

Livingston



Wolves

**LIVINGSTON HIGH SCHOOL
MID-CYCLE PROGRESS REPORT**

**1617 Main Street
Livingston, CA 95334**

Merced Union High School District

November 16-17, 2015

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

School Description

Livingston High School is located in Livingston, California. The community has 13,815 residents according to the 2013 Census. Incorporated on September 11, 1922, Livingston's primary economic engine has always been agriculture, even during the housing boom of the early 2000's.

Livingston High School was completed in 1924. Today the school serves the communities of Livingston and Ballico. Livingston, Merced, Golden Valley, Atwater, Buhach Colony, and El Capitan are the six comprehensive schools in the Merced Union High School District. There are also three alternative schools in the district.

Livingston High School is rich in diversity. The multitude of ethnicities, backgrounds, and cultures represented in the student population is a source of strength and learning at the school. As can be inferred from the data, a significant number of our students come from home environments that lack educational support for students.

Like Livingston High School, Merced County is rich in diversity. According to the 2010 Census, the median income in Livingston was \$46,634 compared to Merced County's median income of \$42,591 and the state median income of \$61,094. Livingston has 20% of the population living below the poverty level compared to the state average of 15.9%.

Agriculturally associated and supported industries make up the major portion of the area's economy. The main agricultural commodities produced are milk, poultry, almonds, sweet potatoes, and cattle. Foster Farms, the largest employer in Merced County, and several sweet potato packing houses, including A.V. Thomas, are located in Livingston. Dole Fruit and Gallo Winery are located nearby. Since the last full accreditation, the annual unemployment rate for Merced County has fluctuated between 14% and 21.5%. As of July 2015 the unemployment rate is 10.8% as compared to the state unemployment rate of 6.5%. Currently about 86% of LHS students qualify for the free or reduced lunch program. Families in the area are hard-working, but many do not earn a sustainable income.

The school's staff works to ensure that all students will be successful, whether they will transition to college or career after graduation. Nearly 70% of graduates continue their formal education at a two-year or four-year college. The remaining students enlist in the military or go directly into the workforce.

School Wide Title I School

Livingston High School is a School-wide Title 1 school. According to the U.S. Department of Education the purpose of Title 1 funding, "is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments." In order for

a school to be a school-wide Title 1 school, at least 40% of students must enroll in the free and reduced lunch program. For the 2014-2015 school year, LHS received a Title 1 allocation of \$261,628. Funding was approved by the School Site Council for use to support math and English achievement, including sections in ELD, CAHSEE math, AVID, a Punjabi community liaison, after school tutors, parent involvement classes and support for programs like Wolfpack 9, AVID, and pathway courses.

According to the U.S. Census Bureau, the median household income in Livingston is \$46,634 which is \$14,460 less than the median for California. Also, 20% of people are deemed to be living below the poverty level which is nearly 4% more than the rate for California. LHS has done a better job at gathering the data for free and reduced lunch in the last few years. This has resulted in a more accurate Socio-Economically Disadvantaged (SED) rate. Over the last three years, the Free and Reduced lunch rate at LHS has been between 86%-88%.

School Motto

“Love Purple, Live Gold!”

School’s Mission Statement

Through daily student engagement, challenging and rigorous curriculum, and academic and career planning, Livingston High School is committed to preparing all students for their future.

School’s Vision

Students will leave Livingston High School with a growth mindset believing that their abilities can be developed through dedication and hard work.

Expected School-Wide Learning Results

Livingston High School students will demonstrate to be:

Effective Communicators who will...

- Use all forms of communication-verbal, written, artistic, and technological- to clearly express and receive ideas.
- Read fluently, write skillfully, speak confidently, and listen thoughtfully.

Quality Producers who will...

- Create intellectual, artistic, and practical products that reflect originality, high quality, and the use of advanced technology.

Perceptive Thinkers who will...

- Identify analyze, integrate, evaluate, and apply information and resources in reasoning, decision making, and problem solving.

Self-Directed Learners who will...

- Assess their needs and apply appropriate strategies to learn the identified concepts and skills.

Productive Citizens who will...

- Set high standards, act responsibly, respect others and their property, and make positive contributions to the school and community.

Collaborative Workers who will...

- Develop cooperative relationships within varied cultures and settings to accomplish goals.

Student Demographics

Grade Level Student Enrollment

Livingston High School’s enrollment has remained steady over the last few years. The grade levels are fairly equal in size. LHS does see an attrition rate due mostly to mobility and a few students are lost to alternative education each year.

Year	9 th	10 th	11 th	12 th	Total
2012-2013	296	272	262	286	1116
2013-2014	307	290	271	249	1117
2014-2015	289	299	271	264	1123
2015-2016 (as of Oct '15)	307	278	285	254	1124

Student Gender

The enrollment by gender has been consistent over the past several years with male students typically outnumbering female students by a small margin.

Year	Female	Male
2012-2013	579	537
2013-2014	546	571
2014-2015	550	573
2015-2016 (as of Oct '15)	552	572

Student Ethnicity

Livingston High School’s main ethnic group is Hispanic. The Asian group consists mostly of East Asian students from India.

Livingston High School ACS WASC Mid-Cycle Progress Report

Year	Hispanic	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, Not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
2012-2013	885	3	155	1	6	2	57	7	0	1116
2013-2014	879	2	160	1	5	2	62	6	0	1117
2014-2015	888	2	146	0	8	4	70	5	0	1123
2015-2016 (as of Oct '15)	906	4	134	4	7	2	65	2	0	1124

Primary Languages

A large portion of LHS students speak Spanish as a primary home language, followed by English and Punjabi. LHS has a number of bilingual staff proficient in Spanish, one Punjabi speaking community liaison, one newly-hired Spanish speaking community liaison, and an ELD paraprofessional proficient in Punjabi and English.

Language	2012-2013	2013-2014	2014-2015	2015-2016 (as of Oct'15)
English	19%	19%	20%	23%
Hmong	1%	1%	1%	0%
Punjabi	12%	12%	12%	11%
Spanish	63%	63%	62%	63%
Other	5%	5%	5%	3%

Faculty/Staff Demographics

According to October 2015 CBEDs, there are 90.75 FTE at LHS including: one principal, three associate principals, 57 certificated positions, 2.8 pupil services positions, 34 full time classified positions, and 8 part time classified positions. Certificated and pupil services positions include: one librarian, one part time school psychologists, and one instructional coach.

During the 2014-2015 school year, the certificated staff was comprised of 36 females and 24 males. Of that number, 5% were Asian, 28% Hispanic, 64% White, and 2% Multiple Races.

For the entire staff, 3 have Baccalaureate degrees as their highest degree, 38 have a Baccalaureate degree plus 30 units, 13 have a Master's degree, and 3 have a Master's degree plus 30 units. All instructional staff members have EL certification.

Special Programs Description

Livingston High School offers many programs to meet learners' needs. AP courses are offered for advanced students and AVID for students who need the extra support to succeed in college. LHS also offers a Special Ed Resource and Special Day program, as well as, a Migrant Program offered through Merced County Office of Education (MCOE).

As a response to intervention, LHS offers a program to target freshmen at-risk students. The goal is to assist incoming 9th grade students in their transition from the middle school to the high school and reduce the number of students screened to alternative programs or behind in credits during their Freshman year. Wolfpack 9 (WP9) is a program where students gain career pathway experience as part of a semester long elective that is taught in conjunction with their required health course. Students are selected to be in the Wolfpack 9 program if they were in a support class like ELD 3, Strategic English, and Introduction to Integrated Math or had an F or below, a 2.0 in eighth grade, or were non-grads from 8th grade. Students spend one semester in a health class and the other in wheel classes where they learn about industrial technology and public service. A cohort of teachers follows the students in the Wolfpack 9 program. The cohort includes English teachers, science teachers, wheel teachers and counselors that all meet twice a month to discuss the progress of students in the Wolfpack 9 program.

In the 2013-2014 school year, 26% of 9th graders had one or more F grades at semester. For the 2014-2015 school year it was 21.7%. All students with F grades were moved into a support program which didn't happen until the end of the year last year. Students who needed additional support (not just academic support) were identified and adjustments were made to help those students much earlier than in previous years. Of the 118 in WP9 at the end of the first semester, 90 were above a 2.0. In the 2014-2015 year, at the end of the year 63 students were enrolled. At the end of the second semester, 29% of students had no D or F grades, and 21% of students one D or F grade.

Beginning in the 2015-2016 year, LHS offered a new intervention program targeted toward at risk sophomore students called Wolf Pack 10. This is one period of 12-18 students who need additional support based on at-risk indicators from 9th grade and teacher recommendation. The class has a full time teacher, as well as, a Specialized Academic Instructor in a co-teaching model. The class provides tutorial, organizational support and instruction, life skills and interpersonal skills/character development instruction, team-building and mentoring to students to increase their opportunities for success. The teacher and co-teacher meet as well to collaborate and develop curriculum and lessons.

Programs	2012-2013	2014-2015	2014-2015	2015-2016 (as of Oct '15)
AP Classes	165	219	180	174
AVID	75	52	68	98
Special Education Resource	76	93	103	105
Special Education SDC	18	17	24	21
Migrant Education	59	53	56	66
Wolfpack 9	58	46	87	86
Wolfpack 10	na	na	na	14

English Language Learners

English Language Learners make up a large portion of the LHS population, nearly 80%. The California English Language Development Test (CELDT) is administered and used as part of the district’s designation process. To exit the EL program and become Redesignated Fluent English Proficient, students must:

- Score an overall four or more on the CELDT with no sub-test below a three
- Score Proficient or Advanced on an ELA District Benchmark (This replaced the criteria of a score of 300 or better on ELA CST)
- Have semester grades of C or better in English and Social Studies

	2012-2013	2014-2015	2014-2015	2015-2016 (as of Oct '15)
English Language Learners	19%	11%	9%	11%
Fluent English Proficient	5%	6%	6%	8%
Redesignated R-FEP	61%	61%	61%	61%
Total % of Stu Pop ELL	78%	78%	76%	79%

Student Achievement Data

Due to the adoption of the common core state standards, the subsequent cancellation of CSTs and the recent cancellation of CAHSEE there were limited standardized assessments used to measure student achievement. However this year, as a district MUHSD teachers are working on aligning ELA and math interim assessments from Smarter Balanced and implementing a common literacy rubric to be used in electives, as well as History/Social Studies, Science, and Technical Subjects.

Initial CAASPP results from the Spring ‘15 administration have been included in this report and represent baseline data which will be used by staff to help prepare more students to become college ready.

Academic Performance Index

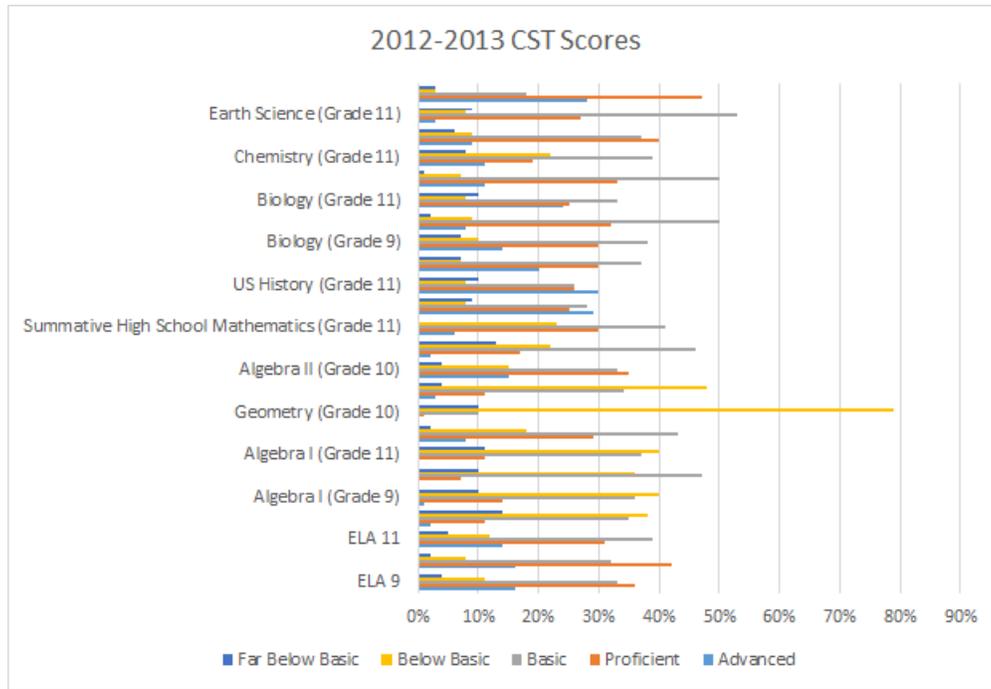
Livingston High School made consistent growth in its API, while it existed, growing from a 731 in 2008 to a 782 for 2013, a 51 point growth. This was partially due to a focused effort by the district and site over the time period. LHS narrowed its focus on improving instruction by including district goals as part of the site’s plan. This allowed staff to take advantage of district professional development and then for site leaders to drill down and provide the support needed at LHS specifically.

In addition, the site created planned collaboration time once a week built into the school day, created an Instructional Coach position to provide individual support to teachers, created administrator cohorts for Coaching Professional Learning Communities (PLCs), and created programs that helped kids get the support they needed to be successful.

Academic Performance Index (API)						
	2010-2011		2011-2012		2012-2013	
	2010 Base	2011 Growth	2011 Base	2012 Growth	2012 Base	2013 Growth
LHS	756	777	775	785	788	782
Asian	834	844	846	879	882	841
Hispanic	739	766	763	768	769	769
White	756	768	768	795	786	788
SED	753	774	771	785	786	779
EL	714	743	740	732	735	719
SWD	506	482	474	525	536	551

California Standards Test

The 2012-2013 school year was the last year the CSTs were administered. The scores are consistent with the 2011-2012 results.



CAHSEE

For the March 2013 CAHSEE census administration, 90% of the tenth grade students passed the Math CAHSEE and 93% passed the ELA CAHSEE. These are the highest CAHSEE scores in the history of the district. In addition to classroom instruction, a CAHSEE tutorial using an online program, Study Island, was used to give a targeted group of students additional support during Sustained Silent Reading (SSR) for the three weeks leading up to the test. Students were paired with eleventh graders who scored advanced on last year’s CAHSEE. The students worked independently under the eye of their mentor and a certificated employee for the 18 minutes two days a week (two days for ELA students and two days for math students). Students were targeted for the CAHSEE tutorial program based on their performance on a practice CAHSEE test given at the beginning of January. For the March 2014 CAHSEE census administration, 83% of the tenth grade students passed the Math CAHSEE and 79% passed the ELA CAHSEE. The decrease in passage rate may be the result of a less intensive targeted intervention for struggling students prior to testing. The March 2015 CAHSEE census administration data was not available via the state reporting database, Dataquest, at the time of this report (October 2015).

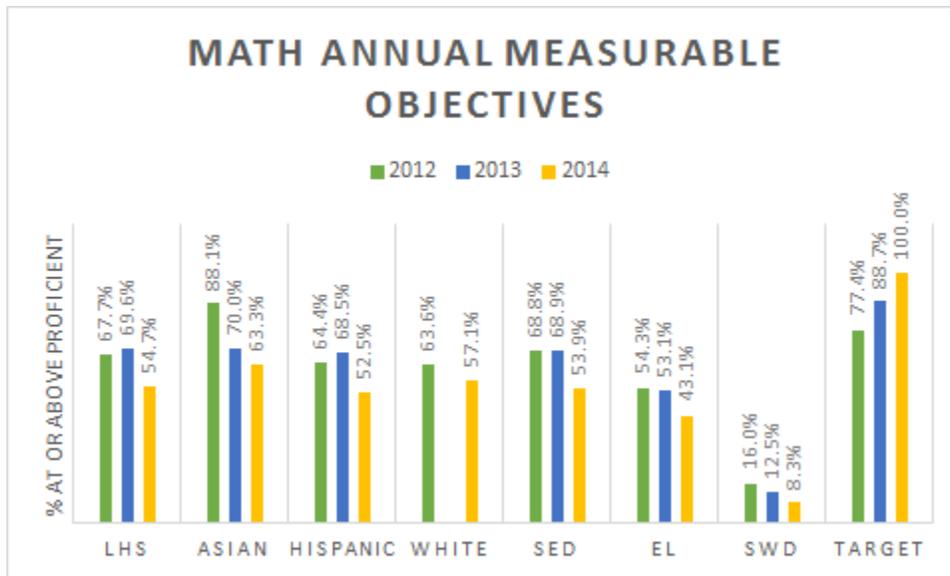
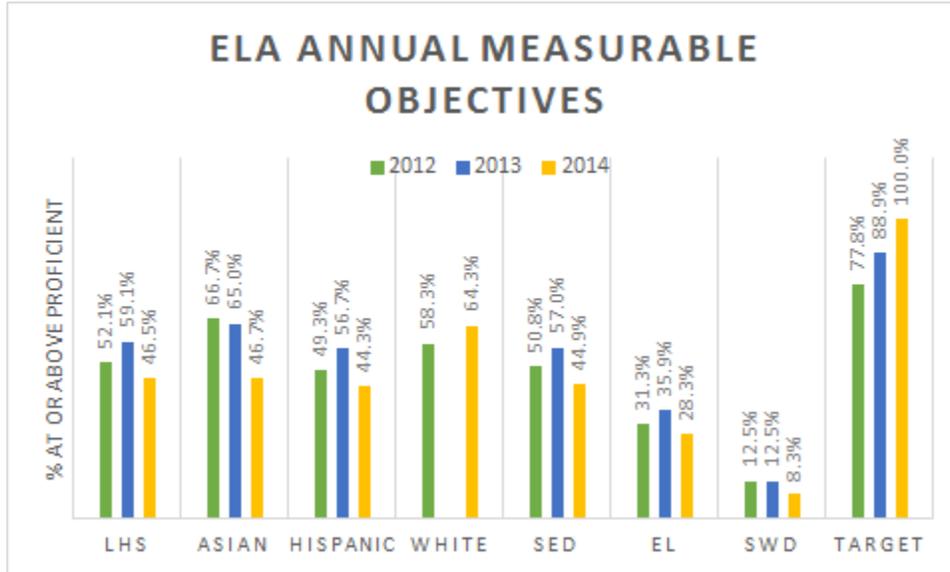
As of September 2015, the CAHSEE has been cancelled and is no longer a requirement for graduation in California. The legislation has also retroactively allowed for any student who completed all other requirements except for passing both parts of the CAHSEE to be issued a diploma.

Adequate Yearly Progress

For the 2013-2014 school year, LHS met the participation rate in both ELA and Math; however, did not meet the 100% target criteria in either English-Language Arts or Mathematics CAHSEE.

LHS has consistently met the graduation rate goals. Since the last Self-Study Livingston High School has become a Program Improvement School. The first year of PI implementation was the 2013-2014 school year.

Annual Measurable Objectives (AMOs)



CELDT

In 2014-2015 there was a decrease in the number of students who scored Advanced. One possible reason for the decrease in scores could be due to staff changes.

Performance Level	2012-2013	2013-2014	2014-2015
Advanced	20%	18%	9%
Early Advanced	33%	40%	40%
Intermediate	26%	25%	29%
Early Intermediate	12%	12%	14%
Beginning	9%	6%	8%

CAASPP

LHS CAASPP scores are in line with CAASPP state results. Gradually, California is providing more support for teachers, more resources for students, and more access to technology. Because this was the first year students took these new tests, overall scores may be viewed as a basis from which to compare performance in future years.

	English Language Arts	ELA State Results	Mathematics	Math State Results
Standard Exceeded	15%	23%	7%	11%
Standard Met	37%	33%	14%	18%
Standard Nearly Met	33%	34%	34%	25%
Standard Not Met	16%	20%	45%	45%

College SAT and ACT

In 2012, approximately 47% of Livingston High School seniors participated in the SAT and 36% in the ACT. In 2013, approximately 52% of LHS seniors participated in the SAT and only 25% participated in the ACT. In 2014-2015, we saw a decrease in test takers as well as the percentage of scores greater than 1500 on the SAT. In regards to the ACT, there was an increase in achievement in 2014-2015 (percent of scores above 21), yet there was a slight decrease in the number of test takers. As we focus on improving community commitment to education, student 6-year plans, and continue to build our AVID along with other college awareness activities, we believe that this percentage will increase.

SAT Results

Year	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Percent of Scores >= 1500
2012-2013	135	440	445	435	21.5%
2013-2014	134	456	467	456	29.85%
2014-2015	108	448	442	442	21%

ACT Results

Year	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Average Score: Science	Percent of Scores >= 21
2012-2013	103	---	---	---	---	36.89%
2013-2014	64	20	19	21	20	53.13%
2014-2015	60	19.5	19.8	17.8	19.5	54%

AP Results/Enrollment

Livingston High School offers numerous AP courses each year. All teachers are AP trained and have attended at least one AP summer institute. LHS students have struggled with the tests and only a few reach a score of 4 or 5 on the exams. Many students reach the 3 score but all students are learning a rigorous curriculum to help them prepare for college.

AP courses have open enrollment, any student can sign up. However, in the past counselors reviewed CST scores and grades to make recommendations for continued enrollment. Counselors contact parents as outreach to encourage student enrollment in AP courses.

AP Exam Results 2014-2015											
AP Statistics				AP Calculus AB				AP Spanish Language			
AP	2013	2014	2015	AP	2013	2014	2015	AP	2013	2014	2015

Livingston High School ACS WASC Mid-Cycle Progress Report

Score	N = 15	N = 11	N = 13	Score	N = 25	N = 25	N = 26	Score	N = 73	N = 35	N = 25
5	0	0	0	5	4	2	1	5	13	10	5
4	0	2	4	4	2	4	2	4	23	19	16
3	7	0	4	3	5	3	6	3	26	10	5
2	3	7	4	2	4	4	0	2	18	2	0
1	3	0	3	1	9	9	13	1	4	0	0
Total	13	9	11	Total	24	22	22	Total	84	41	26

AP Literature & Comp				AP Language & Comp				AP Bio			
AP Score	2013	2014	2015	AP Score	2013	2014	2015	AP Score	2013	2014	2015
	N = 49	N = 39	N = 40		N = 16	N = 40	N = 24		N = 21	N = 28	N = 38
5	0	0	0	5	0	0	0	5	0	0	0
4	2	2	0	4	3	1	4	4	4	0	0
3	8	15	10	3	5	5	4	3	7	8	10
2	26	15	10	2	6	22	9	2	5	13	18
1	5	5	11	1	1	12	7	1	0	6	10
Total	44	37	31	Total	15	40	24	Total	16	27	38

AP U.S. Government				AP US History			
AP Score	2013	2014	2015	AP Score	2013	2014	2015
	N = 13	N = 20	N = 17		N = 10	N = 22	N = 14
5	2	0	1	5	1	0	0
4	1	1	0	4	0	5	2
3	4	7	5	3	2	5	4
2	3	8	7	2	7	8	6
1	2	1	5	1	0	3	2
Total	12	17	18	Total	10	21	14

Graduation Rates

The graduation rates at Livingston High School continue to stay far above target rates at approximately 95%. LHS has been featured in several news articles and studies as a result of their success with successful graduation rates and high socio-economically disadvantaged rates. In addition to this, Livingston High School is known throughout the district as the school that sends the least amount of students to the district alternative education program.

Program Name	2012-2013	2013-2014	2014-2015
English Learners	87.8%	87.8%	Data not available
Migrant Education	81.8%	83.3%	Data not available
Special Education	68.4%	73.1%	Data not available
Socioeconomically Disadvantaged	94.3%	94.3%	Data not available
All Students	94.6%	94.5%	Data not available

II: Significant Changes and Developments

Administrative Changes

The administrative team at LHS is a new team as of the last full WASC visit. At this point there are three associate principals (AP) and one principal. The administrative team is divided by responsibility: AP Guidance, AP Assessment and Accountability, and AP Student Support. Since LHS is one of the smaller schools in the district, some responsibilities are spread out and each AP has responsibilities not necessarily associated with their title. In the last year, the Merced Union High School District has restructured its organizational chart. In addition to this, MUHSD is being supported by an Interim Superintendent until a Superintendent is hired in December. Frequent administrative changes have impacted school culture through the inconsistency in administrative duties and priorities. Despite the changes, the staff has remained focused on the school's mission and systems have remained in place.

Faculty Changes

This year, LHS hired several new teachers; two AG teachers, one ELD teacher, one IT teacher, and one English teacher. This is the first year of teaching for each of them, so they will receive extra support from their BTSA mentor, as well as LHS's Instructional Coach. In addition to this, a former LHS teacher was hired as the new Instructional Coach. The instructional coach receives district support and professional development such as "cognitive coaching" as well as other skills and strategies as part of a train-the-trainer model. She will serve as an individual coach as well as a department and staff coach. The instructional coach is available for teachers who seek her assistance, and for referral by administration. In addition to this, she will provide training opportunities.

Currently, there is not a permanent teacher for the Intervention Center, so it is being staffed by 30-day substitutes. Not having a permanent teacher in the Intervention Center means we have not established consistent behavioral interventions.

In regards to classified staff, LHS hired two new part-time liaisons, as well as a full-time Spanish-speaking Community Liaison. The addition of the community liaison will significantly impact the community. Previously, more than one administrator spoke the Spanish language. With the new administrative staff only one member speaks Spanish. Having a Spanish-speaking liaison, in addition to our Punjabi-speaking liaison will allow community members to feel welcome and more willing to attend school functions. There will be a greater amount of communication to families, as well as to the community. These liaisons will also conduct informational workshops/sessions for parents.

All in all, each new staff member is working diligently to learn about the school culture and the community in order to serve the student population to the best of their abilities.

Mental Health Services

A new service is being provided to students and families in the district through Sierra Vista counseling services. Livingston High School has a Sierra Vista counselor on campus 4 ½ days per week. The counselor is able to provide mental health services to students and can provide family support in homes as well. While we have not noticed a significant impact as of yet, we predict having this service will help our struggling students get the extra support they need to be productive and healthy..

Common Core Implementation

During the last self-study, LHS was moving towards implementation of Common Core by attending district, as well as site trainings. In 2014-2015, MUHSD, including LHS, implemented full integration of Common Core Standards into the curriculum and instructional program. Teachers continue to adapt curriculum and strategies to adjust to new standards and expectations.

Technology and Technology Integration Specialists

Since the last WASC visit, Livingston HS has become a 1:1 school. Starting in 2014, each student is issued a Lenovo laptop in order to access the Internet, digital course materials and digital textbooks. Students can take the Lenovo home, but they are responsible for bringing it to each class every day. Since the distribution of laptops, there has been a shift in teaching and learning. The expectation remains that teachers will make the most significant impact in instruction through the same lesson plans they have been developing that are grounded in the research-based MUHSD Instructional Norms and eight components of lesson planning, and now have one to one technology as a tool. Teachers are still learning effective ways to utilize this resource in their classroom. Teachers completed professional development modules in order to increase their skill levels in the 1:1 implementation. One of the benefits of going 1:1 is that students are becoming technologically literate. In addition to this, communication between students/staff/parents has increased with the use of Google email/calendar/classroom. Students are able to be more aware of their academic progress.

Curriculum Changes

Starting with the 2013-2014 school year, students were offered Introduction to Agriculture Biology instead of Biology. This change has allowed for a significant increase in participants for Future Farmers of America (FFA); however, some staff and students are concerned about students' preparation for advanced courses in science such as AP Biology.

LCFF & LCAP

Implementation of the Local Control Funding Formula (LCFF) began in 2013-2014. The Local Control and Accountability Plan (LCAP) is an important component of the LCFF. Under the LCFF all LEAs are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities. The LCAP focuses on eight areas identified as state priorities. The plan demonstrates how the district's

budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes. Multiple stakeholder group meetings were held to help develop the LCAP for MUHSD. The following are MUHSD's goals identified on the LCAP:

- GOAL 1: All students will be provided a relevant and rigorous instructional program that provides access to college and career readiness.
- GOAL 2: MUHSD will involve key stakeholders, where appropriate, in providing information, feedback and input on District issues.
- GOAL 3: Maintain safe and orderly schools.
- GOAL 4: Recruit and retain highly qualified staff.

III: Ongoing School Improvement

Livingston's administrative team, consisting of the principal and three associate principals, takes on the primary responsibility for monitoring and assessing the implementation of the action plan and preparation for the Mid-cycle visit. Each year since, the staff has made minor adjustments to the action plans and progress data has been examined. The adjustments are reflected in the SPSA each year. The SPSA is approved by the school site council and presented to the board each year. Although progress has been made, the staff feels that there is still work to do on each of the plans.

As for roll-out of the Mid-cycle Progress Report with staff, they were apprised of major areas covered and involved in the actual building of the report during LHS Collaboration. During the first meeting, the staff met as a whole group. The WASC Coordinator reviewed the purpose and process of the WASC Mid-Cycle report/visit. Next, teachers were formed into their groups from the last WASC visit. In those groups, staff discussed the strengths and critical areas for follow-up from the visiting committee's report. Then, teachers identified evidence of completion of the action steps on the action plan. During the second WASC meeting, staff members worked in their focus groups to review the "strengths" and "areas for growth," in each area, left in the visiting committee's report. Staff members notated evidence or explanations for each area. The third WASC meeting continued to focus on the progress made on the critical areas for follow-up and the school-wide action plan. During the fourth WASC meeting, teachers identified significant changes and developments since the last WASC report, as well as, the impact the changes have had on the school/staff/students, etc. Teachers worked with their department during the third and fourth meetings.

A presentation of a rough draft of the Mid-Cycle Progress Report was made to the School Site Council on October 13, 2015. The report was also shared with all staff members, via email, for additional input prior to submitting the final report.

IV: Progress on Critical Areas for Follow-up/School-wide Action Plan

Action Plan #1: To improve the correlation between student achievement and student grades.

From the Action Plan developed in 2013, LHS has maintained ongoing progress in each action step. Given the cancellation of the CST (2014) in all areas excluding 10th grade Life Science and the cancellation of CAHSEE (2015) some of the original action steps are no longer relevant; including, grade adjustments, grade inflation, and class placement. Because these tests are no longer administered we can no longer use the results to make data-based decisions and therefore cannot complete all the action items in the plan.

Grade checks are ongoing and consistent in our special programs. Tutorial is offered Monday through Friday after school from 3:00 - 4:00. Students are provided a quiet place to study with a certificated teacher and within the next month will have peer tutors available, as well. While CSTs are no longer used for student placement, CELDT scores, MDTP, and GATES are still used to appropriately place students in classes.

Action Steps	Person(s) Responsible	Resources Needed	Assessment
Grade checks in Wolfpack 9, Athletics, Academic Support Classes, and AVID	AP in charge of Athletics, Coaches, Athletic Director AP in charge of Guidance, teachers	Access to computers and printers	Reduced number of ineligible students and number of Ds and Fs
<ul style="list-style-type: none"> • Grade checks are conducted weekly by Wolfpack 9 teachers. Students are asked to analyze why they are earning this grade. • Students in Academic Support classes review their grades with their AS teacher on a weekly basis. • Grade checks are conducted by Athletic coaches. Each coach monitors his own athletes. Some sports have athletes conduct a bi-weekly grade check and follow up with teachers in order to improve their grades. • AVID students conduct grade checks-biweekly. Individual conferences are conducted with each student at all formal grade reporting times. Students are asked to analyze why they are earning this grade. • Teachers are integrating common core state standards into their lessons and working on promoting critical thinking as related to the Smarter Balanced Tests. • AVID students also conduct grade checks bi-weekly with individual conferences for struggling students. Individual conferences are also conducted with each student at all formal grade reporting times. Students are asked to analyze why they are earning this grade. • Parents have access to students current grades on Aeries Parent Portal and Aeries.net. • Student-athletes are expected to maintain a 2.0 GPA to remain eligible. Over the past few years, the average GPA of athletics students has been higher than the average GPA of 			

<p>students not involved in athletics.</p> <ul style="list-style-type: none"> • Since Wolf Pack 9 has been implemented, at-risk freshman students are exposed to careers through wheel classes. 			
<p>Tutorial program and Friday Night School to help students with classwork, homework, tests, and learning.</p>	<p>AP in charge of Student Support, Tutorial Supervisor, teachers</p>	<p>Supervisors, Classroom, Aeries access, Tutors, Funding</p>	<p>Reduced number of ineligible students and number of Ds and Fs</p>
<ul style="list-style-type: none"> • Tutorial program is offered after school from 3:00-4:00 from Monday-Friday. Students are encouraged to attend if they need assistance with their assignments. There is a teacher on staff as the Tutorial Supervisor. With a certificated teacher running after school tutorial, improvements are anticipated in regards to students receiving the assistance they need. • Friday Night School is offered most Friday nights from 3:00-7:00. Students are typically assigned to FNS due to disciplinary issues, such as tardiness, etc. Students are encouraged to use this time to complete class assignments. • Students are provided a quiet place to work with support from their peers. 			
<p>Grade adjustment up if student scores proficient or advanced on CST.</p>	<p>Teachers</p>	<p>Access to CST scores in a timely manner</p>	<p>Matching CST proficiency levels and corresponding grades</p>
<ul style="list-style-type: none"> • Some teachers did adjust a student's grade if a student scored proficient or advanced on the CST. This does not occur now that CSTs are no longer administered. • Advanced Placement teachers adjust a student's grade if their students pass the AP test. 			
<p>Class placement based upon CST and CELDT scores. Gates/McGinitie and MDTP scores are used as well.</p>	<p>AP in charge of Guidance and counselors</p>	<p>Access to CST and CELDT scores in a timely manner</p>	<p>Reduced number of ineligible students and number of Ds and Fs</p>
<ul style="list-style-type: none"> • CSTs are no longer used to place students. • CELDT scores are used to place ELD students. CELDT scores are uploaded and available on Aeries.net within a week of arrival to the district office. • Gates/McGinitie is used to help identify students needing additional support (i.e. Strategic English) • MDPT scores are used for Math placement for incoming 9th graders along with teacher recommendations. 			
<p>Academic Support classes to support student learning and check on their grades.</p>	<p>AP in charge of Guidance and Academic Support</p>	<p>Sections, Teachers, Resource</p>	<p>Reduced number of ineligible students and number of Ds</p>

	teachers	Materials, Access to Aeries	and Fs
<ul style="list-style-type: none"> • There are currently 3 Academic Support classes. Students who are failing 1 or more courses are enrolled in this class where they receive grade monitoring, study skills, and tutorial support from the teacher. • Wolfpack 10 implemented in the 2015-2016 school year to help struggling former Wolfpack 9 students succeed academically. • Special Education students receive academic support through Learning Skills; however, support staff needed in Special Education with math content knowledge 			
Avoid grade inflation.	Administration	Grade and CST score reports	Matching CST proficiency levels and corresponding grades
<ul style="list-style-type: none"> • CSTs are no longer administered. 			
School-wide emphasis on classwork, homework, and studying.	AP in charge of Student Support, Leadership class, and teachers	Promotional materials	Matching CST proficiency levels and corresponding grades
<ul style="list-style-type: none"> • Google classroom is being used by numerous teachers to assign coursework to students and monitor their progress. • Rigorous lessons are created and administered daily by teachers. • After school tutorial offered every day with a certificated teacher. • Many teachers utilize websites to post assignments to allow access to students at home for review and make up work. • Edpuzzle is used as a review tool for students to study at home or to check for understanding. • Flubaroo, is used as an immediate feedback for both the teacher and student to check for understanding. 			

Action Plan #2: To develop a professional development plan to prepare for the transition to Common Core.

The 2013 Action Plan also focused on professional development to get ready for Common Core. LHS has attended a number of district, site, and external professional developments to help with the transition to Common Core. District and site trainings began in 2011 and have been ongoing, focusing on integrated technology, literacy across all subject areas, rigor, relevance, and the instructional norms. In addition to this, teachers attended conferences outside of the district including: STEM, BER (Math Strategies), Model Schools Conference, CUE, CORE, and Google Summit. Most recently in the summer of 2015, nine teachers attended the ISTE conference focusing on technology in education and seven teachers attended the ASCD conference focusing on teaching excellence.

Since the 2013 Self-Study, pathway courses have been established in the areas of health and public service, as well as a STEM pathway and an AG pathway. The health and public service pathway teachers collaborate on projects and curriculum. This is supported by the master schedule which places their classes in a three period block for seniors and a two period block for juniors.

As part of the goal to fully implement CC, non-core and elective teachers have been introduced to the ABC paragraph writing strategies and project-based learning. This year the district has created a literacy rubric to be used district-wide to create common assessments as benchmarks in order to be able to have data-driven collaboration, reflection and action. Since the last visit, wifi access has been improved to reach every classroom to facilitate the one-to-one initiative implemented in 2014-2015 year. Teachers in ELA and Math have had CCSS resources compile district-wide and in on site at LHS, however these resources have not been accessible to all teachers in all disciplines across the district, therefore the district has begun implementing a web-based service Canvas which will provide professional development modules around the CCSS and provide standards-based resources regarding all cores in the district. This is an improvement to the model in place prior to 2014-2015 in which course and unit organizers were created and revisited regularly district-wide for consistency standards-based instruction and assessment.

Action Steps	Person(s) Responsible	Resources Needed	Assessment
District provides trainings to help teachers make the transition to Common core.	District Professional Development, Coordinator, Instructional Coaches	Location, Technology	Sue Gendron – Common Core Strategies Dr. Bill Daggett – The need for CCSS Lynn Kuzmich - Literacy Training Tammie Hall – Rigor Early Adopter training
<ul style="list-style-type: none"> • English, ELD, Math, and Science teachers have attended CCSS meetings. Social Studies is the next group to work on CCSS. • Teachers have worked to create common assessments based on the CCSS. • Trainings have been offered for teachers on a voluntary basis that have been based on CCSS. • Reinstated an Instructional Coach who is receiving district training along with the Library teacher to target Tech Integration and instructional strategies.. 			
Site trainings to help teachers make the transition to CCSS.	AP in charge of Assessment and Accountability, Instructional Coach,	Location, Technology	Quad D Strategies, AVID Strategies, Scaffolding, Objective and Closure, Web 2.0

	Teacher Leaders		Resources, CUE Conference
<ul style="list-style-type: none"> • Training on the ABC paragraph structure was provided in 2013-2014 to all teachers to help meet CCSS. • AVID coordinator provided all staff training in Cornell notes (September 2013) and Socratic Seminar (September 2012) to provide teaching strategies to meet CCSS. • English Department was trained in Close Reading strategy in 2014-2015 to assist in meeting CCSS. 			
Conference attendance to learn more about CCSS.	Principal, AP in charge of Assessment and Accountability, Teachers	Funding	2012 Model Schools Conference, 2013 Model Schools Conference, AVID Summer Institutes, California League of Schools
<ul style="list-style-type: none"> • Nine teachers attended ISTE (focus on technology) and seven attended ASCD (focus on teaching strategies) conferences during the summer of 2015. Nine teachers attended STEM conference in the 2014-2015 year. • AVID Coordinator attends AVID Summer Institute annually. Part of the AVID site plan is to encourage more teachers from all subject areas to attend AVID trainings in order to incorporate AVID strategies. • Other conferences attended include: STEM, Linked Learning, CUE, BER and Google for Educators. • Teachers continue to attend conferences throughout the school year. 			
Collaboration between PSA Pathway courses for interdisciplinary learning.	AP in charge of Assessment and Accountability, AP in charge of Guidance, Teachers	Funding, Sections	Public Service Academy, Interdisciplinary Matches
<ul style="list-style-type: none"> • Health Pathway and Public Service Pathway courses for juniors and seniors link English, Social Studies, and Science classes. • Students are more exposed an integrated approach to explore possible career choices. 			
Inclusion of elective teachers in CCSS.	AP in charge of Assessment and Accountability, AP in charge of Guidance, Instructional Coaches, Teachers	Location, Funding	Implementation of CCSS strategies in elective courses
<ul style="list-style-type: none"> • ABC paragraphs were introduced to all teachers during the 2013-2014 school year. 			

Teachers across the curriculum utilized this writing strategy at their discretion. <ul style="list-style-type: none"> • Project based assessment at the end of each unit in Spanish and Health classes. 			
Assemble online resources for CCSS.	Librarian, District Technology Integration Specialist, Instructional Coach	Access to web page	A list of CCSS links on LHS web page
<ul style="list-style-type: none"> • The District Literacy Coaches are gathering online resources for CCSS and making them available on Canvas, a Learning Management System, which will be available to all teachers. • A technology team has been created on campus consisting of certificated staff to help advance tech literacy across all disciplines. 			
Increase wireless access on LHS campus.	District Facilities Planning and Information Technology Departments	Funding, Access Points	Wireless access in all classrooms and around campus
<ul style="list-style-type: none"> • All classrooms have wireless internet (excludes new gym). • Students have been 1:1 since 2014-2015 school year. • Students have more resources to use in their academic classes (i.e. internet). 			

The Four Critical Areas for Follow-up Left by the 2013 Visiting Committee:

1. There is a need for greater inclusion of all stakeholders in decision-making processes, including an on-going self-study process, to include the development, routine examination and revision of the school-wide action plan

In the effort to achieve this goal LHS holds ELAC, SSC meetings, in addition to parent information nights and workshops supported by the two community liaisons who speak Punjabi and Spanish respectively. In the 2013-2014 and 2014-2015 school years, parents were offered computer courses, ELD courses and citizenship class on site. Child care was provided to increase attendance at these opportunities. In the action plan for this year there are plans for many more events including a course fair, Coffee Connections with the Principal, and parent workshops focusing on health, parenting skills, college and financial aid information, as well as hosting the Mexican Consulate on site to provide services to community members.

2. There is a need for a broader, data-based effort to provide targeted interventions for all subgroups, including English Learners, Special Education, and Migrant Students.

Since the last WASC visit, targeted interventions at LHS have been focused on freshmen. Data used to determine placement for the most at risk ninth graders includes: 8th grade graduation status, Ds and Fs, MDTP test scores (math), and GATES test scores (English). In addition to this, teacher recommendation was also utilized in the decision making process. Students who were most at risk were placed in the Wolf Pack 9 program. This year, LHS has expanded this intervention to at risk tenth graders as well. Students who were in Wolf Pack 9 as ninth graders and were not successful (behavior issues, attendance issues, credits and grades earned, and teacher recommendation) were placed in a Wolf Pack 10 course where they receive additional supports; such as, tutorial, organizational support and instruction.

Without school-wide and district-wide common assessments there have not been many data-based discussions amongst teachers, counselors, and administrators. This school year the district plans to bring groups of teachers together to create common district benchmarks aligned with literacy standards or Smarter Balanced Assessments in English and Math. Once these tests have been created and administered, LHS plans to conduct data-based collaboration between teachers in order to create targeted interventions for students, including the subgroups of English Learners, Special Education, Migrant students and Foster Youth. In addition to this, as more detailed scores become accessible from the CAASPP, LHS plans to use this data to facilitate effective collaboration as well.

3. There is a need to consider ways to include regular parent input into student course selection and development of the 6-year plan.

In the past, students were informed of course opportunities via a presentation given by a counselor. Then, students were given a form to take home to discuss their course options and to make their class selections with their parent(s). Last year's registration process was paperless, so students made their course selections through their Aeries account. The plan for this year's registration is to provide students with a course selection form (online and hard copy), as well as, provide an opportunity for parents to come to the school to receive information on course opportunities. One idea shared at the October 2015 School Site Council was to have a Course Fair. It is our goal that this idea will be implemented within the next year or two.

4. There is a need to examine the effectiveness of the current collaboration model in relation to establishing a research-based professional learning community.

Collaboration at LHS has adjusted each year to suit the needs of the site. In 2013-2014 there was a focus on the 6-Year Plan, so teachers met in their 6-Year groups three times per semester. In 2014-2015, LHS utilized teachers as Common Core Collaboration Leaders and met with those groups once per month. Each year, collaboration is dependent upon initiatives going on at the site level, as well as at the district level; however, teachers are always provided a faculty meeting and a department meeting once per month.

V: School-wide Action Plan Refinements

For the first two years the changes to the school-wide action plan were minimal. Adjustments were made to reflect who would be responsible for each action plan as the administrative structure changed. In addition to this, changes in the educational structure also determined the refinements (i.e. CCSS implementation, LCAP priorities, 1:1 learning environments).

During the 2014-2015 school year, schools district-wide created new action plans which were a major part of the Single Plan for Student Achievement (SPSA). The SPSA is aligned with the district LCAP. Creation of the LCAP involved many stakeholders across the district with representation from each site; including, teachers, parents, students, and community members. This process took over several months. The action steps from the LHS 2013 Action Plan, #1 and #2 are both addressed within LHS's SPSA School Goal #1; specifically sub goals 2, 5 and 7. Action steps involving CSTs from the 2013 Action Plan have been eliminated from the new action plan.

Livingston's current action plan (Planned Improvements in Student Performance) is as follows:

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Relevant and Rigorous Instructional
LEA GOAL:
GOAL 1: All students will be provided a relevant and rigorous instructional program that provides access to college and career readiness.
SCHOOL GOAL #1:
All students will be provided a relevant and rigorous instructional program that provides access to college and career readiness.
Data Used to Form this Goal:
Data used for this goal was based on California Department of Education (CDE) guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: pass rate on AP exams , EAP participation, a-g, CTE enrollment, CELDT, Reclassification rate, CAHSEE, Statewide assessments, Graduation rates, Dropout rates, Chronic absenteeism, National Education Technology Standards (NETS), Articulation exam rate
Findings from the Analysis of this Data:
Not all students in MUHSD learn or achieve at grade level in the core academic subjects. This indicates that a learning gap exists between certain subgroups of students and their grade level peers. The LCAP will detail actions and services that will be put into place to provide additional layers of support for academically challenged students. Success of these actions, services and additional layers of support will be measured by multiple means to include, but not limited to:
How the School will Evaluate the Progress of this Goal:
Evaluation of this goal will be based on CDE guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: METRICS to be used: Pass rate on AP exams , EAP participation, a-g, CTE enrollment, CELDT, Reclassification rate, CAHSEE, Statewide assessments, Graduation rates, Dropout rates, Chronic absenteeism, National Education Technology Standards (NETS), Articulation exam rate

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
		1. English Learners will acquire the English language rapidly and effectively.			

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
August 2014 - June 2015	Albert Gonzalez, AP Ralph Calderon, Principal	CLAD Stipends	1000-1999: Certificated Personnel Salaries	Title I	800.00
		ELD Paraprofessional Classroom Support	2000-2999: Classified Personnel Salaries	Title I	11171.00
		Professional Development for teachers to assist in the support of English Learners in the classroom, including CABE	5000-5999: Services And Other Operating Expenditures	Title I	4315.00
		Professional Development for administrators to assist in the support of English Learners, including CALSA	5000-5999: Services And Other Operating Expenditures	Title I	1599.00
		Field Trips (i.e. Visit UC Merced)	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2000.00
		Field Trips (i.e. Visit UC Merced)	5000-5999: Services And Other Operating Expenditures	Title I	1000.00
		Online Language Learning Program, including Rosetta Stone or Mango	5000-5999: Services And Other Operating Expenditures	Title I	8000.00
2. Struggling readers will have access to interventions and reading specialist in order to achieve grade-level literacy and progress towards a high school diploma.					
August 2014 - June 2015	Scott Weimer, AP Ralph Calderon, Principal	Academic Support Classes, 1 section	1000-1999: Certificated Personnel Salaries	Title I	13312.00
		Strategic English Classes, 2 sections	1000-1999: Certificated Personnel Salaries	Title I	36083.00
3. Students will develop their college and career readiness through certification and articulation opportunities. LHS has a College, Counselor, and Financial Aid Office which provides guidance in college applications, college information, and college scholarship applications.					
August 2014 - June 2015	Scott Weimer, AP Ralph Calderon, Principal	PSAT Assessment for identifying AP potential and College Readiness	5000-5999: Services And Other Operating Expenditures	Title I	2646.00

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
		Link Learning/Pathway Fieldtrips	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	15000.00
		Anatomy Cats	4000-4999: Books And Supplies	LCFF - Supplemental	1500.00
		Student Clearinghouse	5000-5999: Services And Other Operating Expenditures	Title I	425.00
4. Examine instructional materials aligned to Common Core State Standards in all four core areas and work toward full implementation of the CCSS.					
August 2014 - June 2015	Teachers on Special Assignment	Teachers on Special Assignment as Common Core Collaboration Leaders, 1 section	1000-1999: Certificated Personnel Salaries	Title I	15367.00
	Scott Weimer, AP Ralph Calderon, Principal	CCSS Collaboration Professional Development Leaders, 3 Sections \$53668.00	1000-1999: Certificated Personnel Salaries	Common Core	
5. Teachers will have access to professional development opportunities layered with the support of on-site instructional team leaders, technology literacy coaching and instructional coaches.					
August 2014 - June 2015	CCSS Collaboration Leaders	CCSS Collaboration Professional Development Leaders (Stipends), 7 Teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	14000.00
	Scott Weimer, AP	Professional Development Conferences offered throughout the school year and summer (i.e. CUE, STEM, Google Education, etc.)	5000-5999: Services And Other Operating Expenditures	Title I	16625.00
	Ralph Calderon, Principal	Professional Development Conferences offered throughout the school year and summer (i.e. CUE, STEM, Google Education, etc.)	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	57651.00
6. Advancement Via Individual Determination (AVID) will be used as a means to achieving college and career readiness.					

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
August 2014 - May 2015	Anita Masaniai Robert, AP Ralph Calderon, Principal	AVID Teachers, 4 Sections	1000-1999: Certificated Personnel Salaries	Title I	73113.00
		AVID Weekly	5000-5999: Services And Other Operating Expenditures	Title I	525.00
		AVID College Field trips	5000-5999: Services And Other Operating Expenditures	Title I	1508.00
		AVID College Field trips	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2000.00
		AVID Summer Bridge	1000-1999: Certificated Personnel Salaries	Title I	2610.00
		AVID Tutors	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	20000.00
7. Maintain existing programs and services to students such as operational expenses; instructional supplies, Adult Education, utility costs, transportation services, custodial services, teachers, administration, clerical support, salaries, statutory and benefits, existing intervention and co/extra-curricular services.					
August 2014- June 2015	Scott Weimer, AP Link Coordinator	Wolf Pack 9 Supplies	4000-4999: Books And Supplies	Title I	2000.00
		Wolf Pack 9 Assemblies/Fieldtrips	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	10000.00
		Link Crew Training for Wolf Pack Support	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5000.00
		Credit Recovery, 4 Teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	15000.00
		After School Tutors	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	15000.00

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
		Financial Algebra Class, 1 Section	1000-1999: Certificated Personnel Salaries	Title I	19461.00
		Intro Int Math, 3 Sections	1000-1999: Certificated Personnel Salaries	Title I	49868.00
8. Create additional Career Technical Education (CTE) opportunities for students that include certification and capstone courses.					
August 2014 - June 2015	Scott Weimer, AP Ralph Calderon, Principal	Implement District lead initiatives and support staff and students in the process.			
9. Provide instructional and operational technology for all students. Maintain and support technology systems to ensure equitable access for students and staff.					
August 2014 - June 2015	District Tech Support Ralph Calderon, Principal Miguel Garcia, Tech Support Janis Edwards, Library Teacher	Provide necessary technology support to allow 1:Web access to all students.			
10. Develop and staff child development centers on all campuses as both an additional CTE course offering and child care center for students, parents, and staff.					
August 2014 - June 2015	Albert Gonzalez, AP Ralph Calderon, Principal	Investigate the facilities and discuss the placement/housing of the CDC.			
11. Increase access to college, career and scholarship counseling by hiring the additional personnel where needed. College, career and scholarship counseling will be available to all students as early as ninth grade. Guidance AP will work with Gena Lanz in supporting college counseling.					
August 2014 - June 2015	District Office				

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
	Gena Lanz, College Counselor				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Stakeholder Involvement
LEA GOAL:
GOAL 2: MUHSD will involve key stakeholders, where appropriate, in providing information, feedback and input on District issues.
SCHOOL GOAL #2:
Livingston High will involve key stakeholders, where appropriate, in providing information, feedback and input on District issues.
Data Used to Form this Goal:
Data used for this goal was based on California Department of Education (CDE) guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: Parent/student surveys, ELAC/DELAC, School Site Council, California Healthy Kids Survey, Attendance, percentage or rates in, programs/events
Findings from the Analysis of this Data:
Parents/guardians need to increase their knowledge of educational offerings and opportunities related to extra and co-curricular activities. The numbers of parents involved in parent education opportunities, parenting skills classes, meetings, etc. will determine whether or not the outreach for these campus sponsored activities was successful.
How the School will Evaluate the Progress of this Goal:
Evaluation of this goal will be based on CDE guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: METRIC: Suspension/expulsion rates, Truancy rates, Dropout rate, Attendance data, Suspension rates, F rates, On-track for graduation, Facility Inspection Tool

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
1. Increase parent/guardian knowledge of educational offerings/opportunities.					
August 2014-June 2015	Albert Gonzalez, AP	Punjabi Community Liaison	2000-2999: Classified Personnel Salaries	Title III	16523.00
	Anita Masaniai Robert, AP	ELAC Meetings (Light Refreshments)	4000-4999: Books And Supplies	Title I	500.00

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
	Scott Weimer, AP Ralph Calderon, Principal	SSC Meetings (Light Refreshments)	4000-4999: Books And Supplies	LCFF - Supplemental	500.00
		Back to School Night			
		Report Card Night			
2. Provide parent education opportunities and parenting skills development. LHS offers three parent education classes including: Computers, ELD, and Citizenship.					
August 2014-June 2015	Albert Gonzalez, AP Ralph Calderon, Principal	Parent Class Supplies	4000-4999: Books And Supplies	Title I	200.00
		Parent Resource Center Supplies	4000-4999: Books And Supplies	Title I	500.00
		Teachers for Parent Classes	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	15000.00
		Parent Involvement Child Care Provider	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4000.00
3. Ensure that student families have an opportunity to attend at least one extra/co-curricular activity once per year. LHS administration, along with the Activities Director and Athletics Director, will discuss ways to implement a system where every parent is able to attend at least one event free of charge.					
August 2014 - June 2015	Albert Gonzalez, AP Anita Masaniai Robert, AP	Parents of seniors are admitted free entrance on their child's athletic senior night (limit 2 adults).			
	Ralph Calderon, Principal	The Fall and Spring Band Concerts are free of charge.			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Safety
LEA GOAL:
GOAL 3: Maintain safe and orderly schools
SCHOOL GOAL #3:
Maintain safe and orderly school
Data Used to Form this Goal:
Data used for this goal was based on California Department of Education (CDE) guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: Suspension/expulsion rates, Truancy rates, Dropout rate, Attendance data, Suspension rates, F rates, On track for graduation, Facility Inspection Tool
Findings from the Analysis of this Data:
Students need a safe and engaging academic, social-emotional, and physical school environment. Livingston High School will develop physically literate students with the knowledge, skills and confidence to experience a lifetime of healthy activities.
How the School will Evaluate the Progress of this Goal:
Evaluation of this goal will be based on CDE guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: METRIC: Suspension/expulsion rates, Truancy rates, Dropout rate, Attendance data, Suspension rates, F rates, On-track for graduation, Facility Inspection Tool

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
1. Maintain a safe, clean learning environment that promotes respect, fosters learning and supports a collaborative school culture.					

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
August 2014-June 2015	Albert Gonzalez, AP Ralph Calderon, Principal Custodial Staff Certificated and Classified Staff	Administer the Healthy Kids Survey to students, staff, and parents			
		Involve stakeholders in updating School Safety Plan			
2. Create a transition plan and process for students returning to comprehensive sites from alternative education settings. Currently when students return to LHS from an alternative site they meet with their counselor to get their classes. They also meet with an Associate Principal to discuss expectations if there attendance at an alt ed site was due to discipline.					
August 2014 - June 2015	Albert Gonzalez, AP Anita Masaniai Robert, AP Scott Weimer, AP Counselors Ralph Calderon, AP	Continue to run transition meetings with students upon return to site			
		Update and implement Transition Plan			
3. Improve student attendance and behavior on all school campuses.					
August 2014 - June 2015	Albert Gonzalez, AP Anita Masaniai Robert, AP Scott Weimer, AP Ralph Calderon, Principal	Students are recognized at Renaissance Assemblies held 2-4 times per year.			
		Students are awarded Character Counts Cash when seen demonstrating a character counts pillar trait.			
4. Create a healthy, nutritionally sound school environment that helps all students achieve a healthy and fit lifestyle.					

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
August 2014 - June 2015	Albert Gonzalez, AP	Communicate Fitness Gram Test with students and parents			
	Anita Masaniai Robert, AP Scott Weimer, AP Ralph Calderon, Principal	Support healthy food choices in cafeteria by working with Food Services to communicate with families the healthy choices offered			
5. Increase access to mental health services (addiction and crisis counseling) by hiring the following personnel where needed: behavior specialists and crisis counselors to provide direct services to students and connect with local agencies.					
August 2014 - June 2015	District Office District/Site Psychologist Ralph Calderon, Principal				
6. Students will be physically healthy with the knowledge, skills and confidence to enjoy a lifetime of physical activities.					
August 2014 - June 2015	PE Teachers Health Wellness Teachers Ralph Calderon, Principal	Physical education and Health and Wellness teachers provide students with an education that includes exercise and healthy eating habits.			

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Highly Qualified Staff
LEA GOAL:
GOAL 4: Recruit and retain highly qualified staff.
SCHOOL GOAL #4:
Support District in recruiting and retaining highly qualified staff.
Data Used to Form this Goal:
Data used for this goal was based on California Department of Education (CDE) guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: District Williams, Rate of teacher misassignments, NCLB compliant credentials
Findings from the Analysis of this Data:
Staff who are highly qualified, credentialed and well trained contribute to the overall success and academic outcomes of students.
How the School will Evaluate the Progress of this Goal:
Evaluation of this goal will be based on CDE guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: METRIC: District Williams, Rate of teacher misassignments, NCLB compliant credentials

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
1. Use multiple resources, including Edjoin, hiring fairs, incentives, etc. to recruit highly qualified and trained staff.					
August 2014 - June 2015	District Office Ralph Calderon, Principal	Support staff and look for high quality candidates when hiring. Involve certificated staff during the process of hiring new teachers.			

Actions to be Taken to Reach This Goal				
Timeline	Person(s) Responsible	Proposed Expenditure(s)		
		Description	Type	Funding Source
Amount				
2. Explore and negotiate options to achieve/maintain salary schedule conducive to retaining highly qualified staff.				
August 2014 - June 2015	Ralph Calderon, Principal	Participate in negotiations		
3. Ensure on-going professional development for certificated and classified staff so they may stay current in their field.				
August 2014 - June 2015	CCSS Collaboration Leaders Teachers on Special Assignment Janis Edwards, Library Teacher Ralph Calderon, Principal	CCSS Collaboration Leaders, TSAs, and Library Teacher to offer site based training and support throughout the year		

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Relevant and Rigorous Instruction
LEA GOAL:
GOAL 1: All students will be provided a relevant and rigorous instructional program that provides access to college and career readiness.
SCHOOL GOAL #5:
Goal 5 is established as tentative spending and is subject to the resources available after the closing of the second window of SES/Choice due to the District Program Improvement Status. All students will be provided a relevant and rigorous instructional program that provides access to college and career readiness.
Data Used to Form this Goal:
Data used for this goal was based on California Department of Education (CDE) guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: pass rate on AP exams , EAP participation, a-g, CTE enrollment, CELDT, Reclassification rate, CAHSEE, Statewide assessments, Graduation rates, Dropout rates, Chronic absenteeism, National Education Technology Standards (NETS), Articulation exam rate
Findings from the Analysis of this Data:
Not all students in MUHSD learn or achieve at grade level in the core academic subjects. This indicates that a learning gap exists between certain subgroups of students and their grade level peers; thus highly trained and effective teachers are the cornerstone to their improvement.
How the School will Evaluate the Progress of this Goal:
METRICS to be used: Pass rate on AP exams , EAP participation, a-g, CTE enrollment, CELDT, Reclassification rate, CAHSEE, Statewide assessments, Graduation rates, Dropout rates, Chronic absenteeism, National Education Technology Standards (NETS), Articulation exam rate

Actions to be Taken to Reach This Goal				
Timeline	Person(s) Responsible	Proposed Expenditure(s)		
		Description	Type	Funding Source
1. Teachers will have access to professional development opportunities layered with the support of on-site instructional team leaders, technology literacy coaching and instructional coaches. LHS is committed to exposing our instructional leaders and teachers to the most current research-validated teaching strategies and effective technology tools available in the world of education. LHS will send staff to education and technology conferences to ensure that they are provided contemporary professional learning opportunities that will enhance their ability to improve student achievement.				

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
July 2014-June 2015	Ralph Calderon, Principal Scott Weimer, AP Janis Edwards, Library Media Specialist	Professional Development for tentative funding amount of \$90,600.00	5000-5999: Services And Other Operating Expenditures	Title I	