

# Livingston High School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Livingston High School
<b>Street</b>	1617 Main Street
<b>City, State, Zip</b>	Livingston, CA 95334
<b>Phone Number</b>	209 398 3200
<b>Principal</b>	Charles Jolly
<b>Email Address</b>	cjolly@muhsd.org
<b>School Website</b>	<a href="https://lhs.muhsd.org/lhs">https://lhs.muhsd.org/lhs</a>
<b>County-District-School (CDS) Code</b>	24-65789-2433605

## 2021-22 District Contact Information

<b>District Name</b>	Merced Union High School District
<b>Phone Number</b>	209-325-2000
<b>Superintendent</b>	Alan Peterson
<b>Email Address</b>	apeterson@muhsd.org
<b>District Website Address</b>	muhsd.org

## 2021-22 School Overview

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!

## 2021-22 School Overview

Live Gold Traits  
Being a wolf means you have:  
Teachable Spirit  
Selflessness  
Leadership  
Confidence  
Mental Toughness  
Academic Responsibility  
Pride  
Discipline  
Integrity  
Character

Instruction 2021-2022 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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	305
Grade 10	295
Grade 11	299
Grade 12	296
<b>Total Enrollment</b>	<b>1,195</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
American Indian or Alaska Native	0.3
Asian	10.3
Black or African American	0.3
Filipino	0.7
Hispanic or Latino	82.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.2
White	5.4
English Learners	11.6
Foster Youth	0.6
Homeless	4
Socioeconomically Disadvantaged	80.8
Students with Disabilities	10

### 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	44.0	74.8	373.3	71.6	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	3.1	5.4	16.2	3.1	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.8	8.3	39.3	7.6	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.8	6.5	54.4	10.4	12115.8	4.4
<b>Unknown</b>	2.9	5.0	37.9	7.3	18854.3	6.9
<b>Total Teaching Positions</b>	58.8	100.0	521.3	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.4
<b>Misassignments</b>	4.4
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	4.8

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	3.8
<b>Total Out-of-Field Teachers</b>	3.8

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.8

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

2020, January

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	Intro to Integrated Math Carnegie (adopted 2021) Integrated Math A Carnegie (adopted 2021) Integrated Math B Carnegie (adopted 2021) Integrated Math 1 Carnegie (adopted 2021) Integrated Math 2 Carnegie (adopted 2021) Integrated Math 2: Robotics Carnegie (adopted 2021) Integrated Math 2 Advanced Carnegie (adopted 2021) Integrated Math 3 HMH Integrated Math 3 2015 Integrated Math 3 Advanced Carnegie (adopted 2021) 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	Yes	0.0

	<p>Statistics &amp; Probabilities Freeman Basic Practices for Statistics 2010</p> <p>Preparing for College Math MUHSD Preparing for College Math 2009</p> <p>Financial Algebra Cengage Financial Algebra 2014</p>		
<b>Science</b>	<p>Course Materials Pub Date</p> <p>Life Science (Ag) Prentice Hall Science Explorer Life Science 2009</p> <p>Biology (Ag) Prentice Hall Biology 2002</p> <p>AP Biology Pearson Campbell Biology AP 2014</p> <p>Earth Science (Ag) Holt Modern Earth Science 2002</p> <p>Chemistry (Ag) Addison Wesley Chemistry 2002</p> <p>AP Chemistry Prentice Hall Chemistry: The Central Science 2014</p> <p>Physics Glencoe Physics: Principles and Problems 2002</p> <p>AP Physics Wiley &amp; Sons Physics 2014</p> <p>Environmental Science (Ag) Holt Environmental Sciecne 2006</p> <p>AP Environmental Science Cengage Living in the Environment 2007</p> <p>Anatomy &amp; Physiology Elsevier/Mosby The Human Body in Health 2014</p> <p>Animal Anatomy &amp; Physiology Delmar Introduction to Veterinary Science 2005</p> <p>Biotechnology 1-2 Pearson Biotechnology, Introduction to 2011</p> <p>Food Science Thomas Learning Introduction to Food Science 2003</p> <p>Forensic Science Cengage Forensic Science: Fundamentals 2012</p> <p>Intro to Genetics NA NA</p> <p>Marine Biology H Prentice Hall Marine Biology an Ecological Approach 2005</p> <p>Microbiology NA NA</p> <p>ROP Veterinary Science Cengage Veterinary Anatomy &amp; Physiology 2011</p> <p>Cengage Introduction to Veterinary Science 2005</p> <p>ROP Environmental Horticultre Thomson Introductory Horticulture 2007</p> <p>Sierra Nevada Science UCAL History of the Sierra nevada 2007</p>	Yes	0.0
<b>History-Social Science</b>	<p>Health Prentice Hall Health 2007</p> <p>Freshman Seminar Odysseyware Online course 2016</p> <p>World History (H) McDougal Littell Modern World History 1999</p> <p>Prentice Hall World History Modern World 2007</p> <p>U.S. History Glencoe American Vision Modern Times 2006</p> <p>Holt American Anthem Modern Am History 2007</p> <p>AP US History McGraw-Hill American History a Survey 2003</p> <p>Carnes/Garraty American Nation: A History 2003</p> <p>McDougal Littell American Pageant 2006</p> <p>U.S. History &amp; Public Health Holt American Anthem Modern Am History 2007</p> <p>Economics (H) Prentice Hall Economics: Principles in Action 2007</p> <p>Governement McGraw Hill IMPACT California Social Studies: Principles of American Democracy 2019</p> <p>Journey for Justice Prentice Hall Magruder's American Government 1999</p>	Yes	0.0

	<p>We dot the People: Govern &amp; 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 &amp; History (elective) LB When Everything Changed 2010  Harpers Why Women Should Rule the World 2008  American History a Survey (AP) McGraw-Hill Publishers 2007</p>		
<b>Foreign Language</b>	<p>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</p>	Yes	0.0
<b>Health</b>	<p>Grade 9: Health, Prentice Hall 2007 (New Edition 2008)</p>	Yes	0.0
<b>Visual and Performing Arts</b>	<p>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)</p>	Yes	
<b>Science Laboratory Equipment</b> (grades 9-12)	<p>Science Laboratory Equipment: LHS provides an adequate supply of lab equipment for its students.</p>	Yes	0.0



## 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 local 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.

**Year and month of the most recent FIT report**

44461

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			:
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rate**

<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
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## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	296	276	93.24	6.76	43.27
<b>Female</b>	137	129	94.16	5.84	50
<b>Male</b>	159	147	92.45	7.55	37.41
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	39	39	100	0	48.72
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	235	217	92.34	7.66	41.2
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	19	17	89.47	10.53	52.94
<b>English Learners</b>	32	25	78.13	21.87	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	28	26	92.86	7.14	23.08
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	113	102	90.27	9.73	34.31
<b>Students Receiving Migrant Education Services</b>	13	12	92.31	7.69	25
<b>Students with Disabilities</b>	27	25	92.59	7.41	0

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	297	281	94.61	5.39	19.71
Female	138	129	93.48	6.52	21.88
Male	159	152	95.60	4.40	17.88
American Indian or Alaska Native	0	0	0	0	0
Asian	39	39	100.00	0.00	30.77
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	236	221	93.64	6.36	17.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	19	18	94.74	5.26	27.78
English Learners	32	28	87.50	12.50	3.70
Foster Youth	--	--	--	--	--
Homeless	28	26	92.86	7.14	7.69
Military	--	--	--	--	--
Socioeconomically Disadvantaged	113	104	92.04	7.96	13.46
Students Receiving Migrant Education Services	13	12	92.31	7.69	8.33
Students with Disabilities	27	25	92.59	7.41	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	19.60	N/A	20.63	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	577	556	96.36	3.64	19.60
<b>Female</b>	274	266	97.08	2.92	21.80
<b>Male</b>	303	290	95.71	4.29	17.59
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	67	65	97.01	2.99	29.23
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	476	459	96.43	3.57	17.65
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	25	24	96.00	4.00	29.17
<b>English Learners</b>	47	42	89.36	10.64	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	72	68	94.44	5.56	14.71
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	231	219	94.81	5.19	16.89
<b>Students Receiving Migrant Education Services</b>	25	24	96.00	4.00	12.50
<b>Students with Disabilities</b>	54	49	90.74	9.26	4.08

## 2020-21 Career Technical Education Programs

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:

Ed Palomino, West Air Gas  
Breanne Ramos, Merced Farm Bureau  
Jay Sousa, Photographer  
Gwen Hagaman, Marketing Consultant  
Kathleen Lassle, Program Compliance Manager for Webcor Builders  
Lisa Vigil, Field & Marketing Representative for Carpenters Local Union 152  
Scott Lewis, District Coordinator for Carpenters Training Committee  
Brian Teague, Labors Relations Representative for Liuna  
David Marvulli, Construction Owner for DMC Construction  
Terry Rolfe, Construction Owner Phase 3 Construction  
Kevin Kennedy, Pres.of Valley Business Center  
Nancy Deavours, President/CEO Merced School EFCU  
Ana Boyenga, Assistant Superintendent of Atwater Elementary School District.  
Brent Jerner, CEO APG Solar  
Kahri Boykin, MUHSD Teacher  
Dena Traina, Civil Engineer, Provost & Pritchard Consulting Group  
Marisol Duran, Abercrombie and Fitch Company  
Leslie Abasta-Cummings, CEO of Livingston Community Health  
Dr. Thelma Hurd, UC Merced Director, Medical Education  
Sara Hill & Robyn Donovan, El Capitan Hotel (JDVHotels)  
John Livria, Vice President of Focus Publishing  
Anthony Thomas, Converge One  
Brenda Reyna, Merced Superior Courtroom Clerk (Supervisor)  
Mickey Brunelli, Fire Battalion Chief  
Harry Dhaliwal, Service Manager for Interstate Trucking  
Barbara Tanzillo, Community Member  
Michelle Symes, MCOE Director of Student Support  
Lily Pulido, CTE Pathway Coordinator  
Greg Soto, Dean of Student Services  
Jennifer Sousa, Adjunct Counselor

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



## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,161
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	43.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	41.3

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	33.88

## B. Pupil Outcomes

### 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 area of physical education.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

## 2021-22 Opportunities for Parental Involvement

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

## 2021-22 Opportunities for Parental Involvement

clubs and activities.

Parent square is the primary message delivery system utilized by school personnel so send site-wide or targeted group communication. Parents have the ability to engage and respond to messages through the platform.

Parents are also encouraged to work with their student's counselor to set up an Aeries (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 before, during and after school as they check-in through the main office. Parents are encouraged to attend all meetings with appropriate school staff in-person. Last year (2020-2021), parents were only able to engage in school activities and meetings via Zoom. LHS has a Parent Resource Room where parent meetings and socials are held, as well as, parents are encouraged to stop by with questions or needed assistance from our two full time Community Liaisons.

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

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.4	1.0	1.0	4.0	3.2	3.7	9.0	8.9	9.4
Graduation Rate	97.5	99.0	97.6	94.2	95.2	94.6	84.5	84.2	83.6

### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	288	281	97.6
Female	140	137	97.9
Male	148	144	97.3
American Indian or Alaska Native	--	--	--

<b>Asian</b>	28	28	100.0
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	246	239	97.2
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	40	36	90.0
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	23	21	91.3
<b>Socioeconomically Disadvantaged</b>	262	255	97.3
<b>Students Receiving Migrant Education Services</b>	17	15	88.2
<b>Students with Disabilities</b>	34	34	100.0

### 2020-21 Chronic Absenteeism by Student Group

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	1236	1209	1009	83.5
<b>Female</b>	604	593	495	83.5
<b>Male</b>	632	616	514	83.4
<b>American Indian or Alaska Native</b>	4	4	3	75.0
<b>Asian</b>	127	126	98	77.8
<b>Black or African American</b>	3	3	3	100.0
<b>Filipino</b>	8	8	4	50.0
<b>Hispanic or Latino</b>	1019	994	852	85.7
<b>Native Hawaiian or Pacific Islander</b>	2	2	2	100.0
<b>Two or More Races</b>	2	2	1	50.0
<b>White</b>	69	68	45	66.2
<b>English Learners</b>	154	149	126	84.6
<b>Foster Youth</b>	12	11	10	90.9
<b>Homeless</b>	50	47	41	87.2
<b>Socioeconomically Disadvantaged</b>	1004	979	851	86.9
<b>Students Receiving Migrant Education Services</b>	55	54	45	83.3
<b>Students with Disabilities</b>	131	129	112	86.8

## C. Engagement

### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	2.25	0.32	3.43	0.34	3.47	0.20
<b>Expulsions</b>	0.54	0.00	0.46	0.03	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.26	2.26	2.45
<b>Expulsions</b>	0.47	0.57	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.32	0.00
Female	0.17	0.00
Male	0.47	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.39	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.65	0.00
Foster Youth	0.00	0.00
Homeless	2.00	0.00
Socioeconomically Disadvantaged	0.40	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.05	0.00

## 2021-22 School Safety Plan

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.

In the 2019-2020 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 from the inside 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 required to wear masks inside of buildings and classrooms. All students and visitors that are experiencing COVID -19 related symptoms are asked to stay home. Visitors must check in through the main office.

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 October 28, 2021.

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.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	13	11	23
Mathematics	32	3	14	20
Science	30	3	10	13
Social Science	31	7	9	22

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	14	15	17
Mathematics	30	4	17	15
Science	30	3	8	10
Social Science	34	6	12	19

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	8	15	21
Mathematics	27	8	13	16
Science	33	1	7	12
Social Science	33	3	10	20

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	331.9

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	3.6
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	1
<b>Social Worker</b>	0
<b>Nurse</b>	0.5
<b>Speech/Language/Hearing Specialist</b>	0.2
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	1.2

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	9,335.37	566.52	8,768.85	70,074.38
<b>District</b>	N/A	N/A	11,815	\$82,189
<b>Percent Difference - School Site and District</b>	N/A	N/A	-29.6	-15.9
<b>State</b>			\$8,444	\$92,222
<b>Percent Difference - School Site and State</b>	N/A	N/A	3.8	-27.3

## 2020-21 Types of Services Funded

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

- Local Control Funding Formula (LCFF Supplemental)
- 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



## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,336	\$54,687
Mid-Range Teacher Salary	\$82,164	\$92,222
Highest Teacher Salary	\$105,121	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$0	\$145,785
Average Principal Salary (High)	\$144,903	\$162,322
Superintendent Salary	\$206,468	\$258,950
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	5%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	11.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	2
Social Science	1
<b>Total AP Courses Offered</b>	<b>8</b>

## Professional Development

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 2018-21 as well as, the district's Canvas InnovatEd courses. Staff have attended virtual and offsite conferences including NHA, BIE PBL, AVID, CUE, ISTE and CABE.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	50	45	48

# Merced Union High School District 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Merced Union High School District
<b>Phone Number</b>	209-325-2000
<b>Superintendent</b>	Alan Peterson
<b>Email Address</b>	apeterson@muhsd.org
<b>District Website Address</b>	muhsd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2695	2417	89.68	10.32	46.07
<b>Female</b>	1330	1205	90.60	9.40	53.06
<b>Male</b>	1364	1212	88.86	11.14	39.13
<b>American Indian or Alaska Native</b>	13	12	92.31	7.69	33.33
<b>Asian</b>	233	222	95.28	4.72	63.06
<b>Black or African American</b>	114	91	79.82	20.18	32.22
<b>Filipino</b>	19	18	94.74	5.26	77.78
<b>Hispanic or Latino</b>	1882	1691	89.85	10.15	41.21
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	28	24	85.71	14.29	47.83
<b>White</b>	398	352	88.44	11.56	60.29
<b>English Learners</b>	232	191	82.33	17.67	10.11
<b>Foster Youth</b>	19	11	57.89	42.11	27.27
<b>Homeless</b>	312	272	87.18	12.82	31.58
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	1106	950	85.90	14.10	35.61
<b>Students Receiving Migrant Education Services</b>	63	49	77.78	22.22	27.08
<b>Students with Disabilities</b>	289	228	78.89	21.11	10.22

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2695	2421	89.83	10.17	19.86
<b>Female</b>	1329	1200	90.29	9.71	20.47
<b>Male</b>	1365	1221	89.45	10.55	19.26
<b>American Indian or Alaska Native</b>	13	12	92.31	7.69	8.33
<b>Asian</b>	233	223	95.71	4.29	30.18
<b>Black or African American</b>	114	93	81.58	18.42	11.11
<b>Filipino</b>	19	16	84.21	15.79	62.50
<b>Hispanic or Latino</b>	1882	1690	89.80	10.20	16.70
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	28	24	85.71	14.29	30.43
<b>White</b>	398	356	89.45		28.17
<b>English Learners</b>	232	187	80.60	19.40	2.19
<b>Foster Youth</b>	19	12	63.16	36.84	8.33
<b>Homeless</b>	312	270	86.54	13.46	12.88
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	1106	948	85.71	14.29	12.57
<b>Students Receiving Migrant Education Services</b>	63	47	74.60	25.40	6.38
<b>Students with Disabilities</b>	290	228	78.62	21.38	2.64