

Andrew N. Christensen Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page 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.

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.

2025-26 School Contact Information

School Name	Andrew N. Christensen Middle School
Street	5757 Haggin Oaks Avenue
City, State, Zip	Livermore, CA 94551
Phone Number	(925) 606-4702 #6574
Principal	Brian Scharmann
Email Address	bscharmann@lvjUSD.org
School Website	www.livermoreschools.org/christensen
Grade Span	6-8
County-District-School (CDS) Code	01 61200 6085773

2025-26 District Contact Information

District Name	Livermore Valley Joint Unified School District
Phone Number	(925) 606-3200
Superintendent	Torie F. Gibson Ed.D.
Email Address	tgibson@lvjUSD.org
District Website	www.livermoreschools.org

2025-26 School Description and Mission Statement

Mission - Christensen Middle School's mission is to offer a challenging curriculum and programs that provide all students with the opportunity to communicate and collaborate effectively, become responsible citizens, demonstrate positive relationships, and think critically to solve problems.

Vision - Christensen Middle School's vision is to provide a safe and inclusive environment where ALL students can develop the academic, technical, physical, social, and emotional skills needed to become productive citizens and lifelong learners.

Christensen Middle School will offer a strong academic program where:

- The California standards are the basis for instruction.
- Advancement Via Individual Determination (AVID) strategies are implemented site wide.
- Teachers expect all students to achieve high academic standards.
- Teachers provide a variety of instructional activities that address students' individual cognitive, developmental, academic, and emotional needs.
- Lessons address a variety of learning styles by differentiation of instruction.
- Support programs for students with Individualized Education Programs (IEPs).
- Multiple assessments are used to gather and communicate information about each student's strengths and areas for improvement.
- Electives, schoolwide activities, and after-school programs that enrich the mind and body and provide ties to school and community are available to all.
- Students master all basic academic skills according to District and State guidelines.
- Students work toward attaining their maximum potential.
- Students are prepared for the academic rigor of high school.

Christensen Middle School will promote social responsibility:

- Students will model our Positive Behavioral Interventions and Supports (PBIS) core values, which are: Be Respectful, Be Responsible, Be Safe, and Be Kind.
- All adults will model and teach the importance of PBIS.

2025-26 School Description and Mission Statement

- Students will leave CMS with the interpersonal skills needed for their future success.
- Students will become lifelong learners.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	187
Grade 7	209
Grade 8	196
Total Enrollment	592

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.4
American Indian or Alaska Native	0.3
Asian	21.1
Black or African American	1.5
Filipino	2.7
Hispanic or Latino	26.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	8.1
White	39
English Learners	4.9
Homeless	1.5
Socioeconomically Disadvantaged	19.1
Students with Disabilities	16.9

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.1	81.46	548.8	86.43	234405.2	84
Intern Credential Holders Properly Assigned	1.5	5.06	9.5	1.5	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.3	4.48	32.5	5.12	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.37	10.7	1.69	11953.1	4.28
Unknown/Incomplete/NA	1.6	5.56	33.3	5.25	15831.9	5.67
Total Teaching Positions	29.6	100	635	100	279044.8	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.5	80.22	538.8	85.23	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	11.2	1.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.3	14.18	27.7	4.38	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	10.1	1.6	11746.9	4.23
Unknown/Incomplete/NA	1.6	5.53	44.3	7.02	14303.8	5.15
Total Teaching Positions	30.5	100	632.2	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.7	74.54	544.4	87.01	230039.4	100
Intern Credential Holders Properly Assigned	1	3.44	3.9	0.63	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	6.87	15.7	2.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	1.13	8	1.28	12112.8	4.34
Unknown/Incomplete/NA	4	14.02	53.5	8.55	13705.8	4.91
Total Teaching Positions	29.1	100	625.6	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	3	0
Misassignments	0.30	1.3	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.30	4.3	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.00	0	0.3
Total Out-of-Field Teachers	1.00	0	0.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.7	3.8	12.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	1.2	6.9

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The LVJUSD has adopted the Next Generation Science Standards and the California State Standards in the following content areas: English/language arts and literacy in history/social science, science and technical subjects, and mathematics. Our district has also adopted the State content standards for history/social science, English language development (ELD), physical education, visual and performing arts, and career technical education. Our district adheres to State curricular guidelines for health and foreign language. The LVJUSD Board of Education has approved and adopted instructional materials in all content areas, aligned to State and district-adopted standards.

Our district reviews and adopts textbooks based on State and district standards. Our district instructional materials are selected and adopted in accordance with board policy and Board Regulation 6161.1 for Selection and Evaluation of Instructional Materials. Supplementary materials, including core literature and state-approved intervention materials are selected and used to increase access to standards-based instruction.

Our district's selection process includes a committee of teachers, along with parent input. The committee develops evaluation criteria, pilots materials, makes recommendations appropriate to each adoption cycle.

The final book selection is based on input from a district committee. Staff development is provided for all new textbook adoptions. Districtwide adoptions include elementary English language arts and English language development in 2018-19 and secondary in 2019-20, history/social science in 2005-06, elementary science in 2022, grades 6 - 8 science in 2021, grades 9-12 math in 2007-08, grade 6-8 math in 2014, and grade K-5 math and algebra 1 in 2016. Textbooks are available, without charge, for all students. Each student receives a book for his or her own use. Students are responsible for keeping textbooks in good condition and for returning them promptly at the end of the school year.

By the eighth week of school each year, the LVJUSD Board of Education passes a resolution certifying, "Sufficient Standards-aligned textbooks and instructional materials were provided to each student, including English learners (EL), in mathematics, science, history/social science, and English/language arts, including the ELD component of an adopted program." Foreign language and health textbooks are adopted and ordered in sufficient quantities. In addition, science laboratory equipment is available for science laboratory courses offered in grades 9-12, inclusive.

In accordance with the terms of the Williams case settlement and Education Code 35186, a uniform complaint process has been developed, and guidelines are posted in every classroom. "Each student, including English learners, must have a textbook or instructional material, or both, to use in class and to take home. This requirement includes pupils enrolled in foreign language and health classes, and is applicable to science laboratory equipment for science laboratory courses offered in grades 9-12 inclusive." No complaints have been filed relative to "sufficiency" of instructional materials in our district.

Year and month in which the data were collected

9/2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw-Hill, 2019	0

Mathematics	Big Ideas Math: Course 1, Big Ideas Learning 2014 Big Ideas Math: Course 2, Big Ideas Learning 2014 Big Ideas Math: Course 3, Big Ideas Learning 2014 Big Ideas Math: Math Advanced 1, Big Ideas Learning 2014 Big Ideas Math: Math Advanced 2, Big Ideas Learning 2014 Big Ideas Algebra 1, Big Ideas Learning 2016 Big Ideas Math Geometry, Big Ideas Learning 2019	0
Science	Discovery Education, 2021	0
History-Social Science	World History: Ancient Civilizations, McDougal Littell World History: Medieval and Early Modern Times, McDougal Littell Creating America: A History of the United States; Creating America: Beginnings Through World War I; McDougal Littell History Alive!, TCI	0
Foreign Language	Senderos 1 Spanish for a Connected World, Vista Higher Learning 2018	0

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

School Facility Conditions and Planned Improvements

Established in 1972, Andrew N. Christensen School was a grades 3-6 elementary school. In 1977 with the closure of Green School, Christensen became a K-6 school. After a school board decision to move grade 6 to middle school, the District established Christensen as a K-5 school. Grade 6 was added back in 1990, grade 7 was added in 1991 and grade 8 was added in 1992. In 1991, the school site underwent remodeling with the addition of new classrooms and administration building.

Christensen Middle School is proud to have thirty-seven spacious classrooms arranged in grade-level or subject matter "clusters." At the center of each cluster is a mini-courtyard, complete with benches and greenery, where students study, snack, and socialize when class is not in session. The Christensen Middle School campus includes four science labs, two home economics teaching kitchens, a library, a gymnasium with locker rooms, two music rooms, a multipurpose room, a kitchen, an outdoor eating area, a courtyard, and an administration office.

Our custodians work diligently to ensure that the learning environment is exceptionally clean and safe. We have an eight-hour head custodian and two eight-hour night custodians.

Education is a top priority in the Livermore community, and maintaining a safe and orderly environment maximizes student learning. The citizens of Livermore have passed three major bond measures targeting school facility needs: Measure B in 1975, Measure L in 1999, and Measure J in 2016. Through these bond measures, as well as developer fees, the Livermore School District has been able to renovate, modernize, and construct new schools in accordance with the Facilities Master Plan.

Facilities are maintained through the diligent efforts of the site custodial crew and District maintenance staff. Our Board of Education has adopted cleaning standards for all schools in the District, and the administration works with custodial staff to develop cleaning schedules. District maintenance staff members ensure that necessary repairs are completed in a timely manner. A work-order process is used for efficient service, with emergency repairs given the highest priority.

Year and month of the most recent FIT report

7/11/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None observed
Interior: Interior Surfaces	X			905 needs new pencil sharpener (replaced) gym boys restroom broken diffuser, tile floor corners in both locker rooms damaged:work orders placed

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		900 girls restroom and boys library restroom-spitwad on the ceiling-notified custodial staff and it was cleaned off.
Electrical	X		None observed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Library boys restroom needs caps on the sink where predrilled holes are for a different style faucet-work order placed
Safety: Fire Safety, Hazardous Materials	X		None observed
Structural: Structural Damage, Roofs	X		None observed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		900 girls restroom-hole near door handle and 406 hard to unlock with key.work order placed

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	63	63	60	62	47	48
Mathematics (grades 3-8 and 11)	47	49	49	50	35	37

2024-25 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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	601	588	97.84	2.16	62.93
Female	281	275	97.86	2.14	67.64
Male	320	313	97.81	2.19	58.79
American Indian or Alaska Native	--	--	--	--	--
Asian	128	126	98.44	1.56	84.13
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	88.24
Hispanic or Latino	164	158	96.34	3.66	41.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	48	100.00	0.00	66.67

White	232	227	97.84	2.16	63.44
English Learners	32	28	87.50	12.50	3.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	121	116	95.87	4.13	40.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	110	101	91.82	8.18	21.78

2024-25 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	602	590	98.01	1.99	49.49
Female	281	275	97.86	2.14	46.55
Male	321	315	98.13	1.87	52.06
American Indian or Alaska Native	--	--	--	--	--
Asian	128	126	98.44	1.56	76.19
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	41.18
Hispanic or Latino	165	160	96.97	3.03	29.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	48	100.00	0.00	60.42
White	232	227	97.84	2.16	48.46
English Learners	33	30	90.91	9.09	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	122	118	96.72	3.28	23.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	110	101	91.82	8.18	15.84

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	37.14	48.7	45.05	48.66	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	201	199	99.00	1.00	47.74
Female	87	85	97.70	2.30	48.24
Male	114	114	100.00	0.00	47.37
American Indian or Alaska Native	0	0	0	0	0
Asian	40	40	100.00	0.00	77.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	59	96.72	3.28	27.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	57.14
White	78	78	100.00	0.00	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	43	97.73	2.27	20.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	35	94.59	5.41	17.14

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96.8	96.8	96.3	96.3	96.8

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.

2025-26 Opportunities for Parental Involvement

Livermore Valley Joint Unified School District (LVJUSD) values active parent engagement and believes that parent involvement is essential to the success of all students. LVJUSD Board Policy 6020(a) states: “The Board of Education recognizes that parents/guardians are their children’s first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.”

Educational research suggests that highly effective schools have a number of features in common, including high levels of parent and community involvement. When parents take an active role in their children’s education, students perform at high levels and have more well-rounded educational experiences. LVJUSD parents are welcome partners in our school community. There is a range of opportunities for parents to engage with schools, including Parent-Teacher Associations (PTAs), Parent Faculty Associations (PFAs), sports and activity booster clubs, and other supporter groups. On a monthly basis, the Superintendent of Schools meets with a representative of each school’s parent organization at the Parent Communication and Information Council (PCIC). This gathering provides an opportunity for parent groups to collaborate with each other and representatives of our district regarding events, opportunities, and activities for students and families. This is also a time district representatives share new initiatives and current information with parent leaders. In addition, parents have the opportunity to share general concerns and ask questions directly to the Superintendent. Each school also has formal advisory groups including School Site Council (SSC) and English Learner Advisory Committee (ELAC) who represent other parents at the site and are critical in the development and monitoring of the School Plan for Student Achievement (SPSA). A representative from each SSC serves on the District Local Control and Accountability Plan (LCAP) Advisory Committee and a member of each ELAC serves on the District English Learner Advisory Council (DELAC), which also serves as the LCAP English Learner Advisory Committee. Through these two-way systems of parent support and engagement, parents, district, and school staff have open lines of communication and opportunities to engage in meaningful ways with the school community.

Christensen provides multiple opportunities for students to explore their special interests, supported by parents, staff, community volunteers, and the Livermore Valley Education Foundation. Parents contribute significantly by fundraising, chaperoning dances and field trips, coordinating eighth-grade promotion activities, assisting with August orientation, and participating in the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent-Teacher Association (PTA). The PTA plays a crucial role in raising funds for extension and enrichment activities, intervention programs, supplementary curricular materials, recognition rewards, classroom supplies, and more. Additionally, our school orchestra, band, and sports teams receive partial support from parent donations, which help fund instruments and uniforms. Parent volunteers are at the heart of our programs, and we greatly appreciate their involvement.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	627	618	84	13.6
Female	292	288	38	13.2
Male	335	330	46	13.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	134	132	9	6.8
Black or African American	--	--	--	--
Filipino	18	18	1	5.6
Hispanic or Latino	174	169	36	21.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	48	48	3	6.3
White	238	238	33	13.9
English Learners	41	37	14	37.8
Foster Youth	--	--	--	--
Homeless	12	--	--	--
Socioeconomically Disadvantaged	138	131	32	24.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	122	119	29	24.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.48	5.95	6.54	3.19	2.79	2.26	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.16	0.1	0.07	0.1	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.54	0.16
Female	5.48	0.00
Male	7.46	0.30
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.75	0.00
Black or African American	0.00	0.00
Filipino	5.56	0.00
Hispanic or Latino	10.92	0.57
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.33	0.00
White	6.30	0.00
English Learners	19.51	0.00
Foster Youth	0.00	0.00
Homeless	16.67	0.00
Socioeconomically Disadvantaged	15.22	0.72
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.20	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Our school safety plan is reviewed every fall and updated to meet state and district standards. All staff members have access to the safety plan and emergency procedures in their classrooms and in the office. A copy of the safety plan is available in the office upon request. The plan addresses preparedness for and response to earthquakes, fires, and intruders. Monthly practice drills are conducted, and any necessary changes are discussed at staff meetings.

A Safety Committee conducts monthly campus walk-throughs to identify safety concerns. Work requests to address safety issues are emailed immediately to the Maintenance Department by office staff, custodians, or administrators. An administrator follows up on accident reports to determine if further action is needed for student safety.

Visitors to Christensen Middle School are required to sign in at the office. Staff members closely monitor student behavior before school, during lunch, and after school. First aid and Cardiopulmonary Resuscitation (CPR) training are offered voluntarily to staff, with office staff, physical education teachers, and approximately one-third of the teaching staff trained in these areas. The school safety plan was last reviewed and discussed with faculty in August 2025, and the site was examined with a student, parent, and staff member to identify any safety concerns.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	22	6	14	0
Mathematics	21	10	11	1
Science	25	3	14	0
Social Science	23	5	14	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	20	12	7	2
Mathematics	24	7	12	0
Science	26	3	13	0
Social Science	22	10	7	2

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	21	8	13	0
Mathematics	22	7	13	0
Science	28	0	14	0
Social Science	23	6	12	0

2024-25 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	620

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher 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
School Site	\$11,186.35	\$3,033.38	\$8,152.96	\$93,704.81
District	N/A	N/A	\$8,316.92	\$106,158
Percent Difference - School Site and District	N/A	N/A	-2.0	-9.2
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-27.7	-4.2

Fiscal Year 2024-25 Types of Services Funded

Categorical funds support a wide range of districtwide and site services to assist all students, including underperforming students, in meeting and exceeding standards. At the district level, categorical funds are used to provide program specialists and staff to monitor, implement, and oversee Migrant Education, Native American Education, Special Education, intervention; summer school; Tri-Valley Teacher Induction Project (TV/TIP) and new teacher support; professional development; and the English learner (EL) program.

District-level advisory committees such as the Local Control Accountability Plan (LCAP) District English Learner Advisory Council (DELAC), Career Technical Education (CTE) Advisory Committee, Technology Committee, Elementary Math Leads, Math Task Force, and Special Education Advisory Committee provide input and guidance to ensure compliance and ensure funds are used so that student needs are met. In addition, our District is implementing the LVJUSD Framework for Success. The framework includes Multi-Tiered Systems of Support (MTSS) for students' academic, behavioral, and social-emotional needs.

The following categorical programs provide the following services.

Categorical Program Funding Sources and Services:

- After School Education and Safety (ASES) funds support the Livermore ASES program at Marylin Avenue Elementary and Junction Avenue K-8 Schools by providing enrichment opportunities, homework support, and an emotionally and physically safe environment for students.
- Carl D. Perkins Career and Technical Education funds provide professional development, services, materials and resources for career technical education in our high schools.
- Special education funds provide staffing, including program specialists, psychologists, therapists, professional development, transportation, and supplementary materials for special needs students.
- Title I: Funds provide resource teachers, supplemental instructional materials and assessments, instructional aides, staff development, and parent involvement.
- Title II: Improving Teacher Quality funds provide high-quality professional development, training, and coaching to certificated staff.
- Title III: English learner funds provide EL programs, services, parent education, professional development, supplemental instructional materials, and support staff to ensure quality programs for English Learner students.
- Title IV: Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.
- Title VI: American Indian funds are used for staffing to support parent education, guest speakers, tutoring, cultural activities, and incentives for Native American students.
- ELOP: ELOP serves unduplicated students across LVJUSD with expanded learning opportunities during the school year and at least 30 intersession days.
- Local Control Funding Formula Supplemental funds provide resources for a broad array of district and school support systems, all intended to help English Learners, Socioeconomically disadvantaged students, Foster Youth, and other vulnerable student groups that show a need for assistance as demonstrated through various state accountability measures. These programs include staffing, professional development, clothing and transportation for students,

Fiscal Year 2024-25 Types of Services Funded

induction support for new teachers, software used to manage student achievement data, and intervention support materials for math and literacy, among many other actions.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$55,149	\$62,783
Mid-Range Teacher Salary	\$101,579	\$97,783
Highest Teacher Salary	\$129,512	\$128,020
Average Principal Salary (Elementary)	\$161,696	\$160,224
Average Principal Salary (Middle)	\$165,546	\$166,992
Average Principal Salary (High)	\$179,268	\$180,971
Superintendent Salary	\$358,487	\$313,465
Percent of Budget for Teacher Salaries	34.22%	30.05%
Percent of Budget for Administrative Salaries	6.36%	5%

Professional Development

Our district recognizes that each employee—classified, certificated, and management—influences the opportunities for students to achieve at the highest levels. In line with our District Professional Development Plan, we offer and support ongoing growth opportunities that allow every teacher, administrator, and staff member to further develop the appropriate knowledge, skills, and practices required to create learning environments that allow all students to demonstrate high levels of achievement. Our Board of Education and our district administration recognize that all staff members of the LVJUSD must be provided time and support to acquire, improve, and enhance professional knowledge, practices, and skills.

During the 2023-2024 school year, relevant and timely professional development will be available and delivered to employees. Three designated professional development days and a flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. Employees will be able to access professional development opportunities through attendance at a conference-style professional development day; attending workshops after the instructional day; or through on-line recorded sessions.

As part of the process used in annually updating our District Professional Development Plan, staff reviewed student academic and Social-Emotional Learning data; as well as reviewed feedback/input from staff from the previous years' PD opportunities. Professional development will primarily focus on effective Tier-I instruction; Tier-II support programs; Positive Behavioral Interventions and Supports (PBIS), student and staff safety; customer service; meeting the needs of students with Individual Education Plans (IEP); effective usage of technology as an instructional tool; effective instructional practices for English learners; and implementation of specialized programs such as Dual Immersion, International Baccalaureate, Advancement Via Individual Determination (AVID), and Advanced Placement programs.

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

Subject	2023-24	2024-25	2025-26
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	3	2	2
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