

Livingston High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Livingston High School
Street	1617 Main Street
City, State, Zip	Livingston, CA 95334
Phone Number	209-394-7961 ext 212
Principal	Mandy Ballenger
E-mail Address	mballenger@muhsd.org
Web Site	http://lhs.muhsd.org/
Grades Served	9-12
CDS Code	24-65789-2433605

District Contact Information	
District Name	Merced Union High School District
Phone Number	209-385-6412
Superintendent	Alan Peterson
E-mail Address	apeterson@muhsd.org
Web Site	http://www.muhsd.org/

Principal's Message

Student achievement at LHS is our number one priority. Our Mission and school-wide action plan drives the educational program, determines the development of the budget and the allocation of resources. LHS offers a comprehensive educational program designed to meet the needs of all segments of its ethnically diverse student population. The environment at LHS is one of safety, collegiality, responsibility, and community. We invite students, parents and the Livingston community to partner with our staff to continue the excellent programs being offered to increase student achievement and prepare students for a great future!

Mission

Through daily student engagement, challenging and rigorous curriculum, and academic and career planning, Livingston High School is committed to creating college and career ready graduates.

To achieve its mission, LHS will produce:

1. Effective Communicators who will
 - Use all forms of communication-verbal, written, artistic, and technological to clearly express and receive ideas
 - Read fluently, write skillfully, speak confidently, and listen thoughtfully
2. Quality Producers who
 - Create intellectual, artistic, and practical products that reflect originality, high quality, and the use of advanced technology
3. Perceptive Thinkers who
 - Identify, analyze, integrate, evaluate, and apply information and resources in reasoning, decision making, and problem-solving.
4. Self-Directed Learners who
 - Assess their needs and apply appropriate strategies to learn the identified concepts and skills
5. Productive Citizens who
 - Set high standards, act responsibly, respect others and their property, and make positive contributions to the school and community
6. Collaborative Workers who
 - Develop cooperative relationships within varied cultures and settings to accomplish goals

School Description

Livingston High School is a comprehensive four-year public high school enrolling 1,126 students in grades 9-12. The school is rich in diversity: the multitude of ethnicities, backgrounds, languages spoken and cultural heritages represented in the student population is a source of strength and learning at the school. The 2013-14 student population consisted of 86% 'Socioeconomically Disadvantaged,' 10% 'English Learners,' and 9.0% 'Students with Disabilities.' To serve the population, Livingston High School has fifty teachers, two counselors, thirty-seven support staff and four administrators.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	289
Grade 10	299
Grade 11	271
Grade 12	264
Total Enrollment	1,123

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.2
Asian	13
Filipino	0.7
Hispanic or Latino	79.1
White	6.2
Two or More Races	0.4
Socioeconomically Disadvantaged	88.6
English Learners	13.1
Students with Disabilities	11.3
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	48	46		
Without Full Credential	1	0		
Teaching Outside Subject Area of Competence (with full credential)	9	15		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	2	
Total Teacher Misassignments *	9	17	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.2	2.8
All Schools in District	95.8	4.2
High-Poverty Schools in District	95.8	4.2
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 2015, December

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

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

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

Main textbooks utilized within the district are listed below.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-12: High Point, Hampton Brown 2001 (Adopted 2007) Grades 9-12: Measuring Up, Peoples Education 2007 (Adopted 2008) Grade 12: Thomas Learning 2007 (Adopted) Grade 11: VHPS 2007 (Adopted) Grade 9-10: Xtreme Reading, Strategic Learning Center 2009 (Adopted 2009) (GVHS 9-11) Grades 9-12: Holt 2004 (Adopted) Grades 9-12: Edge, Hampton Brown 2009 (Adopted 2010)	Yes	0.0
Mathematics	Grades 9-12: Algebra 2, McDougal/Littell 2007 (Adopted 2008) Grades 10-12: Geometry, McDougal/Littell 2007 (Adopted 2008) Grades 11-12: Prentice Hall 2007 (Adopted) Grades 11-12: Measuring Up, Peoples Education 2008 (Adopted) Grade 12: Preparing for College Mathematics, Pearson Custom Publishing 2009 (Adopted 2009) Grade 9: Algebra Readiness, McDougal/Littell 2008 (Adopted 2009) Grade 9-12: Algebra 1, Prentice Hall 2001 (Adopted 2005)	Yes	0.0
Science	Grade 9: Life Science, Prentice Hall 2009 (Adopted 2008) Grade 10: Environmental Science, Holt, Rinehart, Winston 2006 (Adopted 2009) Grade 9-12: Biology, Pearson Education 2002 (Adopted 2002) Grade 10-12: Chemistry, Pearson Education 2002 (Adopted 2002) Grade 9-12: Modern Earth Science, Holt 2002 (Adopted 2002) Grade 10-12: Physics: Principles and Problems, Glencoe 2002 (Adopted 2002)	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Grade12: Economics Principles in Action Prentice Hall 2007 (Adopted 2007) Grade 11: CA American Vision Modern Times Glencoe/McGraw Hill 2006 (Adopted 2007) Grade 11: CA American Anthem Holt, Rinehart & Winston 2007 (Adopted 2007) Grade 12: Lanahan Readings in the American Polity Lanahan Publishers 2007 (Adopted 2007) Grade 12: Government by the People, Pearson Education 2006 (Adopted 2007) Grade 12: Magruder’s American Government, Prentice Hall 1999 (Adopted 1999) Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 1999 Grade 10: World History the Modern World 2007 Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 2003 (Adopted 2004) Grade 10: Modern World History, West Publishing 1999, (Adopted 2005) Grade 9: World Geography, Prentice Hall 2005 (Adopted 2006) Grades 9-12: Why Women Should Rule the World, HARP 2008 (BCHS) Grades 10-12 History of the Sierra Nevada, Laws Field Guide to the Sierra Nevada, and Sierra Nevada Natural History (GVHS)	Yes	0.0
Foreign Language	Grades 9-12: Hmong Arts, Books & Crafts (Adopted 2008) Grades 9-12: Santillana USA 2007 (Adopted 2007) Grades 9-12: Nuevas Vistas, Holt, Rinehart & Winston 2006 (Adopted 2006) Grades 9-12: Diccionario, Larousse (Continental Book Company) 1994 (Adopted 1997) Grades 9-12: Punjabi (Adopted 2006) Grades 9-12: Buen Viaje, Glencoe/McGraw Hill (Adopted) Grades 9-12: Discovering French Bleu, McDougal/Littell - 2004 (Adopted 2005)	Yes	0.0
Health	Grade 9: Health, Prentice Hall 2007 (New Edition 2008)	Yes	0.0
Visual and Performing Arts	Grades 10-12: Understanding Movies, Prentice Hall 2008 (Adopted 2007) Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999) Grades 9-12: The Photographic Eye: Learning to See with a Camera, Davis Publications 1995 Grades 9-12: Theatre Art in Action, Glencoe/McGraw Hill 1999 Grades 9-12: Foundations of Restaurant Mangement and Culinary Arts (Level 1 and 2) (AHS, BCHS, GVHS, MHS)	Yes	
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment: LHS provides an adequate supply of lab equipment for its students.	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

Cleaning Process

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

Maintenance & Repair

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

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the school year (2010-11), Merced Union High School District budgeted \$1,182,397 for the deferred maintenance program, which represents 1% of the district's general fund budget. The district's governing board approved deferred maintenance projects for this school that resulted in repainting of the school.

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

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/6-11/25/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			In cafeteria floor has cracks and chip in main floor. In old gym half of the girls locker room needs to be painted (work order 16900) and girls locker room restroom floor needs repair (work order 17068).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/6-11/25/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 10/6-11/25/15				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	51	48	44
Mathematics	20	20	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	255	252	98.8	16	33	37	15
Male	11	255	123	48.2	19	29	34	18
Female	11	255	129	50.6	14	36	39	12
Asian	11	255	33	12.9	15	21	39	24
Filipino	11	255	3	1.2	--	--	--	--
Hispanic or Latino	11	255	201	78.8	16	35	37	12
Native Hawaiian or Pacific Islander	11	255	1	0.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	11	255	13	5.1	31	23	31	15
Two or More Races	11	255	1	0.4	--	--	--	--
Socioeconomically Disadvantaged	11	255	227	89.0	15	35	36	14
English Learners	11	255	13	5.1	77	15	8	0
Students with Disabilities	11	255	23	9.0	57	35	9	0
Students Receiving Migrant Education Services	11	255	8	3.1	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	255	249	97.6	45	34	14	7
Male	11	255	121	47.5	39	37	14	10
Female	11	255	128	50.2	50	30	13	4
Asian	11	255	32	12.5	47	25	19	9
Filipino	11	255	3	1.2	--	--	--	--
Hispanic or Latino	11	255	199	78.0	46	35	13	6
Native Hawaiian or Pacific Islander	11	255	1	0.4	--	--	--	--
White	11	255	13	5.1	38	38	8	8
Two or More Races	11	255	1	0.4	--	--	--	--
Socioeconomically Disadvantaged	11	255	225	88.2	44	35	14	6
English Learners	11	255	12	4.7	75	17	0	0
Students with Disabilities	11	255	23	9.0	87	4	4	0
Students Receiving Migrant Education Services	11	255	8	3.1	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	48	53	34	55	56	43	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	43
All Students at the School	34
Male	42
Female	27
Black or African American	--
American Indian or Alaska Native	--
Asian	61
Hispanic or Latino	27
White	58
Socioeconomically Disadvantaged	12
English Learners	0
Students with Disabilities	30
Students Receiving Migrant Education Services	--
Foster Youth	--

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

Career Technical Education Programs (School Year 2014-15)

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

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

LHS began a Senior Exit Interview in which all 12th grade students participated in a CTE exploration plan and then presented their information to a panel of community members. The 6 Year Plan expanded into all grade levels in the 2011-2012 school year.

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

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

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	660
% of pupils completing a CTE program and earning a high school diploma	24.7%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	83%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	99.12
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	38.33

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	60	46	54	55	50	43	57	56	58
Mathematics	69	53	46	58	56	45	60	62	59

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	49	26	25	47	39	15
All Students at the School	46	28	27	54	32	13
Male	50	24	26	50	35	16
Female	41	32	27	60	30	10
Asian	25	23	53	30	33	38
Hispanic or Latino	51	28	21	59	32	9
White	29	35	35	47	35	18
Socioeconomically Disadvantaged	49	27	24	57	31	11
English Learners	95	5		78	22	
Students with Disabilities	88	9	3	84	13	3
Students Receiving Migrant Education Services	53	29	18	53	35	12

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.90	29.40	21.60

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Livingston High School parents are invited to participate in a variety of ways to support student activities including, but not limited to band, athletics, Sober Grad, Hispanic Youth Leadership Council (HYLC), English Learners Advisory Committee (ELAC), School Site Council (SSC), School Safety Committee, Future Farmers of America (FFA), Principal's Advisory Committee and support of various clubs and activities.

Parents are always welcome to visit the LHS campus; however, like all visitors, parents are required to check in at the receptionist's desk located in the administration building.

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

LHS receives support from numerous local businesses who support the ongoing efforts of clubs, athletics, leadership opportunities, Renaissance Program and ROP. Many of the local businesses, as well as the Livingston Police Department, donate time and services for student recognition programs, athletics and Sober Grad Night.

Parents who wish to participate in Livingston High School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (209) 394-7961. Additionally, the school's website (www.lhs.muhsd.org) provides a wide variety of resources and information.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	2.60	2.50	1.70	3.50	4.00	5.90	13.10	11.40	11.50
Graduation Rate	95.60	94.57	94.54	92.80	92.89	90.95	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	91.16	86.02	84.6
Black or African American		85.85	76
American Indian or Alaska Native		69.23	78.07
Asian	89.74	90.36	92.62
Filipino		92.86	96.49
Hispanic or Latino	91.24	84.26	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	93.33	90.58	89.93
Two or More Races	100	81.63	82.8
Socioeconomically Disadvantaged	75	50.51	61.28
English Learners	48	45.79	50.76
Students with Disabilities	90.48	84.2	81.36
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	8.40	6.26	3.82	9.69	7.02	5.38	5.07	4.36	3.80
Expulsions	0.00	0.09	0.51	0.08	0.09	0.71	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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

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

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

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29	12	11	23	29	7	18	19	23	20	17	20
Mathematics	31	5	11	19	30	3	18	13	31	6	10	18
Science	30	4	11	13	32	1	6	11	31	1	5	9
Social Science	33	2	4	17	33	1	5	16	25	8	11	11

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	562
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	6	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,562	\$1,193	\$4,370	\$72,034
District	N/A	N/A	\$4,952	\$66,901
Percent Difference: School Site and District	N/A	N/A	-11.8	-0.4
State	N/A	N/A	\$5,348	\$74,908
Percent Difference: School Site and State	N/A	N/A	-2.1	-8.2

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

Types of Services Funded (Fiscal Year 2014-15)

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

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

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,367	\$44,363
Mid-Range Teacher Salary	\$65,877	\$71,768
Highest Teacher Salary	\$84,283	\$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$121,276
Average Principal Salary (High)	\$114,858	\$133,673
Superintendent Salary	\$185,658	\$210,998
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2014-15)

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

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Staff members build teaching skills and concepts through participation in staff development opportunities, conferences, and workshops throughout the year. In the 2007-2008 school year, a 45-minute collaboration time each week was allocated for the teaching staff. This time is currently used to align curriculum, assess what students are learning, provide specific staff development, and intervention offerings based on the current student's strength and weaknesses. The district has regularly offered staff development days where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, effective school practices and methodologies. Staff development topics include:

District Wide Instructional Norms focus:

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

Other topics of staff development:

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

For additional support in their profession, all first and second-year teachers throughout the district may participate in the Beginning Teacher Support and Assessment (BTSA) program, a state-funded, standards-based program that provides support through mentoring, training, and evaluation.

Teachers are supported by 7 Common Core Collaboration Leaders who work as instructional coaches in the areas of technology, Social Science, Science, Math, English, and Electives, a part-time technology integration specialist, and regular walk-through feedback by site and district administrators.