

# Livingston High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Livingston High School
<b>Street</b>	1617 Main Street
<b>City, State, Zip</b>	Livingston, CA 95334
<b>Phone Number</b>	209 398 3200
<b>Principal</b>	Mandy Ballenger
<b>E-mail Address</b>	<a href="mailto:mballenger@muhsd.org">mballenger@muhsd.org</a>
<b>Web Site</b>	<a href="http://lhs.muhsd.org/">http://lhs.muhsd.org/</a>
<b>CDS Code</b>	24-65789-2433605

<b>District Contact Information</b>	
<b>District Name</b>	Merced Union High School District
<b>Phone Number</b>	209-325-2000
<b>Superintendent</b>	Alan Peterson
<b>E-mail Address</b>	apeterson@muhsd.org
<b>Web Site</b>	<a href="http://www.muhsd.org/">http://www.muhsd.org/</a>

### **School Description and Mission Statement (School Year 2017-18)**

LHS has geared up to provide your student with the latest College and Career education. We are preparing tomorrow's college student while simultaneously providing students with career ready skillsets needed in our competitive job market. Whether an LHS graduate goes on to college, chooses military service or goes directly to work, he/she is better prepared by earning of a high school diploma and gaining an understanding of the expectations of employers, colleges, universities and our community. LHS provides an opportunity for each student to explore and succeed. This is something that is not done alone, but rather with support of parents, school and community!

#### **Vision**

Love Purple, Live Gold

#### **Mission**

Livingston High School is committed to creating college and career ready graduates.

#### LHS Core Values

Respect  
 Accountability  
 Integrity  
 Involvement

#### **Agreements**

1. All students can learn.
2. We need to prepare students for college and career.
3. Own it!

#### **Live Gold Traits**

Being a wolf means you have:

Teachable Spirit  
 Selflessness  
 Leadership  
 Confidence  
 Mental Toughness  
 Academic Responsibility  
 Pride  
 Discipline  
 Integrity  
 Character

Instruction 2020 Goal: A flexible learning environment where ALL students become college and career ready through rigorous learning experiences that activate and allow students to pursue their passion.

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 9	340
Grade 10	303
Grade 11	274
Grade 12	278
<b>Total Enrollment</b>	<b>1,195</b>

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.6
Asian	12.3
Filipino	0.5
Hispanic or Latino	81.2
Native Hawaiian or Pacific Islander	0.3
White	4.4
Two or More Races	0.4
Socioeconomically Disadvantaged	85.4
English Learners	10.4
Students with Disabilities	8.1
Foster Youth	0.4

**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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	50	53	53	481
Without Full Credential	2	4	4	38
Teaching Outside Subject Area of Competence (with full credential)	15	15	16	87

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	15	15	16
Vacant Teacher Positions	1	0	1

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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

**Year and month in which data were collected:** 2016, December

Pursuant to the settlement of Williams vs. the State of California, Merced Union High School District thoroughly inspected each of its school sites at the start of the 2007-08 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary.

Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education.

All textbooks at LHS are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards aligned textbooks and instructional materials.

Main textbooks utilized within the district are listed below.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English 9 (+Pre) HMH California Collections 9 2017 English 10 (+Pre) HMH California Collections 10 2017 English 11 HMH California Collections 11 2017 Literacy, Advocacy & Public Service HMH California Collections 11 2017 AP English Language NA NA ERWC ERWC provided yearly AP English Literature Thomson Perrine's Literature 2006 Film Composition & Literature (Eng12) Novels NA ELD 1 Hampton Brown Edge A 2006 ELD 2 Hampton Brown Edge A 2006 ELD 3 Hampton Brown Edge B 2006 ELD 4/5 Hampton Brown Edge C 2008 Strategic English Binders/copies NA Intensive English Hampton Brown Edge A 2006	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	Intro to Integrated Math HMH Integrated Math 1 2015 Integrated Math A HMH Integrated Math 1 2015 Integrated Math B HMH Integrated Math 1 2015 Integrated Math 1 HMH Integrated Math 1 2015 Integrated Math 2 HMH Integrated Math 2 2015 Integrated Math 2: Robotics HMH Integrated Math 2 2015 Integrated Math 2 Advanced HMH Integrated Math 1 & 2 2015 Integrated Math 3 HMH Integrated Math 3 2015 Integrated Math 3 Advanced HMH Integrated Math 2 & 3 2015 PreCalculus ( & H) Larson & Hostetler Precalculus with Limits 2001 AP Calculus AB Key Cur Press Calculus Concepts 1998 HMH Calculus of a Single Variable 2010 AP Calculus BC Brooks/Cole Calculus 2008 AP Statistics Freeman Practices of Statistics 2015 Prentice Hall Stats: Modeling the World 2007 Statistics & Probabilities Freeman Basic Practices for Statistics 2010 Preparing for College Math MUHSD Preparing for College Math 2009 Financial Algebra Cengage Financial Algebra 2014	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Course Materials Pub Date Life Science (Ag) Prentice Hall Science Explorer Life Science 2009 Biology (Ag) Prentice Hall Biology 2002 AP Biology Pearson Campbell Biology AP 2014 Earth Science (Ag) Holt Modern Earth Science 2002 Chemistry (Ag) Addison Wesley Chemistry 2002 AP Chemistry Prentice Hall Chemistry: The Central Science 2014 Physics Glencoe Physics: Principles and Problems 2002 AP Physics Wiley & Sons Physics 2014 Environmental Science (Ag) Holt Environmental Science 2006 AP Environmental Science Cengage Living in the Environment 2007 Anatomy & Physiology Elsevier/Mosby The Human Body in Health 2014 Animal Anatomy & Physiology Delmar Introduction to Veterinary Science 2005 Biotechnology 1-2 Pearson Biotechnology, Introduction to 2011 Food Science Thomas Learning Introduction to Food Science 2003 Forensic Science Cengage Forensic Science: Fundamentals 2012 Intro to Genetics NA NA Marine Biology H Prentice Hall Marine Biology an Ecological Approach 2005 Microbiology NA NA ROP Veterinary Science Cengage Veterinary Anatomy & Physiology 2011 Cengage Introduction to Veterinary Science 2005 ROP Environmental Horticulture Thomson Introductory Horticulture 2007 Sierra Nevada Science UCAL History of the Sierra Nevada 2007	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Health Prentice Hall Health 2007 Freshman Seminar Odysseyware Online course 2016 World History (H) McDougal Littell Modern World History 1999 Prentice Hall World History Modern World 2007 U.S. History Glencoe American Vision Modern Times 2006 Holt American Anthem Modern Am History 2007 AP US History McGraw-Hill American History a Survey 2003 Carnes/Garraty American Nation: A History 2003 McDougal Littell American Pageant 2006 U.S. History & Public Health Holt American Anthem Modern Am History 2007 Economics (H) Prentice Hall Economics: Principles in Action 2007 Governement Prentice Hall Magruder's American Government 1999 Journey for Justice Prentice Hall Magruder's American Government 1999 We dot the People: Govern & Cyber Sec Prentice Hall Magruder's American Government 1999 AP Government Prentice Hall Governemnt by the People 2008 AP European History (elective) HMH History of Western Societies since 1300 2006 Women in Society & History (elective) LB When Everything Changed 2010 Harpers Why Women Should Rule the World 2008	Yes	0.0
<b>Foreign Language</b>	French 1 McDougal Discovering French 1-3 2004 Hmong for Hmong 1-2 MUHSD materials NA Punjabi for Punjabi 1-2 Singh Brothers Let Us Learn Gurmukhi 1-4 2004 Spanish 1-3 Glencoe Buen Viaje 1-3 2003 Medical Spanish Heinle & Heinle Medical Spanish A Conversation 2000 AP Spanish Language McDougal Abriendo Puertas Tomo 1-2 2003 AP Spanish Literature Abriendo Paso Gramatica 2007 Abriendo Paso Lectura 2007 R/W Spanish Holt Nuevas Vistas Curso de Introduccion 2006 Spanish for Spanish 1-2 Holt Nuevas Vistas Curos Uno 2006	Yes	0.0
<b>Health</b>	Grade 9: Health, Prentice Hall 2007 (New Edition 2008)	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Visual and Performing Arts</b>	Grades 10-12: Understanding Movies, Prentice Hall 2008 (Adopted 2007) Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999) Grades 9-12: The Photographic Eye: Learning to See with a Camera, Davis Publications 1995 Grades 9-12: Theatre Art in Action, Glencoe/McGraw Hill 1999 Grades 9-12: Foundations of Restaurant Mangement and Culinary Arts (Level 1 and 2) (AHS, BCHS, GVHS, MHS)	Yes	
<b>Science Laboratory Equipment (grades 9-12)</b>	Science Laboratory Equipment: LHS provides an adequate supply of lab equipment for its students.	Yes	0.0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Livingston High School, originally constructed in 1924, completed several modernization phases in an expansion project finalized in Spring 2011. The school completed the construction of a central quad area, surrounded by a new gym and two story classroom building to better accommodate the school's increasing population and completed a new softball and soccer complex. The campus is currently comprised of 61 classrooms (including portables), a cafeteria/multi-purpose room, one staff lounge, a library, four computer labs, ten mobile computer carts, six science labs, two gymnasiums, the student body office, counseling office, administrative office, Special Education office, the student body store, one weight room, a pool, one band room, and three industrial shops. Livingston High School shares athletic fields with the City of Livingston.

The school is inspected annually by the Fire Marshal and monthly by school site administrators. All issues discovered during these inspections are given the utmost priority.

#### Cleaning Process

Livingston High School provides a safe and clean environment for students, staff, and volunteers. The District Governing Board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with seven custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

#### Maintenance & Repair

A scheduled maintenance program is administered by Livingston High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Merced Union High School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

#### Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The district's governing board approved deferred maintenance projects for this school that resulted in repainting of the school.

The chart below displays the results of the most recent school facilities inspection.



**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/29/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			908 Lacking in organization
<b>Electrical:</b> Electrical	X			901 Outlet broken
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			600 Sink faucets need attention, Field House first sink's hot faucet has no top and cold get stuck, Old Gym Boys visitor restroom has paint peeling from ceiling
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 11/29/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	57	58	53	50	48	48
Mathematics (grades 3-8 and 11)	31	31	25	21	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	263	256	97.34	57.81
Male	134	132	98.51	48.48
Female	129	124	96.12	67.74
Asian	31	31	100	77.42
Filipino	--	--	--	--
Hispanic or Latino	213	207	97.18	54.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	14	93.33	64.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	217	212	97.7	58.49
English Learners	76	72	94.74	25
Students with Disabilities	29	28	96.55	3.57
Students Receiving Migrant Education Services	--	--	--	--

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	263	257	97.72	31.13
Male	134	133	99.25	29.32
Female	129	124	96.12	33.06
Asian	31	31	100	48.39
Filipino	--	--	--	--
Hispanic or Latino	213	208	97.65	27.88
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	14	93.33	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	217	213	98.16	29.58
English Learners	76	73	96.05	8.22
Students with Disabilities	29	28	96.55	3.57
Students Receiving Migrant Education Services	--	--	--	--

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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	34	34	43	43	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

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Livingston High School's primary objective is to prepare students for success in college and careers.

All students complete a six-year plan with his/her respective counselor to assess academic strengths/weaknesses, determine short and long-term goals, and create a tentative 4-year plan of courses. Students are guided toward intervention and tutorial services to assist them with their academic goals and areas in need of improvement. This plan is then reinforced and reviewed each year during course registration time with the student's counselor.

LHS offers a number of courses on campus that work to develop entry-level job skills such as wood shop, auto shop, small engines, welding, and computer programming. In addition, ROP offers a variety of courses that includes the following: automotive repair, computer systems, education, floral design, graphic arts, medical occupations, retail sales, child development, food science, and agriculture.

Students with special needs receive guidance and assistance in transitioning into the workforce through the Workability program and vocational educational courses on campus.

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of pupils participating in CTE	759
% of pupils completing a CTE program and earning a high school diploma	37%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20%

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.85
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	34.55

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	30.1	22.3	4.7

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.

**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 schoolsite.

**Opportunities for Parental Involvement (School Year 2017-18)**

Livingston High School parents are invited to participate in a variety of ways to support student activities including, but not limited to monthly parent coffee socials, parent workshops, parent classes, band boosters, athletic boosters, Sober Grad, English Learners Advisory Committee (ELAC), School Site Council (SSC), School Safety Committee and support of various clubs and activities.

Livingston High School is host to a series of parent classes. Sessions are offered in Spanish and English, and parents play a role in deciding the curriculum. LHS has several classes for Spanish speaking parents to learn English. Parents are also encouraged to contact their student's counselor to set up an a student information system account so that they can view their student's grade, discipline and attendance data online.

Additionally, parents are encouraged to sign up for a parent ID card, that they may use to earn points for redeemable LHS promotional items through the 5 Star Student system.

Parents are always welcome to visit the LHS campus; however, like all visitors, parents are required to check in at the receptionist's desk located in the administration building. In addition, LHS has a Parent Resource Room where parent meetings and socials are held, as well as, parents are encouraged to stop by with questions or needed assistance from our two full time Community Liaisons. Parents who wish to participate in Livingston High School's leadership teams, school committees, school activities or become a volunteer may contact the Parent Resource Room at (209) 398-3300. Additionally, the school's website ([www.lhs.muhsd.org](http://www.lhs.muhsd.org)) provides a wide variety of resources and information.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Dropout Rate</b>	1.7	2.4	2	5.9	6.4	6.1	11.5	10.7	9.7
<b>Graduation Rate</b>	94.54	95.26	97.23	90.95	90.28	91.06	80.95	82.27	83.77

#### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
<b>All Students</b>	96.09	88.17	87.11
<b>Black or African American</b>	0	84.95	79.19
<b>American Indian or Alaska Native</b>	0	93.75	80.17
<b>Asian</b>	96.88	95.09	94.42
<b>Filipino</b>	100	100	93.76
<b>Hispanic or Latino</b>	96.6	86.86	84.58
<b>Native Hawaiian/Pacific Islander</b>	100	100	86.57
<b>White</b>	84.62	88.3	90.99
<b>Two or More Races</b>	100	94.12	90.59
<b>Socioeconomically Disadvantaged</b>	94.94	86.02	85.45
<b>English Learners</b>	73.33	48.94	55.44
<b>Students with Disabilities</b>	92	55.77	63.9
<b>Foster Youth</b>	100	69.57	68.19

## 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	3.9	4.8	4.6	5.4	6.3	4.6	3.8	3.7	3.6
<b>Expulsions</b>	0.5	0.3	0.3	0.7	0.8	0.5	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

Safety of students and staff is a primary concern of Livingston High School. Through curriculum, instruction, and discipline policies students are provided both a safe and positive learning environment. Livingston High School maintains an excellent rapport with the local police department in issues of campus safety. The campus is properly supervised before and after school, and during breaks by teachers, all four administrators, a School Resource Officer and the campus liaisons (three out of four at all times).

All visitors must sign in at the Principal's Office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their pass at all times.

The school's safety program is fully compliant with federal and state regulations, and the School Site Safety Plan is updated annually by the Safety Committee. Key elements of the Safety Plan include: Lockdown Policy, Administrative Communication During Emergencies, and ongoing observance of the Daily Words of Wisdom program. LHS staff has adopted the Character Counts framework and celebrate student and staff success on a regular basis. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held regularly, and all staff have been trained on coordinating an evacuation from the school.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2013-2014	2008-2009
<b>Year in Program Improvement*</b>	Year 2	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	5
<b>Percent of Schools Currently in Program Improvement</b>	N/A	83.3

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	20	17	20	27	12	17	18	31	9	9	25
Mathematics	31	6	10	18	29	6	19	11	32	3	12	20
Science	31	1	5	9	30	3	7	5	32	2	10	10
Social Science	25	8	11	11	27	7	13	7	26	11	12	8

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	650
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	6	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,447.80	\$1,408.65	\$8,039.15	\$84,713.67
District	N/A	N/A	\$11,321.98	\$87,435.29
Percent Difference: School Site and District	N/A	N/A	-29.0	-3.1
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	22.3	2.3

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

**Types of Services Funded (Fiscal Year 2016-17)**

In addition to general state funding, Merced Union High School District received state and federal funding for the following categorical, special education, and support programs:

- Economic Impact Aid (EIA)
- Title I, Part A - Basic Grant
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Part A - Limited English Proficiency (LEP)
- Title IV - Safe & Drug Free Schools & Communities (SDFSC)
- Title V - Innovative Programs

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,892	\$50,221
Mid-Range Teacher Salary	\$74,080	\$83,072
Highest Teacher Salary	\$94,779	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$128,094
Average Principal Salary (High)	\$125,952	\$146,114
Superintendent Salary	\$177,200	\$226,121
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	1	N/A
All courses	8	14.2

Cells with N/A values do not require data.

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



## Professional Development (Most Recent Three Years)

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Staff members build teaching skills and concepts through participation in staff development opportunities, conferences, and workshops throughout the year. A 45-minute collaboration time each week is allocated for the teaching staff. This time is currently used to align curriculum, assess what students are learning, provide specific staff development, and intervention offerings based on the current student's strength and weaknesses. The district has online PD and has regularly offered staff development days where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, effective school practices and methodologies. Staff development topics include:

District Wide Instructional Norms focus:

- Explicit Direct Instruction and Checking for Understanding Strategies
- Including all domains in instruction- reading, writing, listening and speaking
- Writing in all classes
- Higher Order Questioning Strategies

Other topics of staff development:

- School City and data analysis
- Common Core State Standards Early Adopters
- Mentoring Program
- AVID and Advanced Placement training for some teachers
- Common Core State Standards
- Classroom Management
- Technology Integration into Instruction (i.e. Google Classroom)

For additional support in their profession, all first and second-year teachers throughout the district may participate in an Induction program, a state-funded, standards-based program that provides support through mentoring, training, and evaluation. The site also has a full time certificated Instructional coach.

Teachers are supported by our Impact Teams and Technology Innovation Team who work as instructional coaches in the areas of technology, Social Science, Science, Math, English, and Electives, and regular walk-through feedback by administrators.