 6	31
Grade 7	30
Grade 8	30
Total Enrollment	293



Last updated: 1/14/2020

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

Student Group	Percent of Total Enrollment
Black or African American	0.30 %
American Indian or Alaska Native	%
Asian	0.70 %
Filipino	%
Hispanic or Latino	4.80 %
Native Hawaiian or Pacific Islander	%
White	85.00 %
Two or More Races	9.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	16.70 %
English Learners	1.40 %
Students with Disabilities	9.20 %
Foster Youth	0.70 %
Homeless	0.70 %

A. Conditions of Learning

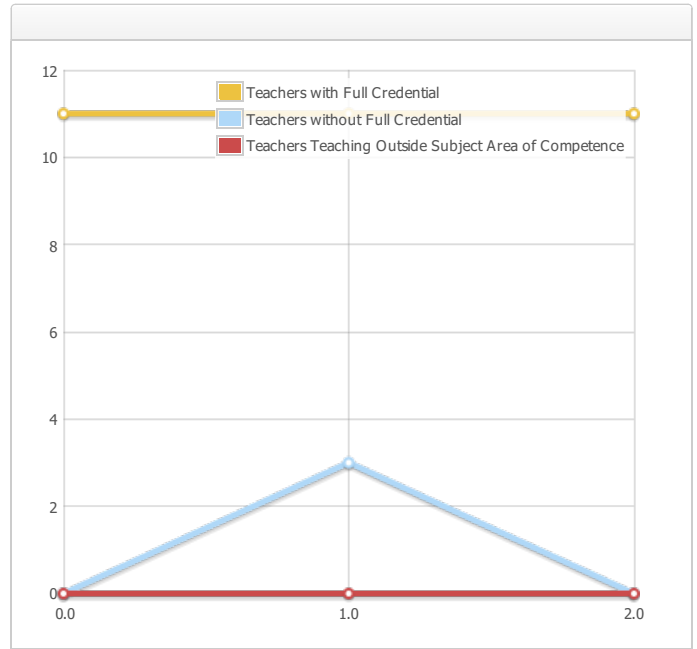
State Priority: Basic

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	11	11	11	274
Without Full Credential	0	3	0	14
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/29/2020

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: 1/29/2020

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

Year and month in which the data were collected: 2017

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Live Oak adopted Heinnean’s Writers Workshop model designed by Lucy Calkins in 2017 and in 2018 adopted the reading workshop.</p> <p>Live Oak also uses the Fountas & Pinnell Reading program including the leveled reading library, Word Study, and assessment tools (adopted in 2016).</p> <p>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.</p> <p>Textbooks are not used, though primary source materials are used in the classroom.</p>		0.00 %
Mathematics	<p>Live Oak adopted Prentice Hall Math Investigations for the 2016-2017 school year in grades 1-5. Grades 6-8 uses Eureka Math, adopted in 2015-2016.</p>		0.00 %
Science	<p>Live Oak’s instructional methodology is thematic interdisciplinary studies. As such our units of science 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 articles, non-fiction texts, and specific reference guides.</p>		0.00 %
History-Social Science	<p>Live Oak’s instructional methodology is thematic interdisciplinary studies. As such our units of social 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.</p>		0.00 %
Foreign Language	N/A		0.00 %
Health	<p>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.</p>		0.00 %
Visual and Performing Arts	<p>Grades 1-8 students are trained in recorder and grades 3-8 in strings orchestra.</p> <p>Materials are primary source sheet music and instructional methodology is rooted in the Kodaly method.</p>		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: 1/31/2020

School Facility Conditions and Planned Improvements

Live Oak Charter School is located on the Sonoma-Marin Fairgrounds.

Our school has two campuses with an 1/8 mile distance from each other, known as the elementary and middle school campuses. The elementary campus is comprised of seven classrooms (K-5), a RSP room, a handwork room, a library, an aftercare room, a remedial/intervention room, two boys and girls' bathrooms, and a separate Fairgrounds bathroom for teachers and staff.

The 3-5 playground has monkey bars, a climbing wall, a ball wall, and stripings for 20 different games was 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 grades 6-8, a math room, a counseling room, a presentation space, a teachers' lounge, boys & girls bathrooms and a separate bathroom for the teachers/staff.

The building is adjacent to a large grass field area that is used during recess times. One portable basketball hoop has been added.

In addition to the above, in 2017-18 we acquired a separate building where grades 3-8 have their music classes.

Last updated: 1/31/2020

School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC upgraded summer 2019
Interior: Interior Surfaces	Good	On going services
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	On going services
Electrical: Electrical	Good	High efficient lighting has been installed school wide Dec 2019
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	On going services
Safety: Fire Safety, Hazardous Materials	Good	On going services
Structural: Structural Damage, Roofs	Good	New roof installed 2019 on the middle school building
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	New locks installed for the perimeter of the Fairgrounds

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Good
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Last updated: 1/31/2020

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)	63.0%	69.0%	56.0%	56.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	48.0%	58.0%	50.0%	52.0%	38.0%	39.0%

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/29/2020

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	184	179	97.28%	2.72%	68.72%
Male	97	95	97.94%	2.06%	58.95%
Female	87	84	96.55%	3.45%	79.76%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	12	12	100.00%	0.00%	66.67%
Native Hawaiian or Pacific Islander					
White	156	151	96.79%	3.21%	69.54%
Two or More Races	14	14	100.00%	0.00%	64.29%
Socioeconomically Disadvantaged	37	37	100.00%	0.00%	48.65%
English Learners	--	--	--	--	
Students with Disabilities	33	33	100.00%	0.00%	30.30%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/2020

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	184	179	97.28%	2.72%	58.10%
Male	97	95	97.94%	2.06%	61.05%
Female	87	84	96.55%	3.45%	54.76%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	12	12	100.00%	0.00%	25.00%
Native Hawaiian or Pacific Islander					
White	156	151	96.79%	3.21%	60.93%
Two or More Races	14	14	100.00%	0.00%	57.14%
Socioeconomically Disadvantaged	37	37	100.00%	0.00%	43.24%
English Learners	--	--	--	--	
Students with Disabilities	33	33	100.00%	0.00%	30.30%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/14/2020

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

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

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

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

Last updated: 1/14/2020

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	9.70%	25.80%	41.90%
7	17.90%	21.40%	17.90%

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: 1/28/2020

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 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
- Middle School Strings Concert
- 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
- Rummage Sale
- EOY School Assembly
- 5th Grade Shield Ceremony
- Fly Away Ceremony - Kindergarten entering to 1st grade
- 8th Grade School Graduation
- Team sports - Basketball and Volleyball utilized parent coaches

State Priority: Pupil Engagement

Last updated: 1/30/2020

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	2.30%	1.00%	1.60%	4.10%	3.40%	3.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/28/2020

School Safety Plan (School Year 2019—20)

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

An Emergency Operation Plan

Last updated: 1/31/2020

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	22.00		2	
1	32.00		1	
2	31.00		1	
3	32.00		1	
4	32.00		1	
5	31.00		1	
6	31.00		1	
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	20.00	1	1	
1	32.00		1	
2	32.00		1	
3	31.00		1	
4	32.00		1	
5	31.00		1	
6	32.00		1	
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		2	
1	30.00		1	
2	32.00		1	
3	32.00		1	
4	32.00		1	
5	32.00		1	
6	31.00		1	
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 (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics	31.50	2		
Science				
Social Science				

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

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics	15.00	4		
Science				
Social Science				

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

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics	15.00	4		
Science				
Social Science				

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

Last updated: 1/30/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	
Other	

*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: 1/31/2020

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

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	\$10285.00	\$1390.00	\$8895.00	\$66629.00
District	N/A	N/A	\$11944.00	\$71194.00
Percent Difference – School Site and District	N/A	N/A	29.26%	6.62%
State	N/A	N/A	\$7506.64	\$80269.00
Percent Difference – School Site and State	N/A	N/A	16.93%	18.57%

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

Last updated: 1/29/2020

Types of Services Funded (Fiscal Year 2018—19)

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.

Parent engagement activities including class quarterly meetings, numerous festivals, parent education presentations, community forums and child care support for evening events.

Last updated: 1/31/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	9