

Livingston High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Livingston High School
Street	1617 Main Street
City, State, Zip	Livingston, CA 95334
Phone Number	209 398 3200
Principal	Charles Jolly
Email Address	cjolly@muhsd.org
Website	lhs.muhsd.org
County-District-School (CDS) Code	24-65789-2433605

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Merced Union High School District
Phone Number	209-325-2000
Superintendent	Alan Peterson
Email Address	apeterson@muhsd.org
Website	muhsd.org

School Description and Mission Statement (School Year 2020-2021)

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

Vision

Love Purple, Live Gold

Maxims

We Create - Ideas are discovered by exploring new perspectives.

We Build - Solutions are strengthened by collaboration.

We Share - Relationships are sustained by open communication.

Mission

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

LHS Core Values

Respect

Accountability

Integrity

Involvement

Agreements

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

Live Gold Traits

Being a wolf means you have:

Teachable Spirit

Selflessness

Leadership

Confidence

Mental Toughness

Academic Responsibility

Pride

Discipline

Integrity

Character

Instruction 2020-2021 Goal: A flexible learning environment where ALL students become college and career ready through rigorous learning experiences that activate and allow students to pursue their passion.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	296
Grade 10	307
Grade 11	313
Grade 12	313
Total Enrollment	1,229

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.3
Asian	10.7
Filipino	0.7
Hispanic or Latino	83.1
Native Hawaiian or Pacific Islander	0.2
White	4.1
Two or More Races	0.3
Socioeconomically Disadvantaged	81.2
English Learners	10.3
Students with Disabilities	6.6
Foster Youth	0.2
Homeless	6.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	56	56	53	
Without Full Credential	4	3	5	
Teaching Outside Subject Area of Competence (with full credential)	21	18	25	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	21	18	26
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020, January

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

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

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

Main textbooks utilized within the district are listed below.

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

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Health Prentice Hall Health 2007 Freshman Seminar Odysseyware Online course 2016 World History (H) McDougal Littell Modern World History 1999 Prentice Hall World History Modern World 2007 U.S. History Glencoe American Vision Modern Times 2006 Holt American Anthem Modern Am History 2007 AP US History McGraw-Hill American History a Survey 2003 Carnes/Garraty American Nation: A History 2003 McDougal Littell American Pageant 2006 U.S. History & Public Health Holt American Anthem Modern Am History 2007 Economics (H) Prentice Hall Economics: Principles in Action 2007 Governement McGraw Hill IMPACT California Social Studies: Principles of American Democracy 2019 Journey for Justice Prentice Hall Magruder's American Government 1999 We dot the People: Govern & Cyber Sec Prentice Hall Magruder's American Government 1999 AP Government Prentice Hall Governemnt by the People 2008 AP European History (elective) HMH History of Western Societies since 1300 2006 Women in Society & History (elective) LB When Everything Changed 2010 Harpers Why Women Should Rule the World 2008 American History a Survey (AP) McGraw-Hill Publishers 2007	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Punjabi for Punjabi 1-2 Singh Brothers Let Us Learn Gurmukhi 1-4 2004 Spanish 1-3 Glencoe Buen Viaje 1-3 2003 Asi Se Dice 1 Glencoe 2016 Asi Se Dice 2 Glencoe 2016 Asi Se Dice 3 Glencoe 2016 El Espanol Para Nosotros 1 Glencoe 2014 El Espanol Para Nosotros 2 Glencoe 2014 Medical Spanish A Conversational Approach Heinle 2000 Temas Ap Spanish Language and Culture Jose A Blanco 2014	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

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

School Facility Conditions and Planned Improvements

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.

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.

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.

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

The Facility Inspection Tool displays the results of the most recent school facilities inspection.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: 9/15/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Band Rooms 5 and 6 have ceiling tile water damage. Work order #36776 Floor tile on the stairs by coaches locker room wear and tear. Work order #36777 Room 404 back wall base board coming off of wall. Work order #36785 Room 848 floating counter top is coming off of wall. Work order #37425 Custodial Warehouse floor by back sliding door falling apart. Work order #37423
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Sports complex exterior of building a lot of bird droppings. Work order #36788 Ag Green house buildings have build up of spider webs - cleaned

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	Boys locker room by teacher office, outlet box coming off of wall. Repaired Cafeteria - two low voltage boxes need to be fixed, one in front and one in back. Work order #36781 Room 304 - low voltage box coming off of wall. Work order #36784 Tennis court drinking fountains not working. Work order #36790 Custodial Warehouse does not have enough power to it. Work order #37424
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Boys 500 restroom first sink faucet has a loose water shut off. Work order #36782 Girls 500 restroom last sink from the door is coming off of wall. Work order #36783
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roof leaks in pool room. Work order #36787
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Gate near tennis court drinking fountains not closing. Work order #36786 Fencing by track shed has chain link fence detaching from posts. Work order #36789 Fields near basketball blacktop has many gopher holes. Work order #36791 800 workroom door handle is loose. Work order #37426
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	50	N/A	47	N/A	50	N/A
Mathematics (grades 3-8 and 11)	15	N/A	17	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	11	N/A	19	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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

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

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

The list of MUHSD CTE advisory committee and the industries they represent follows:

Leslie Abasta-Cummings, Industry Representative, Health Science, and Medical Technology
Constantino Aguilar, Assistant Superintendent of Educational Services
Mandy Ballenger, Special Populations Representative
Ana Boyenga, Industry Representative, Education, Child Development and Family Services
Kahri Boykin, Secondary CTE Faculty
Norma Cardona, Special Populations Representative
Niza Crispin-Hernandez, Special Populations Representative
Vinni DeAngelo, Industry Representative, Hospitality, Tourism, and Recreation
Harry Dhaliwal, Industry Representative, Transportation
Timothy Donovan, Postsecondary CTE Faculty
Marisol Duran, Industry Partner, Fashion and Interior Design
Jennifer Euker, Secondary Administrator
Lily Flores, K12 Strong Workforce/CTE Coordinator
Autumn Gardia, Postsecondary Guidance
Laurie Goodwin, Parent
Araceli Gonzalez, Postsecondary CTE Counselor
Gwen Hagaman, Industry Representative, Information and Communication Technologies & Marketing
Brent Jerner, Industry Representative, Energy, Environment and Utilities
Cristi Johnson, Special Populations Representative
Charles Jolly, Secondary Administrator
Kathleen Kanemoto, Postsecondary CTE Faculty
Kevin Kennedy, Industry Representative, Business and Finance
Kathleen Lassle, Industry Representative, Building and Construction Trades
Scott Lewis, Industry Representative, Building and Construction Trades
John Livria, Industry Representative, Information and Communication Technologies
Marvulli, David Industry Representative, Building and Construction Trades
Sukhraj Mehat, Secondary CTE Faculty
Anel Ochoa, Instructional Support
Ed Palomino, Industry Representative, Agriculture, and Natural Resources
Nathan Quevedo, Industry Representative, Arts Media, and Entertainment
Breanne Ramos, Industry Representative, Agriculture, and Natural Resources
Jeremy Rahn, Industry Representative, Public Services
Richard Regalo, Industry Representative, Agriculture, and Natural Resources
Terry Rolfe, Industry Representative, Building, and Construction Trades
Adam Saxon, Industry Representative, Marketing
Kanoa Smith, Secondary Faculty
Greg Soto, Postsecondary Administrator
Jay Sousa, Industry Representative, Arts Media, and Entertainment
Jennifer Sousa, Secondary Counselor, and Postsecondary Adjunct Counselor
Student, AHS (Name Redacted) Student
Student, LHS (Name Redacted) Student

Student, MHS (Name Redacted) Student
 Barbara Tanzillo, Program Administrator
 Bryan Tasse, Postsecondary Administrator
 Brian Teague, Industry Representative, Building and Construction Trades
 Anthony Thomas, Parent
 Bob Valladao, Parent
 Lisa Vigil, Industry Representative, Building and Construction Trades
 Seneca Ybarra, Secondary Faculty
 Kimberly Zamudio, Educational Services Program Administrative Assistant

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 (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1174
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	43.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	41.3

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.43
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	32.13

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

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

Parents are also encouraged work with their student's counselor to set up an a student information system account so that they can view their student's grade, discipline and attendance data online.

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

Parents are always welcome to visit the LHS campus during, however during the school closure and Covid-19 pandemic, parents check in through the main gate and are supported by campus liaisons. Parents are encouraged to attend all meetings with appropriate school staff via Zoom conference . LHS has a Parent Resource Room where parent meetings and socials are held, as well as, parents are encouraged to stop by with questions or needed assistance from our two full time Community Liaisons.

Parents who wish to participate in Livingston High School's leadership teams, school committees, school activities or become a volunteer may contact the Parent Resource Room at (209) 398-3300. Additionally, the school's website (www.lhs.muhsd.org) provides a wide variety of resources and information.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	0.7	1.6	1.4	5.6	6.7	4	9.1	9.6	9
Graduation Rate	96.4	94.6	97.5	91.3	90.5	94.2	82.7	83	84.5

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.3	2.2	5.0	3.4	3.5	3.5
Expulsions	0.6	0.5	0.3	0.5	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.1	2.6	
Expulsions	0.3	0.5	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 and the campus liaisons.

Last school year, a safety fence was installed surrounding the entire campus. Gates will remain locked from the outside during the school day to ensure safety. All visitors must check in and enter through the front office door. All fence gates are equipped with push out doors that remain unlocked at all times.

Due to the Covid-19 pandemic, school officials, with the adherence to state and local guidelines, have developed safety protocols for all employees and students that come to campus. All individuals that come to campus are subject to health screening and wearing of masks is enforced at all times. Visitors must check in to a welcome gate near the Parent Resource Center where they are greeted, screened and receive individual service without the need to enter any buildings.

When it is safe to do so, all visitors will 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 and Administrative Communication During Emergencies. The School Site Safety Plan was reviewed and approved by the School Site Council on September 24, 2020.

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	31	8	7	29	29	13	11	23	27	14	15	17
Mathematics	33	3	11	22	32	3	14	20	30	4	17	15
Science	31	5		18	30	3	10	13	30	3	8	10
Social Science	27	7	10	14	31	7	9	22	34	6	12	19

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	341.4

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.6
Library Media Teacher (Librarian)	1.2
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	2

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,284.34	1,593.29	8,691.05	87,192.92
District	N/A	N/A	12,977.92	\$79,619
Percent Difference - School Site and District	N/A	N/A	-39.6	9.1
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	11.4	-3.5

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

Types of Services Funded (Fiscal Year 2019-2020)

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,725	\$52,670
Mid-Range Teacher Salary	\$79,771	\$89,660
Highest Teacher Salary	\$102,059	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$140,960	\$158,074
Superintendent Salary	\$200,454	\$250,285
Percent of Budget for Teacher Salaries	31.0	32.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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	2	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	1	N/A
All courses	8	12

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	47	50	45

Research based professional development has been a major initiative of the site and district for all staff. Staff members build teaching skills and concepts through participation in staff development opportunities, conferences, and workshops throughout the year. All certificated staff has access to professional learning opportunities onsite, offsite, and online. The site also has a full time certificated Instructional coach. Teachers are supported by our Technology Innovation Team who work as instructional coaches in the areas of technology.

At the site, teachers have had numerous professional development opportunities such as deep dives, unconferences, tech slams, staff meeting trainings, pineapple charts, #observeme, a PD BINGO game and Impact Teams. All site staff have been trained on technology use and classroom integration, building relationships, ACES Overcomers, and the Hopeful Brain. These expanded opportunities have been promoted and proctored by the administration, the Instructional Coach, the Teacher Librarian, the Tech Team, and teacher leaders at the site. A 45-minute collaboration time each week is allocated for the teaching staff. This time is currently used to align curriculum, assess what students are learning, provide specific staff development, and intervention offerings based on the current student's strength and weaknesses.

For additional support in their profession, all first and second-year teachers throughout the district may participate in an Induction program, a state-funded, standards-based program that provides support through mentoring, training, and evaluation. LHS offers its own New Teacher Academy facilitated by the instructional coach.

All teachers have had access to MUHSD Summer Institute classes summers of 2018, 2019, and 2020, as well as, the district's Canvas InnovatEd courses. Staff have attended virtual and offsite conferences including NHA, BIE PBL, AVID, CUE, ISTE and CAFE.