

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

Livingston High School

1617 MAIN STREET

LIVINGSTON, CA 95334

Merced Union High School District

March 18-20, 2019

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Preface

Livingston High School states that the vision, mission and schoolwide learner outcomes have been developed based on the belief that all students can learn and be college and career ready. LHS asserts that all college and career graduates will master and demonstrate each of their School-wide Learning Objectives. The VC affirms through discussions and examination of the data that their beliefs are communicated and align with the goals of MUHSD's LCAP and have been developed based on the current and future demands, obligations and needs of the students.

The School-wide Learning Outcomes (also known as the 4C's) are;

- Communication
- Collaboration
- Critical Thinking
- Creativity

The process to identify core values and transition them into the school's 4C's" began with the leadership staff in 2017. Through the lens of employable skills, the leadership team acknowledges that these skills were also identified as necessary college and career readiness skills. In February 2018 school stakeholders began discussions of transitioning the 4C's into the school-wide learning objectives. In a series of meetings through the spring of 2018 the stakeholders considered why and how to measure communication, collaboration, critical thinking and creativity. Students' 6-year plan (portfolio) was developed to promote tracking college and career readiness and inclusion of Signature Assignments which showcase demonstrations of 4C's skills attainment. The school states that at the beginning 2018-19 the staff professional development opportunities continued to explore the definition of the 4C's and descriptions of what these look like for Livingston High School. Data is currently collected on the staffs implementation of the 4C's during walk-throughs.

The Self-Study indicates that Livingston HS has partnered with Inflexion, nonprofit consulting group to implement California's Multi-tiered System of Support (MTSS) framework for the 2018-19 school year. Inflexion assists schools in the examination of best practices that prepares all students to be college and career. In discussion with the school and examination of current data, the VC affirms that LHS and Inflexion are currently creating maxims to align with the 4C's/SLO's through the creation of learning communities that ensure all students graduate ready for college, career, and life. The collaboration process has produced the draft Maximus; We Create, We Build, We Share. The stated purpose of these Maximus is to create talking points for students and parents of what has been learned and demonstrated through the attendance at LHS

It appears to the VC that the school has made great strides on the development of the 4Cs/SLO's plan, and is emerging in the implementation of this plan, which is progressing in the clarification and measurement of what all students should know, understand, and be able to do. The school's LCAP, SPSA and Vision/Mission goals are to create college and career ready students, given this they are always in the process of reflection, re-evaluation, and implementation to continue school improvement to support student learning. It appears that through the development of each of these plans that the school has begun to address and monitor progress of the attainment of each of the new school-wide goals.

Chapter I: Progress Report

Livingston High School has shown significant changes in some areas since the 2013 full and mid-cycle accreditation visit however there are recommendations that have not been fully addressed.

The visiting committee recommends that Livingston High School continue to address the previous Critical Academic Needs (CAN) left by the full-visit committee in 2013 as outlined below.

1. 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.
2. A need for a broader, data-based effort to provide targeted interventions for all subgroups, including English Learners, Special Education, and Migrant Students.
3. A need to consider ways to include regular parent input into student course selection and development of the 6 year plan.
4. A need to examine the effectiveness of the current collaboration model in relation to establishing a research-based professional learning community.

In addition, the Mid-Cycle visiting committee recommends that Livingston High School:

5. Develop and implement a long-term, research-based, and comprehensive professional development plan that addresses the impact on student learning, includes teacher accountability, and directly informs planning for collaboration.

In review of the Self-Study and conversations with the staff, the VC affirms that LHS has followed appropriate timelines and met with all stakeholders at some point to address recommendations during the Mid Cycle visit and in the preparation of the current Self-Study. It appears that the school used monthly meetings to gather and analyze performance trends, select identified critical student needs correlated with the SLO's. In winter of 2018, information gained through the self study process was presented to parent and student groups for input. The Self Study indicates that the District has also implemented an annual in-house walk-throughs to collect data on implementation of district wide norms. The process incorporates site visitation by a team of MUHSD employees who visit each site, visiting classrooms, speaking with staff and students, and then compiling and sharing out findings the site administration team.

The school is now aligned with the District's LCAP and the site's SPSA. With the major shift from the CAHSEE and California Standard Tests, LHS has made great efforts in transitioning to Common Core Standards. LHS's focus has changed from just graduating all students to preparing all students as college and career ready. Additionally, the school is improving and securing the school climate, providing equitable access to all students and to recruit and retain highly talented and qualified staff. Following district policy, LHS has adopted Career Technical Education (CTE) pathways which incorporate sequenced course of study expanding the students' learning experience to include academic knowledge and technical skills, further enhancing their post-secondary options in college or careers. Seven dual enrollment opportunities and sixteen articulation agreements have been established with Merced and

Modesto Community Colleges. To accommodate the expansion of sixteen CTE courses and enrollment within them the school adopted a seven period day this 2018-19 school year.

Over the last few years the Silent Sustained Reading program was eliminated as well as Wolf Pack Time. This 19 minute period was created to make announcements and various lessons such as growth mindset, the 4C's, soft skills, bullying, etc. Once the seven period day was adopted the school felt that the 19 minutes were needed for additional instructional minutes.

Since the 2013-14 visit Livingston High School has seen a robust effort in expanding technology throughout the campus. It has become a 1:1 technology school; each student received a Chromebook to utilize at school as well as home. Students then gained access to Google Education platforms as well as digital curriculum from Houghton Mifflin Harcourt for ELA and math. Supplemental curriculum students have access to include, but not limited to ALEKS, Albert, i.o, Actively Learning, Odyssey, etc. The teachers are now utilizing the Chromebooks to administer the CAASPP Smarter Balanced interim and annual assessments. The Self-Study and parents confirmed that many teachers have created websites for communicating with students as well as communicating effectively via email. According to the school, high speed wireless infrastructure has been upgraded since the last visit leading to Chromebook expansion. To assist in the support of expanded technology, an IT Essentials was implemented to train students to renovate and repair the Chromebook. LHS has upgraded desktop technology primarily in CTE related courses. The VC commends this expansion. Of notability is the transition of the Library from a book focused learning center to a "thriving literature hub" with a Maker space that provides all students with access to virtual reality experience, 3-D printers and state of the art laser printer. The increased technology has transcended to parents to through the AERIES student information system and the parent messaging system, Parent Square. (CAN #2)

The Self Study cites that teachers are adopting deeper learning strategies such as Project Based Learning (PBL). The school-wide implementation is an emerging practice. (CAN#2 & #5)

Students are supported in their efforts to become college and career ready with the creation of Saturday Academy which offers teacher created enrichment and tutoring opportunities. Students reported that many teachers are in the classrooms after school for tutoring. Additionally credit recovery is offered through a variety of different opportunities, including but not limited to summer school and Independence High, an online program offered on campus throughout the day. (CAN #2)

Livingston HS has made efforts to improve school climate by establishing opportunities for student, parent and teacher involvement. LHS uses the 5 Star Student online tracking and incentive process where students, parents and teachers can earn "Love Purple" points for attending and/or participating at various school and professional developments events. The school uses funds received from a stipend they get from the University of Michigan for students taking surveys, as well as from specific student support/involvement district funds to purchase awards. The cost of graduation tickets, game, dance and ASB created tickets that have no net value are absorbed. ASB and Title 1 funds (in SPSA) were used to pay for the 5 Star software and hardware. When students and parents earn five Love Purple points they gain free entry at various school events that normally charge for entry. Students earn Love Purple points and earn from game passes to dance passes to a yearbook. The sites Love Purple application not only shows awards but has a leaderboard which generates the school's desired effect of participation

in activities and through the competition between students and between classes. (CAN #5)

It appears to the VC that the staff of LHS has shown great creativity in increasing stakeholder involvement. The school has reinvented its Back to School by hosting it during a home football game and the Report Card Night is now a showcase where clubs, teachers and community service providers exhibit their offerings. Another effort by the school to increase parent engagement and stakeholder involvement is the creation of Parent Resource Center which hosts monthly coffee socials, family roundtables, parent and community classes and workshops, and hosts the School Site Council and ELAC meetings. The parents reported that the school has created a climate of openness and belonging. Additionally, the parents acknowledged that there is a small group of parents who attend everything and are hoping to find strategies to increase the number of parents who participate in the various committees and support activities. To increase student involvement and spirit, spirit rallies were moved from volunteer before school events to ones embedded into school day. (CAN #5)

Through the school reports and onsite interviews, the VC recognizes that many efforts have been made to change the culture of LHS by increasing student and parent involvement. In 2017-18, LHS realigned its bell schedule for all students to eat lunch together rather than the previous split lunch. New opportunities have been created for student involvement including, but not limited to, increased club participation and other ASB created events. (CAN #1 & #5)

Since the last visit LHS has made concerted efforts to create a safe school for all. Many new programs have been adopted to combat school violence, harassment and bullying. The school created an anonymous tip line for reporting all school safety concerns along with the establishment of a Student Climate Committee. Survey data and interviews indicate that students feel very safe on campus and in general, get along with other.

The physical transformation of some of the school spaces have been cited as positive influences on changing school culture. Several of the classrooms have been updated with collaborative-friendly furniture, a lactation room for nursing mothers have been created, and the modernization of many of the CTE settings, Agriculture area, the pool and the athletic stadium. Additionally, the cafeteria has been updated with additional serving lines to meet the demands of a one-period lunch.

In 2016 Livingston High School began the construction of an onsite school based health center, "Wolves Wellness Center (WWC) which is now completed and fully staffed. The first of its kind in Merced, the WWC is a partnership with the Livingston Community Health organization. The Center sees only LHS students and their families and provides services with a Registered Nurse and a Behavioral Student Support Manager in a confidential setting. It was highlighted during the visit that this Wellness Center effectively serves the students but also keeps the parents from missing work and the student from missing much school. The school has implemented a School Health Services Program focusing primarily on students in foster care and/or displaced/homeless students. Students still have the option of seeing the regular school nurse for simple health issues. Willy's closet has been established to assist students who lack access to all types of clothing. (CAN #2)

Students attend a 7 period day with the emphasis on CTE pathways. Currently the school currently offers 8 Industry Sectors for a total of 13 pathways. Parents voiced appreciation for the existing pathways but would like to see expansion to include a pathway in business,

education/teaching and the arts. The following pathways for students to follow during their enrollment at LHS. However sees potential conflicts as CTE programs grow with the addition of 2-hour capstone certification courses and about 50% of its student body enrolled in 7th period athletic PE;

- Agriculture & Natural Resources; Agri-Business, Agriscience, Ornamental Horticulture and Animal Science
- Art, Media, & Entertainment; The Design, Visual, and Media Arts
- Health Science & Medical Technology; Patient Care
- Information & Communication Tech; Networking, Software and Systems Development Pathway
- Building & Construction Trades; Residential and Commercial Construction Pathway -
- Manufacturing & Product Development; Product Innovation and Design
- Transportation; Systems Diagnostics, Service, and Repair
- Public Service; The Public Safety

LHS has also created additional supports for the targeted populations. The identified EL and SPED are supported with supplementary reading supports through the program, iLit. English Learners are enrolled in CTE courses to meet the “conversation” requirement. All 10 graders take the PSAT and are granted two waivers on AP tests. Additionally, SPED, Migrant Ed and Foster Youth students have no caps on testing opportunities. Other equitable access supports in place at Livingston to support the target students is the hiring of a bilingual Spanish paraprofessional person to support all EL’s, academic support program for all at-risk youth, and bus passes for these same students. (CAN #2)

The school and district has provided a plethora of professional development opportunities for their staff to participate in. The school states that retaining highly qualified and trained teachers is a priority therefore professional developments opportunities serve as an essential role retaining quality teaching. LHS reports that onsite PD priorities are planned annually at a leadership planning day comprised of admin, teachers (leaders and tech team members), the instructional coach and teacher librarian. The planning day is used to review site and district norms, the vision and mission, the analysis of identified strengths, weaknesses, opportunities and threats of current instruction, review of SLO’s, and the the identification of instructional focus/priority PD for the next school year. LHS indicated that onsite Wednesday collaboration staff meetings is focused primarily on professional development. The 2018-19 focus has been the 4C’s. Additionally, the school has had minimum day PD’s set by priority school issues, such as suicide prevention and culture and relationships, an unconference which is described as sessions taught by teachers who attended offsite trainings, and the monthly new teacher academy. The onsite voluntary deep dives are on current hot topics and the tech team PD’s coincide with the monthly staff PD focus (4C’s). For offsite PD’s, all certificated staff is encouraged to attend conferences and trainings that align with the instructional focus, tech, deeper learning/PBL, LCAP/SPSA goals or specific content areas. (CAN #4 & #5)

The 2013 VC left a major recommendation for LHS “to examine the effectiveness of the current collaboration model in relation to establishing a research-based professional learning community.” The Mid-cycle VC again left one recommendation addressing to “develop and implement a long-term, research-based, and comprehensive professional development plan that addresses the impact on student learning, includes teacher accountability, and directly informs planning for collaboration.” The school stated that they have used the 4Cs as their framework for delivering professional development. (evidence-who, how, when developed, how is communicated) Based on findings of the 2019 VC,

development of a strong, well articulated, and memorialized plan that includes representation of all stakeholders was verbally presented by site leadership with plans to create a more structured document and stakeholder presentation.

The Self-Study indicated that there has been many changes in the district and site administration structures since the Mid-Cycle Visit. The new superintendent and deputy superintendent served within the district providing a comprehensive understanding of the communities and district's culture. A promotion of associate principal to principal has provided continuity to the school leadership. In an effort to expand involvement, culture and spirit LHS has made the Athletic and Activities Directors to full time. Other significant changes in personnel include the addition instructional coach, academic counselor, registered nurse, and behavioral specialists to support staff and the social emotional needs of all students.

The school indicated that the LHS and MUHSD's 2020 goals were established based on the State's definition of College and Career Ready. As part of the District's 2020 plan, the following is completed and ongoing to address college and career goals:

- Sent many AP teachers to AP sponsored workshops and institutes who were interested. Completed AP Plan.
- Expanded articulation and Dual Enrollment courses
- Set standard and expectation to include college courses on high school transcript
- Established CTE graduation requirement
- Designed and established Frosh Seminar graduation requirement
- Worked with Inflexion, Merced College, community and staff to create course standards and design pathways
- Accessed CTE grants to support program expansions
- 7 period day.
- Hired new staff as appropriate to address new demands for CTE courses

In addition to MUHSD's 2020 goals, the Self-Study indicates that LHS utilizes its 6 Year Plan as a measurement tool. Seniors will display their readiness through their portfolio at a senior interview conducted with community business members.

Through the Self-Study Process Livingston High School the school identified two areas of Critical Student Learning Needs which they thoroughly addressed in their Action Plan:

- Growth Statement: Increase in graduation rate, increase in college and career readiness, and improve on ELA and Math CAASPP SBAC scores.
- Growth Statement: Increase awareness of and participation in programs, services, activities and events that exist to support all stakeholders.

Chapter II: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school.

Livingston High School is located in Merced County and is one of six comprehensive schools in the Merced Union High School District. The district has ten high schools under its guidance and encompasses the communities of Merced, Atwater, Livingston, Winton, El Nido, Snelling, Ballico and Hopeton. Livingston High School was established in 1924 and serves the

communities of Livingston and Ballico. The city of Livingston has 13,795 residents.

Students are supported by a principal and three associate principals, 56 certificated staff that includes a librarian, three counselors, activities director, athletic director, an instructional coach and a part-time school psychologist. According to CDE Dataquest, the average years of teaching experience is 14 years. The certificated staff’s educational level is as follows; 3 with Master Degrees +30 units, 8 with Masters Degrees, 31 with Bachelor Degrees + 30 units and 10 teachers with Bachelor Degrees. Additionally there are 44 classified staff including a Spanish speaking and Punjabi speaking community liaisons on staff at Livingston High School.

The school reports steady enrollment growth over the last three years. Hispanic and East Asia Punjabi Indian has been the primary source of growth. Currently 84% of the student population are Hispanic. East Asia Punjabi Indian enrollment hovers around 11% of enrollment while the white population is declining. According to the US Census Bureau, the median income in Livingston is \$55,226. Livingston has 20% of the population living below the poverty level compared to the state average of 16.3%.

**Student Enrollment
Enrollment By Student Group**

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.4%	0.6%	0.41%	4	7	5
African American	0.1%	0.3%	0.33%	1	4	4
Asian	12.1%	12.3%	10.70%	136	147	130
Filipino	0.4%	0.5%	0.41%	5	6	5
Hispanic/Latino	80.5%	81.2%	83.70%	905	970	1017
Pacific Islander	0.4%	0.3%	0.25%	4	3	3
White	5.7%	4.4%	3.70%	64	53	45
Multiple/No Response	0.0%	0.0%	0%	0	0	0
Total Enrollment				1,124	1,195	1215

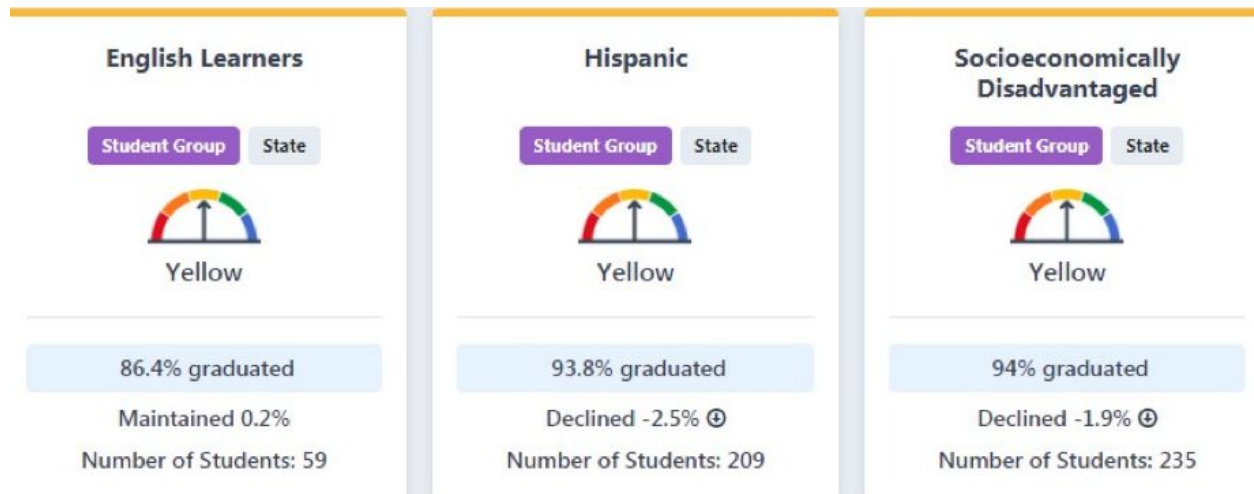
Livingston High School’s Demographics indicated that 20% of the families are existing below the poverty level compared to state average of 16.3%. According to the Self-Study the community’s high poverty rate and the lack of affordable housing has led to an increase in double households and/or homeless. LHS Federal Free and Reduced Lunch rate average is around 85% of its school’s enrollment and the school is now classified as a Schoolwide Title I school. The school reported that during the Self-Study process they discovered a data error in the entry of Students with Disabilities, as originally reported with 56 students.

2017-2018 Student Demographics		
Student Group	Total	Percentage
English Learners	129	10.6%

Foster Youth	4	0.3%
Homeless	57	4.7%
Socioeconomically Disadvantaged	1,059	87.2%
Student with Disabilities *	124	10.0%

The average daily attendance for LHS has averaged -- over the last three years. According to CDE DataQuest report Livingston HS showed a 11.2% in 2017-18 school year and 10.4% Chronic Absenteeism Rate. The data indicates that 5.3% of the students enrolled were suspended at least once.

California School Dashboard indicates that Livingston High School graduated 257 students in 2018 for a 94.6% graduation rate and in 2017 253 for 97.2%. Note that the 2016 graduation rate was 97.2% The school’s graduation rate has been consistently high with the exception of 2017. In 2017-18 one-hundred and eight LHS graduates met UC/CSU requirements and nineteen graduates earned a Seal of Biliteracy. The school has shown significant growth in “prepared for college and/or career with 61.5% graduates receiving this distinction. This is a 18.9% increase. Additionally, MUHSD is currently revising its diploma vs. certificate offerings for students with disabilities, LHS is anticipating its graduation rate to increase.



The Love Purple, Live Gold, 5 Star Student data has shown that the desired effects of increasing student and parent engagement is on the rise since its implementation. Club involvement (memberships) has nearly doubled (687 vs 1,238) The school indicated that these figures may include the same student in multiple activities. The school also provided the following;

- Comparing only the 2017/2018 to the 2018/2019 school year:
- 10% increase in freshmen involvement to 1 activity (sport or club)
- 16% increase in freshmen involvement in 2 or more sports/clubs
- 6% increase in sophomore involvement in 1 sport/club
- 5% increase in sophomore involvement in 2 or more sports/clubs
- 12% increase in junior involvement in 1 sport or club
- 6% increase in junior involvement in 2 or more sports/clubs
- 2 % increase in senior involvement of 1 sport/club

6% increase in senior involvement of 2 or more sports/clubs

Parent Square is one of the communication tools utilized by ‘the school. Parents indicated that the tool is very effective in communicating school events and important announcements. The expressed a high level appreciation. Aeries is incorporated as the School Information System to house all student attendance, grades and personal information. Additionally, the students 6-year portfolio is developed in their English classes and house. Counselors indicated that they have access to these files.

According to the Self-Study, Livingston HS has a high number of students participate in the AP program. The school proudly states that they had 100% pass rate in Computer Science Principles and Spanish exams. LHS currently offers 10 AP courses and is exploring the expansion of offerings in 2018-19. The 2017-18 results as reported by DataQuest are as follows

Grade 12 Enrollment	Number Tested	AP Score=1	AP Score=2	AP Score=3	AP Score=4	AP Score=5
257	159	34	82	55	37	19

One-hundred twenty-one students participated in the Scholastic Aptitude Test with 56.20% of the students meeting the ELA Benchmark and 35.54% meeting the math Benchmark. Seventy students choose to take the ACT with 34.29% of the students scoring above 21, or above the 50th percentile.

The Livingston High School students have consistently performed higher on the SBAC Math test than the other high schools in the district. The performance on the ELA section of the SBAC shows the LHS students performing about the same level as the other students in the district with the exception of 2017 where they performed significantly higher. The chart below indicates that the overall student performance on the ELA section of SBAC shows a 3-year average of 53.2% of all LHS students met or exceeded the standards. The state’s School Dashboard indicates that the school is 21.6 below standard and last years participants had a decline in their score by 30.4 points. The school acknowledges much to be done and has identified it as one of their growth goals in their action plan.

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students															
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested					
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18			
Grade 11	273	261	292	268	254	287	266	254	287	98.2	97.3	98.2			
All Grades	273	261	292	268	254	287	266	254	287	98.2	97.3	98.2			
Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2592.	2586.	2555	17	19.29	10.80	41	38.98	32.75	26	21.26	29.27	16	20.47	27.18
All Grades	N/A	N/A	N/A	17	19.29	10.8	41	38.98	32.75	26	21.26	29.27	16	20.47	27.18
Reading Demonstrating understanding of literary and non-fictional texts															
Grade Level	% Above Standard			% At or Near Standard			% Below Standard								
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18						
Grade 11	23	24.02	17.77	57	53.15	54.36	20	22.83	27.87						
All Grades	23	24.02	17.77	57	53.15	54.36	20	22.83	27.87						
Writing Producing clear and purposeful writing															
Grade Level	% Above Standard			% At or Near Standard			% Below Standard								
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18						
Grade 11	28	29.92	19.86	51	47.64	45.64	21	22.44	34.49						
All Grades	28	29.92	19.86	51	47.64	45.64	21	22.44	34.49						
Listening Demonstrating effective communication skills															
Grade Level	% Above Standard			% At or Near Standard			% Below Standard								
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18						
Grade 11	17	19.29	13.59	71	62.60	69.34	13	18.11	17.07						
All Grades	17	19.29	13.59	71	62.60	69.34	13	18.11	17.07						
Research/Inquiry Investigating, analyzing, and presenting information															
Grade Level	% Above Standard			% At or Near Standard			% Below Standard								
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18						
Grade 11	26	30.31	17.77	65	45.67	52.96	9	24.02	29.27						
All Grades	26	30.31	17.77	65	45.67	52.96	9	24.02	29.27						

The Dashboard indicates that LHS is 90.6 points below standard and a decline in last years performance at 21.2 points. The three year performance average shows 28.45% of all 11th grade LHS students met or exceeded the math standards. This

equates to 71.55 % of all 11th grade students nearly or did not meet the math standards.

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	273	261	292	268	255	290	267	255	290	98.2	97.7	99.3
All Grades	273	261	292	268	255	290	267	255	290	98.2	97.7	99.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2568.	2558.	2534.	8	9.41	5.8	23	21.96	17.2	27	21.96	22.7	42	46.67	53.1
All Grades	N/A	N/A	N/A	8	9.41	5.8	23	21.96	17.2	27	21.96	22.7	42	46.67	53.1

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	21	19.61	13.7	30	26.67	23.1	49	53.73	62
All Grades	21	19.61	13.7	30	26.67	23.1	49	53.73	62

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	10	8.63	9.3	59	48.24	41.7	31	43.14	47.9
All Grades	10	8.63	9.3	59	48.24	41.7	31	43.14	47.9

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	12	16.08	6.8	58	60.78	54.8	30	23.14	37.2
All Grades	12	16.08	6.8	58	60.78	54.8	30	23.14	37.2

Chapter III: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

Through the self-study, the VC finds that Livingston High School's mission statement and vision clearly states the school's desire to provide a "comprehensive and rigorous" education that will prepare students to be college and career ready. It was indicated during the focus group meeting that the process to revise the mission statement began 3 years ago with administration and volunteer department members along with some community members and including students. The school community has kept their vision and mission concise and attainable.

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

Vision: Love Purple, Live Gold

LHS also adheres to the Instruction 2020 goals, flexible learning environment where ALL students become college and career ready through rigorous learning experiences that activate and allow students to pursue their passion. Based on the Self-Study and interviews LHS have promoted respect, accountability, integrity and involvement as schoolwide core values. Additionally, the school has created and promoted common beliefs that: all students can learn; we need to prepare students for college and career; and own it.

The VC confirmed that since the last full WASC Self Study, various stakeholders of the school community have had opportunities to review and revise the mission and vision through meetings such as staff meetings, ASB meetings, parent meetings, ELAC meetings, District Board meetings. The school's mission and vision appear to fully aligned with Merced UHSD's goals and site LCAP. The school's mission, vision and schoolwide learner outcomes are reviewed and assessed in light of LCAP, ELAC and Common Core specifics. The Single Plan for Student Achievement is used as a guide for the school's ability to fulfill its mission and vision.

LHS mission and vision align with MUHSD's vision: Every student will walk off the graduation stage with a diploma in one hand and CTE certification/proficiency in the other. Along with college credit on their transcript, LHS drives towards its mission of: Every staff member, every day, will support all students to acquire the skills necessary to develop and follow their postsecondary dreams. The district's motto is a relevant education for all.

According to the self study and based on conversations during focus group meetings, the Schoolwide Learner Outcomes (a.k.a. The 4Cs) are continuously discussed over the course of each school year in meetings on campus and at the district level, including ELAC, School Site Council Meetings, Board of Trustee Meetings, and Staff Meetings. Goals and actions plans that have been developed for LCAP, SPSA and WASC are aligned with the Schoolwide Learner Outcomes. Additionally, the Schoolwide Learner Outcomes are vertically aligned with the vision and mission of the District, and they are visibly posted throughout the campus and in classrooms.

The vision, mission, and Schoolwide Learner Outcomes for Livingston High School are reviewed annually and communicated broadly to all stakeholders through a variety of meetings that are held with stakeholders as well as documents that are shared over the course of each school year. The VC observed that that commitment to the School Learner Outcomes is embedded in the curriculum, in conversations being held with students across campus, and in interactions and conversations being held between staff and students. The Visiting Committee noted that the vision, mission and Love Purple, Love Gold are readily visible across campus.

LHS is currently creating maxims to align with the 4Cs/SLO's. In partnership with Inflexion the school is working to implement California's Multi- Tiered System of Support (MTSS) framework. According to the school, MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students. These maxims "act as the core drivers to equip and empower every student to pursue their passions, interests and aspirations." The VC notes that this is an emerging practice. Below is a sample draft of these maxims;



A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

The Merced Union High School District is governed by board members that are elected by voters within the boundaries of the district. The school board follows all appropriate protocols which govern their actions. They post their agendas publicly and have an open session that allows for public attendance and comment. Board policies and procedures are accessible on the MUHSD website.

The report indicates that the Board of Trustees meets regularly and the minutes from each meeting are located online for easy access and reference to the public. LHS stakeholders are informed of opportunities to participate in school governance through coordinated communications of meetings (School Site Council, ELAC, Migrant Advisory committee) through flyers, automated calls, the website, and the school marquee.

The self-study reports that Merced Union High School District (MUHSD) Board of Trustees has set a mission and vision for the district that is echoed and supported by the mission and vision of Livingston High School.

MUHSD Mission: Every student will walk off the graduation stage with a diploma in one hand and CTE certification/proficiency in the other along with college credit on their transcripts

MUHSD Vision: Every staff member, every day, will support all students to acquire the skills necessary to develop and follow their postsecondary dreams

Both bodies are focused on supporting students, faculty and staff in achieving high academic performance. The MUHSD governing board and superintendent support both individual foci of LHS and her sister schools as well as efforts to unify the vision and mission of each school site. This is seen in the establishment of curricular guides in core areas, walkthroughs to view instructional practice, assessment tools and protocols for the analysis of student work and mini-WASC's to provide the District and sister schools insight of each of the schools. The District is a stakeholder in the review and refinement process where the LHS mission, vision, and Schoolwide Learner Outcomes are concerned.

The self-study reports that the school community understands the governing board's role in oversight and alignment of the district. There is a clear district role in the implementation of schoolwide efforts in the improvement and refinement of curriculum and instruction, English language development, and research and evaluation, among a host of other areas. The district has established common assessments for each of the core areas, which has served to support and unify the instructional efforts at each school site including LHS. Additionally, focus groups report the district provides for teacher release time and opportunity for professional development of certificated and classified staff in alignment with the vision, mission, SLO's, and LCAP/SPSA goals.

The VC determined there is clarity of the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance, college and career readiness, and overall school programs, operations, and the fiscal health of the school. To assist with the monitoring of LHS, the governing board and district office work with the school site on the completion of the LCAP, along with assisting them in the gathering of pertinent data used in the monitoring of student progress. This begins

with summer district leadership retreats that focus on the review and analysis of student and school performance data; this information is then shared with the LHS leadership team and the staff of the school. The district office also assists the school with data collection and the completion of their SPSA.

The governing board has established a uniform complaint policy focused on conflict resolution and complaint procedures. These procedures are communicated through existing stakeholder meetings. The policy is communicated yearly with the staff and posted in every room.

All stakeholders are informed on how they can participate in the school's governance, including the election of SSC and ELAC members through the use of Parent Square. Social Media is incorporated by site and district to promote all LCAP meetings as well as other events such as coffee socials. The school relies on websites, Parent Square and on the LHS digital marquee to communicate with stakeholders.

Students and parents are invited to participate in governance by various means including announcements, emails, etc. The VC recognizes that students and parents are invited to participate in governance by membership in SSC/ELAC, LCAP committees and on focus groups annually to assist in guiding and directing school programs and procedures. Additionally, the formation of advisory boards supporting CTE programs is emerging. The VC found that although students and parents were invited to participate in the WASC process, there was very little evidence that they were directly involved and only used during the review process.

A3. Leadership: Empowerment and Continuous Planning and Improvement Criterion

To what extent based on student achievement data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

The VC confirms through focus group discussions that site leadership teams meet annually to specifically review and refine or reestablish schoolwide focuses and purposes. Departments and programs confirm the receipt of LCAP funds designated for use towards meeting student instructional needs. Departments and subject level teams meet monthly to collaborate and determine student success strategies. Groups such as the Instructional Leadership Team, Tech Team, Impact Team, MTSS staff team and the Action Research Team have been created at LHS to widen the scope of opportunities given to the staff to research, create and implement strategies to increase student performance.

The VC recognizes that these teams could be an effective guide driving refinement of the school wide action plan, if student performance data was being collected routinely during the school year. With measurable data, best practices to support student learning, as well as providing feedback and guidance to administration on yearly instructional foci, would drive

refinement of Schoolwide Learner Outcomes.

Assessment of instructional norms are conducted by Instructional Leadership Team through walkthrough visits. The school describes the walkthroughs as a tool to inform discussions to identify staff needs around instructional focuses. The VC confirms that walkthrough data is used to provide professional development opportunities around instructional strategies.

According to the LHS staff, college and career readiness is the primary focus of both LHS and MUHSD. The Self-Study indicates that the district's LCAP goals are revised yearly with all stakeholders to ensure student achievement and overall success. LHS's SPSA goals are aligned and support our district's focus. In part, the stakeholders routinely review SBAC & AP assessment, California School Dashboard, extra curricular, pathway, graduation, dual enrollment and certification data in order to revise, develop, implement and monitor student achievement towards college and career readiness. The school added that their academic and career readiness goals were the primary focus of the staff as they developed the current schoolwide learner outcomes, the 4 C's. As well as, the emerging 6-Year Plan and AVID programs are monitored and revised to align with and reinforce college and career readiness.

There are a number of meetings that take place monthly at the site and district level to communicate with stakeholders, including district board meetings, DELAC, ELAC, School Site Council meetings, parent meetings, new teacher meetings, regularly scheduled certificated and classified staff meetings, leadership council meetings, ASB weekly meetings, and monthly staff meetings.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

The committee affirms that Livingston High School teaching staff is highly qualified according to California State credential guidelines. Many teachers have advanced degrees, most hold CLAD certificates, and all but 3 are fully credentialed. Teaching staff receives training in support programs and district curricular initiatives. Teachers are offered a plethora of professional development opportunities but most of these opportunities are on a volunteer basis. The school reported that the master schedule is based on student need and teachers' best fits. At this time the VC found that the systematic approach to continuous improvement through professional development based on student performance data, student needs, and research was verbally addressed and followed up with a preliminary plan provided by the administration with assurances that the plan would be discussed with all stakeholders. Through discussions, the VC determined that there is a need for increased focused collaboration time and peer to peer observations.

The self-study reports that the district has procedures in place to ensure that staff members are qualified to be in the classroom and teaching in their assigned courses. The superintendent indicated that the district had paid stipends to CTE teachers pursuing their credential in order to hire and retain highly knowledgeable individuals away from industry. This includes the hiring of teachers who have a variety of years of experience and ensuring that they are properly credentialed prior to entering the classroom.

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

The VC affirms findings in the self study report that reveal a clear relationship between resource allocations and the school's vision, mission, and student achievement of the schoolwide learner outcomes, as well as the district LCAP and site SPSA. Funds are allocated with the oversight of administration and the School Site Council; funds are distributed to programs in accordance with the legal requirements of the funding sources. This includes the allocation of Title I funds to programs that directly impact and support the learning needs of all students. LHS uses their Economic Impact Aid - LEP and Title III funds to directly support the needs of English Learners with programs, and indirectly through professional development offerings for teachers who work with this student population on campus. Site budgets are developed and analyzed annually with input from School Site Council and oversight from the District Office.

It is also reported that there are processes in place at LHS and across the district to ensure that budgets are created annually. Administrators attend annual workshops with the district office to review budgeting and district fiscal practices, and they are responsible for ensuring that their budgets are aligned to the support of their site and district LCAP goals. All purchase requests are made in writing and reviewed by site administration and site fiscal services; these requests are reviewed by district personnel prior to approval to ensure alignment to site and district goals. As materials are purchased and initiatives integrated, they are never short of thorough planning and incredible vetting to make sure they are reflective of overall goals. Annual audits are performed at the district level to ensure that protocols are followed and implemented properly to ensure accountability and accuracy of school expenditures.

The Visiting Committee observes that the beautifully maintained facilities at LHS are adequate to meet the school's vision, mission, schoolwide learner outcomes and educational program. Furthermore, they are safe, functional, and well-maintained. While the school has experienced steady student enrollment, the site facilities have been expanded and renovated to support student needs. The VC has heard from various stakeholder concerns regarding equal locker room facility space along with a request for an expansion of the band room, all weather track to reduce the number of injuries, and a community theater for visual and performing arts. The VC discussed this with the Superintendent and it was so noted.

The VC finds that the policies and procedures for acquiring and maintaining adequate instructional materials and equipment are effective. This includes ensuring that students and teachers have access to textbooks, technology support, CTE equipment and tools and laboratory equipment. This is accomplished through instructional material purchasing after the development of the master schedule as well as departmental oversight of department budgets for the use of purchasing instructional items over the course of the school year.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- MUHSD has created a robust Mission and Vision statement that is relevant and attainable.
- MUHSD allocates appropriate human, fiscal and facilities resources that supports Livingston High School in their pursuit to provide a high quality education for all students and prepare them to be college and career ready.
- Livingston High School teaching staff is highly qualified according to California State credential guidelines.
- LHS's Mission and Vision is clearly aligned with the Districts Mission and Vision and the LCAP. Additionally, the school has created Love Purple, Live Gold that has been embraced by a majority of their stakeholders.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. Increase school wide collection and discussion of student performance data.
2. With measurable data, best practices to support student learning, as well as providing feedback and guidance to administration on yearly instructional foci, would drive refinement of Schoolwide Learner Outcomes.
3. The VC recognizes that the Instructional Leadership Team, Tech Team, Impact Team, MTSS staff team and the Action Research Team could be an effective guide driving refinement of the school wide action plan, if student performance data was being collected routinely during the school year.
4. Equitably trained staff to ensure equitable instructional access for all students.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study
- Classroom observations
- Focus Group meetings
- Supporting documentation
- Newly created Three-year Professional Development Plan

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

While the VC verifies that LHS conducts ongoing professional development both in-house and off-site, it has discovered that professional development is not equitable site wide. The VC determined that, while staff utilizes research based tools and resources such as PBL, Google, ISTE, CUE, and Deep Dives, not all teachers are trained to implement these initiatives in their classrooms. The VC recognizes that teachers are kept up-to-date on the latest in educational technology, platforms, and apps by the Tech Team for use in the classroom on a voluntary basis. The VC recognizes that the school wide professional development on each aspect of the 4Cs each quarter and a deeper departmental focus on the 4Cs implementation is less than a year old.

The VC confirms that LHS uses an articulation document that outlines pathways for students to become a-g complaint upon graduation. Class content are either standards based or structured around the CTE framework, and skills learned are linked to college- and career-readiness through a variety of pathways. The annual a-g course submission is maintained at the district level, while all site level AP course approval is maintained through a College Board approved course syllabi. The VC observed that the Medical/Health and Public Service pathways certify students in CPR, which can be renewed bi-yearly. In addition, students apply concepts and skills working with actual patients during the second semester as evidenced by the school's onsite Health and Wellness Center. Math skills are applied to career pathways that utilize banking, budgeting, billing, and bookkeeping. A variety of math courses focus on preparing students to be successful in college level coursework. Ag Science course work is applied outside of school, where students create and maintain a business portfolio that includes records and reports related to specific aspects of the agricultural business.

The VC acknowledges that the only academic and career technical integrated course is Algebra 2 Construction, where students apply algebra 2 concepts to understand how to build a product and why it works. Products created in construction reinforce math skills.

There is evidence that vertical articulation with LMS is conducted mainly with the math department. Other articulation with LMS include LHS AVID and AG students recruitment for these programs and intake/transition IEP meetings which include a campus tour. Postsecondary vertical articulation focuses on current community college courses offered at LHS. While the district gathers postsecondary enrollment and retention data, a SWOT analysis is not performed to understand the impact of LHS curriculum and pathways.

B2. Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan and prepared for the pursuit of their academic, personal, and career goals?

It was verified that LHS provides a variety of college and career educational options through course offerings, and community college concurrent and dual enrollment courses. CTE pathways provide career focused industry exposure, while AVID, UC Scholars and the Career Center help prepare students for postsecondary education options. Students learn life skills which prepare students for post-high school environment through Freshman Seminar classes and the Wolfpack 9 program. It was evidenced that both CTE pathways and the Wolfpack 9 program expose students to industry/technical schools, while AVID and Freshman Seminar provide opportunities for college field trips. AVID is a program specifically designed to help students become ready for college. LHS has a Special Education Workability program that pairs students with local employers, providing students with firsthand job experience.

The VC confirmed that the CTE pathways present students with real world applications and hands-on experience. The MedTech, Construction Trades, Manufacturing Technology, Automotive Technology, Robotics Computer Science, and Agriculture pathways expose students to rigorous and relevant curriculum through project-based learning. AP study uses rigorous coursework that directly impacts college readiness. The LHS Showcase Night and Coffee Socials are opportunities for parents to gather information on course offerings and school programs to help students make informed decisions.

The VC recognizes the revamping of the 6 year plan to become a direct focus on a student's postsecondary college or career plan through the creation of an online portfolio that includes written documents and reflections. The 6 year plan formerly worked on during English and Social Science classes, included a student resume and reflections on various aspects of student life such as attendance. The revised 6 year plan format, implemented this year, has students submitting a personal statement and reflection, a 9th grade plan, a 9th grade CTE path, signature projects on each of the 4Cs: Communication, Collaboration, Creativity, and Critical Thinking, and any recognition and/or awards. This format has also been implemented at the 10th - 12th grade levels, which is added on to the former portfolio process. Going forward a student's 6 year plan will be updated each year addressing each aspect of the plan for their current grade level. By the 12th grade year, each student will have a comprehensive portfolio that incorporates each aspect of the new format for all four years. Counselors will provide students with additional information on courses offered at LHS, while monitoring a student's 6 year plan towards a college or career goal. LHS College and Career Center focuses supporting students on their continuing education quest by providing staff who are LHS/MUHSD college counselors, LHS Guidance and Career Tech counselors, and UC Scholar counselors at various times.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- Professional Growth offerings available and supported.
- Relationship with Merced College and articulation with Merced College.
- Workability program that allows students to get work experience in the job market while still in a high school classroom.
- Livingston High School has a structured process for IEP's/504 plans.
- More CTE offerings than previous years; growth, better explanation of how to complete the pathway.

Key issues for Standards-Based Student Learning: Curriculum (if any):

1. Continue expanding and Developing CTE Pathways
2. Continue implementing 6 Year plan for students
3. Increase staff capacity and knowledge on research based tools, resources, and school wide initiatives.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study
- Classroom observations
- Focus Group meetings
- Supporting documentation
- Newly created Three-year Professional Development Plan

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

To what extent are all students are involved in challenging and relevant learning experiences to achieve the schoolwide learner outcomes, academic standards, and college and career readiness standards?

The VC recognizes that Livingston High School teachers have been in the process to make relevance the cornerstone of courses taught at LHS. With that, the VC found pockets of excellence amongst the staff that relevance has played an important role in establishing rigorous lessons. The self study indicated that there had been a focus on PD on “daily instructional norms” to ensure that relevance has been infused and monitored in all lessons, however the staff commented during focus group meetings that it had been several years since they had received professional development in this area. In regards to differentiation of instruction again the VC was unable to verify LHS’s emphasis to have more authentic tasks for assessments due to lack of information and examples provided in self study as well as in classroom visitation. Instruction is evolving into more group projects where students practice collaboration, communication, creativity rather than the more traditional summative exams.

Overall site observations and staff discussions revealed that there are many teachers who use various instructional tools to connect students to relevant life and world applications. It was evident that some teachers employed technology, self-reflection after completion of extensive assignments, and blended the 4C’s into student learning. The self study discussed LHS teachers moving more towards the practice of authentic assessment driven by critical thinking by the students. However it was evident to the VC that there is no school wide systematic approach to instructional strategies that would ensure equitable access to learning experiences and authentic assessments for all students. Teachers indicated that they had the flexibility to pursue their own methods, interests, and strengths as it applies to teaching strategies.

Students are assessed with CAASPP SBAC which is aligned to the Common Core State Standards. Through the yearly assessment of student academic performance data the school determined the need to implement the SBAC interims for benchmark assessments, curriculum and instruction adjustments at mid year. Most teachers indicated that all have different methods to assess student attainment of the standards.

LHS states and the VC verified professional development has been strongly supported and encouraged for all teachers. However, the VC found that professional development was on an optional basis and that there is not a systematic approach to provide, implement and monitor site wide instructional strategies. It also found that there is very little monitoring or data to indicate successful implementation of the professional development. The self study indicated and the staff discussed that the following strategies have been employed to support the learners.

- Students who are not meeting standards, the teachers vary instruction using Explain Everything, Notability, KeyNote, Smart Notebook. Smartboards and iPad Pros with Apple Pencils. Additionally, students not reaching proficiency are assigned independent practice using ALEKS

- English teachers use Mind-maps, edpuzzle, padlet, peardeck, screen-o-castomatic, vidyard, trello, Google Classroom, Listenwise, NoRedInk, Collaborative Slides, Kahoot, Quizizz to support all students.
- The Social Science teachers use a variety of tech tools including Google Forms, Google Drawing, Google Classroom, collaborative slides, Padlet, Canva, Kahoot, Quizlet, Google Maps, Weebly website builder and WeVideo.
- The World Languages department uses variety of tech tools to interact and provide immediate feedback to students including Peardeck, Class Dojo, SeeSaw, Google Forms, Screencastify, and Google Classroom for grading and feedback.
- They use Crash Course, Bozeman Science and other digital videos, guided notes, RTI, manipulative and student created 2D models, and student driven lab activities in order to differentiate instruction by the Science department.
- Teachers in the Industrial Technology department work with the Special Education department to ensure that students in our classes are exposed to multiple styles of learning. Through daily, close interaction with students, teachers make choices for differentiation, checking for understanding in each interaction.
- The Self-Study indicates that the Special Education classes are differentiated by nature. SDC classes use special curriculum which scaffolds depending on student ability, to ensure all can access it. Learning Skills focuses on the students being successful in their other classes as well as some general life/study skills. Vocational Arts is designed to teach them skills that they can take into the real world and be employable.
- Some teachers provide opportunities for YouTube videos, current events, pair shares, and quick writes to create relevance to real world events.

The VC was not able to observe many of the aforementioned strategies.

C2. Student Engagement Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

The VC recognizes that there is an abundance of opportunities for teachers to participate in professional development further increasing their instructional skill set. Teachers voluntarily participate in Tech Team and Deep Dives during lunch, Summer Institute and offsite conferences. Based on discussions with staff during focus group meetings, it appears that the school lacks a professional development strategy to ensure that all teachers are using the latest researched based pedagogy and in turn, students consistently receive the highest level of teaching from every teacher. The VC is concerned that there may not be equitable access to highly trained teachers by all students.

The Livingston HS campus is 1:1 Chromebook with all students having a personal computer provided by the school to enhance their learning experience. The school has created and

supported student access to the Maker Space in the library, robotics technology, and other tech tools integrated by subject level in their course work to promote creativity, critical thinking and higher learning. Students are encouraged to use mobile devices to take photos for photography class as well as professional cameras and editing software then use blog or Google Slide or Padlet for peer and/or class critique the photos. The science department uses various forms of technology application such as Flipgrid to promote learning and encourage collaboration and communication as students work together on it. In the social science department the real world applications of technology was demonstrated in online video chats with politicians, mock trials, weekly current event debates, etc. and is a great example of the commitment to institute and thrive in educational technology. The school states that most classes use some additional resources beyond the textbook. Various teachers use visitations, field trips, mentoring, interviews with politicians, and research papers to expand the interest of their students and enhance the learning experience.

A new engagement strategy to LHS is Project Based Learning. There has been two sets of teachers trained by the Buck Institute. These teachers are slowly implementing the strategies in their own content areas. It was indicated in the focus group meetings by the teachers that the strategy may not be mandated as a school wide instructional strategy and the VC confirmed this statement with the district office representation. In further discussion with the teachers who have been trained and are practicing PBL state that very little interdisciplinary collaboration has taken place during the implementation phase.

It is the school's intent to implement a 6 year plan through the lens of a online portfolio for all students which include a collection of written documents and reflections. The students reported that their 6 year plans are being developed in their English class. When students were questioned further, they indicated that the English teachers and not the counselors carry the responsibility in the development of the 6 year plan. The self study indicates that the 6 year plan is undergoing a revision by a committee comprised of administrators and teachers to ensure relevancy.

The seven period day has expanded the opportunity of all students to enroll courses that are career themed. Dual enrollment and articulation agreements have been greatly expanded with Merced Community College and Modesto Junior College to reach into their career options earlier. Many of the CTE pathways capstone courses provide real world exposure to students through various projects, internships, mentoring and/or work setting options.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction:

- Adoption of various technology tools that help students learn at their own pace and allows the differentiation of instruction.
- Some teachers focus on application of objectives rather than teacher driven instruction.
- Some teachers are evolving instruction into more group projects where students practice collaboration, communication, creativity and critical thinking.
- Teachers are free and encouraged to incorporate creative instructional strategies within their lessons.

- There is an emphasis on teachers incorporating relevant and rigorous lessons.

Key issues for Standards-Based Student Learning: Instruction:

1. Although there are isles of excellence within instructional practices, there does not appear to be a cohesive implementation of school wide adoption of instructional practices that has the highest impact on equitable student learning.
2. Continue the identification and adoption of strategies that encourage deeper learning.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study
- Classroom observations
- Focus Group meetings
- Supporting documentation
- Newly created Three-year Professional Development Plan

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

To what extent do the school leadership and instructional staff use effective assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

The VC recognizes that LHS reviews data from SBAC and ELA and math IAB's. Schoolwide performance results are reported at annual SSC/ELAC meetings, annual LCAP meetings, staff back to school meetings, staff PD, WASC meetings and at parent coffee socials. Annual and triennial IEP's include student assessment results, which are shared with the parent and student. Parents and students also have access to class assessment grades via Aeries, which also include the student's individual PSAT, ELPAC, SAT, SBAC and/or ACT scores. The VC recommends a renewed focus on data analysis in order to focus on student achievement.

Evidence shows that a few teachers use standards based grading and the majority use a traditional grading scale. Board leadership has determined student grading to be based on student work in relation to the standard(s) being learned. Furthermore, the board has mandated that grading shall be impartial and determined through consistent observation of the work in regards to quality and mastery of content objectives.

In the revamped 6 year plan, counselors will use assessment data to advise students on post-high school options. LHS has recently made the 4Cs the foundation for the schoolwide learner outcomes, and partnered with Inflexion to create Maxims in order to better help students understand the skills they are gaining. The site has been delivering professional development based on an overarching plan which includes presentations, guided practices, and walk-throughs. Data gathered from the emerging 4Cs and Maxims will help drive the school's programs and future professional development school wide focuses.

The VC has verified that the site leadership performs an annual review of all programs for effectiveness and instructional focuses to ensure these programs are relevant and current. This includes the established evaluation measures of the seven period day to ensure this program is meeting more student needs. Site leadership conduct ongoing walkthrough visits assessing the implementation and use of instructional norms and the 4Cs, which are used to identify staff needs towards instructional focuses. Evidence was observed of stakeholder input on the effectiveness of programs at LHS including, but not limited to, leadership team meetings, surveys, focus groups, and action plan team. The VC feels the process of stakeholder input should be expanded to include department chairs, SSC/ELAC, and all other stakeholder groups.

Based on data analysis and program review, LHS added an additional academic counselor to meet increasing needs of all students. At risk student progress is regularly reviewed to determine additional academic support or needs, which may require a change in program or classes. In addition, credit recovery during summer school and the school day, through Independence High School classes on the LHS campus. To encourage enrichment, LHS has implemented a new

Saturday Academy to provide students an opportunity to extend and enhance their learning and creativity through cross-curricular activities. While the review process has identified CTE pathway needs, they are being addressed through various grants to help maintain existing equipment and update classrooms with new equipment to better meet industry equivalent practices.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these finding to modify the learning/teaching practices to improve student learning?

The VC acknowledges that some LHS teachers use results from summative tests, PBL tasks, projects, formative assessments, SBAC, and IAB's to address student success. Annual CAASPP results and interim assessment data are analyzed by the Math, and English departments.

Teachers are encouraged to speak with students and conduct student feedback surveys to address student progress. Use of the 4Cs and standards provide teachers with formal and informal growth in student academic performance, which allows teachers to provide specific descriptive and timely feedback to students through grades, comments, and discussions. Data gathered from the emerging 4Cs and Maxims will help drive the school's programs and future professional development school wide focuses.

Emerging practices and plans to incorporate and use more data are evidenced by the focus on the 4Cs and emerging Maxims being the driver for professional development opportunities and school wide focuses as seen in leadership team meetings, surveys, focus groups, and action plan team. More emphasis on using data to drive instruction and support student success is still needed.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability:

- Some teachers are working with standards based grading.
- Collaborations amongst teachers to discuss state assessment results.

Key issues for Standards-Based Student Learning: Assessment and Accountability:

1. Increase tracking and improving performance level of students on common core standards.

2. Continue working on creating metrics to ensure that students are achieving schoolwide learner outcomes.
3. Increase structure to review program areas to ensure relevant and rigorous curriculum and a way to measure rigor and effectiveness of programs.
4. Create structure on ensuring and monitoring application from PD, especially off-site conferences to new teaching practices.
5. Share data with all stakeholders more often
6. Continue improvement and implementation of 6 year plan.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study
- Classroom observations
- Focus Group meetings
- Supporting documentation

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

Livingston High School has created a model partnership with Livingston Community Health (LCH) to provide health services to the students, staff and families of LHS through the Wolves Wellness Center. This one of a kind center serves LHS students and parents only with all aspects of wellness. LCH additionally supplements the curriculum for the 9th grade Health class, runs the About Me grant with students, and facilitates a student health advisory committee on campus. Additionally, CTE community advisory committees meet regularly to advise CTE staff on learning and teaching programs and processes. According to the focus group, there are industry partnerships with the Wolves Wellness Center, Foster Farms, Gallo Wines, local car dealerships, along with other local businesses.

The VC was able to verify that teachers, counselors and administration regularly meet with parents to guide individual learning plans for students in IEPs, SSTs and 504 meetings. Wolf Pack 9 (WP9) staff meets with parents throughout the year to monitor student learning. English Learner parents are invited to attend SSC/ELAC, DELAC and LCAP meetings to voice input on curriculum and student learning processes.

The Parent Resource Center hosts monthly coffee socials, family engagement round tables, parent and community classes, and workshops to report and take input from stakeholders on student learning and LHS learning initiatives. Parents indicated that the school makes every effort for parents to participate in advisory boards, booster clubs and in the self-study process. The school incorporates Parent Square to send out communication blasts and Aeries to keep students and parents informed of students' attendance and academic progress.

As part of the 6 year plan, students compile a portfolio of written documents, career exploration, learning reflections, and job preparatory assignments and present it to solicited community members in their Senior Interviews. Community members, from a variety of business sectors, evaluate students and their work, as well as provide valuable feedback to students.

Students are highly involved in classes and clubs, such as Ag/FFA, AVID, Explorers, CSF, Key Club, Punjabi Club, and HYLC. Clubs routinely partner with local community organizations, such as the Kiwanis and the Livingston Police Department. LHS, through MUHSD's partnership with Merced College, offers several dual enrollment and articulated classes to provide students

with the opportunity to acquire college credits.

E2. School Environment Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, with a focus on continuous school improvement?

Livingston High School's Love Purple, Live Gold vision and campaign encourages, promotes, and celebrates good character and practices which contribute to a safe environment that nurtures learning with Live Gold assemblies and awards. The VC commends LHS for creating such a positive school culture and environment. The VC witnessed and experienced overwhelming evidence to support that the Love Purple, Live Gold is paramount within LHS's school climate.

MUHSD provides a program, Understanding Drugs and Alcohol (UDA) for students which may serve as an alternative to expulsion for drug or alcohol offenses. Students are referred to UDA through discipline or confidential conversations. There are two tiers of intervention within UDA. Creating Options for Personal Empowerment (COPE) is designed to help educate students about the negative impact that violence has on their safety, the safety of others, and their education. COPE discusses violence prevention and will teach students problem solving skills they can use in anger fueled situations. COPE also addresses the stressors and issues for students from violent families. Tiers I and II UDA and COPE interventions are utilized by LHS students as an alternative to suspension. Soft skills and character counts criteria are embedded into lessons throughout LHS. A new student support manager is available every day for students in crisis. Programs such as Saturday Academy and WP9 add additional supports for student safety to ensure a nurturing learning environment.

E3. Personal and Academic Student Support Criterion

To what extent do all students receive appropriate academic support and multi-tiered intervention to help ensure school, college, and career success?

To what extent do students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community?

Stakeholders routinely throughout the year review and discuss data compiled in the SPSA and LCAP at the SSC/ELAC and LCAP meetings. Stakeholders review the Title 1 budget and expenses and advise changes where necessary. The VC recognizes that stakeholders are given multiple opportunities throughout the year to serve on committees and participate in surveys that contribute to all aspects of the schoolwide action plan. Examples include Parent Resource Center, Healthy Kids Survey, and the Inflexion Parent Survey.

The VC found that there is a Principal's Advisory Committee (PAC) where a teacher representative meets with the principal once a month to bring forth issues and concerns from

teachers. After the PAC brings forth submitted issues, the principal address the emails with staff via email. Through focus group discussion, it was suggested that the staff would like a more structured collaborative process implemented in the PAC. The VC recommends that the staff and administration discuss and design protocols that are acceptable to all.

A parent roundtable meets once a month in order to bring issues and concerns from parents to administration. These concerns are then provided to the administration to discuss, address and respond to.

Academic Support, College and Career Center/Counselors, Saturday Academy, CAP, after school Adult School, tutorials, Student Support Manager, Wolves Wellness, Foster youth support services are in place to support students with academic and behavioral needs. Protocols are in place to meet the academic and counseling, as well as, physical and behavioral needs of the students.

LHS has implemented a School Health Services Program that is designed to provide a range of support services primarily for students in foster care and displaced/homeless youth. As part of this program, LHS has a part time School Health Services Manager that has routine one-on-one meetings with all foster youth students to provide supports and guidance.

Wolf Pack 9 staff meets with students and parents throughout the year to monitor and support student learning. English Learner parents are invited to attend SSC/ELAC, DELAC, and LCAP ensure supports are in place for EL students. Each group is afforded the opportunity to attend an annual informational dinner meeting.

Livingston High School offers broad courses of study to all students. The course offerings range from opportunities for advancement through courses with Merced College, credit recovery options within the school day, and online courses for students. Starting with the class of 2020, the MUHSD graduation requirement for CTE is 20 credits, 10 of which are at the capstone level, so teachers and administration have been working to increase the number of course offerings to ensure that students are both college and career ready.

LHS offers tutoring before school from 7:00am-7:55am and after school from 3:00pm-3:55pm. The tutoring sessions are run by LHS teachers and use LHS students as peer mentors. The tutoring sessions are open to all students and support all subject areas. The academic support classes are open to all students and are voluntary. Teachers stated that many are available before and after school for tutoring and support for all students.

Love Purple Points encourages students to get involved and provides incentives through the 5 Star Student System. It also allows the Activities Director to easily identify students with low involvement. These students are then given extra incentive to participate. The leadership class and Activities Director routinely award students for Live Gold traits, as well as facilitate weekly voting for Students, Athletes and Clubbers of the week.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND

ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth:

1. Wolves Wellness Center
2. Student participation in athletics, clubs, and events
3. More programs are available for increased parent participation
4. Health, IT, & Ag CTE's have partnerships with businesses &/or community programs
5. Increased, up-to-date staff awareness of adverse situations
6. Increased support mechanisms to target students in need of academic and emotional support

Key issues for School Culture and Support for Student Personal and Academic Growth:

1. Increase partnerships with business and community
2. Public Service CTE needs a partnership with a business/community program for internships
3. Improve knowledge of student substance abuse to determine its impact on campus
4. Due to small population of students, course variety is limited without the numbers to fill a class.
5. Increased variety and amount of parent participation.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study
- Classroom observations
- Focus Group meetings
- Supporting documentation

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

Schoolwide Areas of Strength

1. Since the 2013-14 visit Livingston High School has seen a robust effort in expanding technology throughout the campus.
2. The onsite school based health center, “Wolves Wellness Center (WWC) which is now completed and fully staffed and only serve LHS students and their immediate family members.
3. The Love Purple, Live Gold, 5 Star Student data has shown that the desired effects of increasing student and parent engagement is on the rise since its implementation.
4. Dedicated and caring staff
5. LHS has been recognized for its high graduation rate for the district for many years.

Schoolwide Critical Areas for Follow-Up

The visiting committee concurs with the school’s identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

1. Increase in graduation rate, increase in college and career readiness, and improve on ELA and Math CAASPP SBAC scores.
2. Increase awareness of and participation in programs, services, activities and events that exist to support all stakeholders.

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed. Through careful examination of the self study, analysis of all evidence, and synthesis of all interviews, the VC recommends the following:

1. To ensure the highest quality educational experience for all students, the VC strongly recommends that the site leadership team increase emphasis on leadership in all aspects of curriculum and instruction implementation, ensuring high levels of training, implementation, monitoring, professional development, and teacher support for all staff. In turn this focus will strengthen all teachers’ ability to increase rigor, relevance, and relationships.
2. Through a collaborative staff process, such as a PLC or cycle of inquiry model, continue to explore, identify, and implement deeper learning strategies, i.e.; Project Based Learning. A research supported model to support ongoing professional learning

opportunities and cross-curricular development will help ensure sustained implementation with fidelity.

3. To ensure that all students are college and career ready, they need access to an equitable and rigorous course of study by highly trained staff. Through a collaborative staff process identify, prioritize, and implement researched based school wide instructional strategies that have the highest impact on student learning.
4. To increase the impact of data driven priorities in curriculum and instruction, the VC recommends the continued development of prioritizing measurable outcomes that demonstrate college and career readiness.
5. To support and strengthen instructional rigor, the VC recommends that LHS create and use common formative and summarize assessments school wide, by department, while using the cycle of inquiry to analyze data to drive instruction.
6. Continue to develop the CTE capstone courses at industry standard levels, utilizing recommendations from its Advisory Board.

Chapter V: Ongoing School Improvement

The Livingston High School's Critical Learning Needs identified and developed through the school's continuous improvement process involving all major stakeholders. Following a thorough examination of success indicators, the school adjusts, aligns and creates action steps to raise the academic performance and "to creating college and career graduates" (school mission statement). The school's Single Plan for Student Achievement serves as the school's action plan and is fully aligned with the Merced Union High School District and LCAP Goals. Livingston High School-wide Goals are as follows:

1. Increase in graduation rate, increase in college and career readiness, and improve on ELA and Math CAASPP SBAC scores.
2. Increase awareness of and participation in programs, services, activities and events that exist to support all stakeholders.

The school was very forthright in identifying school wide strengths and critical needs through a comprehensive Self-Study process that included all stakeholders. Through review, interviews and Focus Group meetings the VC affirms that the school captured growth areas that will support all learners through a rich educational experience. The Visiting Committee shared this report with the school in an open and collaborative setting throughout the process which strengthened the alignment of the school's identified need with those critical areas of follow-up identified by the VC during the visit. The leadership team and Focus Group Leaders concurred with the findings of the Visiting Committee.

The school's Action Plan in the Self-Study Report adequately addressed the school's identified critical areas of growth as well as addressing the recommendations left by the previous Visiting Committee. Timelines and action steps were attainable. It has been confirmed that both fiscal and human resources were and are adequate to support the attainment of their stated goals.

With a faculty composed of highly collaborative staff members, a dynamic leader team and district support, the VC is confident that Livingston High School and MUHSD administrative office are capable of addressing all self-identified areas of follow-up and school-wide areas of follow-up left by the VC. It appears to the VC that there is appropriate fiscal and human resources to support the attainment of a revised Action Plan. The Principal assured the VC that the revision of the schoolwide action plan will begin soon after following the departure of the Visiting Committee. It does not appear that there are impediments that will create challenges in the revision and attainment of the Action Plan.

The Visiting Committee is confident that Livingston High School has sound practices, fiscal and human resources, district support and the desire to create, implement and monitor a revised Action Plan which address their identified needs as well as the recommendations left by the VC.