Livermore High 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	Livermore High School
Street	600 Maple Street
City, State, Zip	Livermore, CA 94550
Phone Number	(925) 606-4812
Principal	Roxana Mohammed
Email Address	rmohammed@lvjusd.org
School Website	www.livermoreschools.org/livermorehigh
Grade Span	9-12
County-District-School (CDS) Code	01-61200-0134536

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

Principal's Message:

Livermore High School (LHS), established in 1891 as the first high school in the Livermore Valley, remains a cornerstone of the community just blocks from downtown. Livermore is a city of approximately 87,000 residents, known for its blend of heritage ranches, award-winning wineries, and world-renowned research laboratories. This distinctive mix of agriculture and technology defines the city's identity as a place where innovation and tradition coexist.

The community is diverse—53% White, 22% Hispanic, 14% Asian, 2% African American, and other ethnicities. Education levels are high, with nearly three-quarters of adults having some college or higher. The median household income is $152,590, reflecting both professional and working-class families.

In 2025–26, LHS enrolls approximately 1,820 students and is one of two comprehensive high schools in the Livermore Valley Joint Unified School District (LVJUSD). The student body includes 44% White, 37% Hispanic, 15% Students with Disabilities (SWD), 28% Socioeconomically Disadvantaged (SED), and 7.7% English Learners (ELs).

LHS provides a rigorous academic program with Advanced Placement (AP) and Honors courses, Career Technical Education (CTE) pathways, and specialized support for English Learners and students with disabilities. Signature programs include the Green Engineering Academy, which integrates CTE coursework with mentorship and internships in sustainability and engineering; the Agriculture Program, the last in Alameda County, which prepares graduates for careers and higher education in agricultural sciences; and the Visual and Performing Arts Department, which has earned several accolades for its award-winning performances, exhibitions, and student productions recognized at both the regional and state level. Instruction is guided by the LIFE framework—Literacy and Critical Thinking (L), Innovation (I), Fitness (F), and Ethics (E)—which serves as our Student Learner Outcomes.

Our staff remain central to student success. In 2025–26, 20 teachers are participating in a Standards-Based Grading cohort to align grading with mastery of standards.Teachers are consistently implementing Positive Behavioral Intervention and Supports (PBIS) practices schoolwide, creating a positive, supportive, and consistent learning environment across classrooms. Professional development priorities include trauma-informed practices, data analysis to inform instruction, and ELD strategies,

2025-26 School Description and Mission Statement

with 31 teachers trained in EL Achieve. The Instructional Leadership Team (ILT) continues to guide collaboration around standards, pacing, and assessment.

Student transitions from middle school to high school remain a priority. Counselors coordinate articulation visits with feeder schools, while student ambassadors highlight opportunities in CTE, arts, and athletics. English Learners benefit from four CSU/UC-approved ELD courses, after-school tutoring, and support from an EL coordinator, liaison, paraeducator, and counselor who closely monitor Newcomer and EL progress to ensure A–G readiness. Additional daily support is provided by the McKenny-Vento liaison for students who are currently unhoused to ensure they are attending school regularly and succeeding academically.

LHS continues to expand Tier 2 interventions. Faculty use the Professional Learning Community (PLC) model to analyze assessment data, identify students in need, and provide targeted supports.
LHS has earned the California Gold Standard Award for PBIS for the second consecutive year. Our Cowboy HEROES values—Honor Education, be Respectful, be Open-Minded, be Engaged, and be Safe—are reinforced through weekly lessons, recognition systems, and grade-level assemblies. The Wellness Center continues to play a vital role, serving hundreds of students annually and offering counseling and Social Emotional Learning (SEL) support. Student "Culture Keepers" extend SEL lessons into feeder schools and lead on-campus events around mental health awareness, suicide prevention, and unity.

LHS remains accredited through June 2028, with its mid-cycle review completed in fall 2024. Findings from that review inform current goals in the School Plan for Student Achievement (SPSA), aligned with LVJUSD's Local Control and Accountability Plan (LCAP).

Roxana Mohammed, Principal

School Mission Statement:
Our mission is to provide all students a challenging, standards-based, socially responsible education in a safe and nurturing environment.

School Vision Statement:
Our vision is to foster the academic, social, emotional, and physical growth of every student. All students acknowledge their own and others' unique qualities, act with dignity and integrity, and graduate ready for college and/or a career.

The LHS teachers, staff, students, and parents are working together to make this vision a reality through accomplishment of the following three overarching goals:

- Increase the percentage of students who have the skills and knowledge to graduate college and/or career ready.
- Provide an engaging, clean, healthy, physically and emotionally safe, and inclusive environment to support learning at the highest levels.
- Strengthen parent and community engagement and communication.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	485
Grade 10	450
Grade 11	458
Grade 12	434
Total Enrollment	1,827

2024-25 Student Enrollment by Student Group	
Student Group	**Percent of Total Enrollment**
Female	49.2
Male	50.7
Non-Binary	0.1
Asian	11.2
Black or African American	1.9
Filipino	2.6
Hispanic or Latino	35.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	8.3
White	40.2
English Learners	10.6
Foster Youth	0.2
Homeless	1.3
Migrant	0.7
Socioeconomically Disadvantaged	26.8
Students with Disabilities	15.4

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)	69.2	87.36	548.8	86.43	234405.2	84
Intern Credential Holders Properly Assigned	0.5	0.63	9.5	1.5	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.6	2.09	32.5	5.12	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.3	0.42	10.7	1.69	11953.1	4.28
Unknown/Incomplete/NA	7.5	9.49	33.3	5.25	15831.9	5.67
Total Teaching Positions	79.2	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)	69.4	82.92	538.8	85.23	231142.4	83.24
Intern Credential Holders Properly Assigned	3.2	3.87	11.2	1.77	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.3	4	27.7	4.38	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.6	1.98	10.1	1.6	11746.9	4.23
Unknown/Incomplete/NA	6	7.21	44.3	7.02	14303.8	5.15
Total Teaching Positions	83.7	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)	70.4	85.08	544.4	87.01	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.9	0.63	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.8	4.64	15.7	2.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	8	1.28	12112.8	4.34
Unknown/Incomplete/NA	8.5	10.28	53.5	8.55	13705.8	4.91
Total Teaching Positions	82.7	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	0.00	2	0
Misassignments	1.60	1.3	3.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.60	3.3	3.8

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	0.00	0	0
Local Assignment Options	0.30	1.6	0
Total Out-of-Field Teachers	0.30	1.6	0

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)	6.2	2.8	8.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.3	3.2	5.5

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. In fact, Livermore High School received a 100 percent rating with the Williams Act Audit in the 2022-2023 and the 2023-2024 school years. In addition, all students have access to a chromebook for academic use.

Year and month in which the data were collected	9/2025

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	Study Sync, McGraw-Hill 2019	0
Mathematics	Algebra Readiness, California Edition; Prentice Hall Mathematics 2008 Big Ideas Algebra I, Big Ideas Learning 2016 Big Ideas Geometry, Big Ideas Learning 2019 Big Ideas Math Algebra 2, Big Ideas Learning 2019 Discovering Advanced Algebra, Key Curriculum Press 2008 Precalculus: Graphical, Numerical, Algebraic; Prentice Hall 2008 Calculus, 8th Edition; Houghton-Mifflin 2008 Statistics and Probability with Applications 3rd Edition, Bedford, Freeman & Worth, 2021 The Practice of Statistics, Bedford, Freeman & Worth 2021 Mathematics with Business Applications, 6th Edition McGraw-Hill/Glencoe 2016	0
Science	Inspire Science: Earth Science, McGraw Hill, 2020 Life Science: Biology; Holt, Rinehart and Winston 2007 Conceptual Physics, Pearson/Prentice Hall 2007 Biology, Pearson/Prentice Hall 2007 Biology AP Edition, 11th Edition, Pearson Education 2019 Living by Chemistry, WH Freeman and Co. 2015 Chemistry AP Edition, McGraw-Hill Education 2020 Exploring Environmental Science for AP, Cengage/National Geographic Learning 2020 Physics: Principles and Problems, Glencoe/McGraw-Hill 2007 Explorations: An Introduction to Astronomy, McGraw-Hill 2007 Animal Anatomy and Physiology: Applied Animal Reproduction; Scientific Farm Animal Production; Prentice Hall 2007 Chemistry: An Introduction to General, Organic, and Biological Chemistry; Pearson, 2021	0
History-Social Science	World Geography, McDougal Littell 2006 Modern World History, McDougal Littell 2006 World Civilizations: The Global Experience, Pearson Longman 2006 The American Vision: Modern Times, Glencoe/McGraw-Hill 2006 Magruder's American Government, Prentice Hall 2006 Economics: New Ways of Thinking, EMC Publishing 2006 American Government, McDougal Littell 2006 American Government: Stories of a Nation: For the AP Course, 2020 College Catalog Economics, McDougal Littell 2006 Understanding Psychology, Glencoe 2006 Myers' Psychology for AP, Worth Publishers 2006 American History: Connecting with the Past Vol. 2, McGraw-Hill Higher Education 2016 Women's America: Refocusing the Past, Oxford University Press 2018 Western Civilization Since 1300, Cengage Learning, 2019	0

Foreign Language	Imaginez, Vista Higher Learning, 2016 D'Accord!, Vista High Learning, 2021 Komm mit! Level 1, 2, 3, Holt, Rinehart and Winston 2003; Latin for the New Millenium Level 1-3, Bolchazy-Carducci Publishers 2008 A Toda Vela, EMC Publishing, Herrera 2011 Imagina Espanol Sin Barreras (Spanish 4), Vista Higher Learning 2019 Senderos 1, 2, 3 Spanish for a Connected World, Vista Higher Learning 2018 Nuevas Vistas Level, Holt, Rinehard and Winston 2008	0
Health	Health Education 9 Lifetime Health, Holt, Rinehart and Winston, 2017	0
Visual and Performing Arts	Theatre: Art in Action,Contemporary Publishing Group 2020; Artforms: An Introduction to the Visual Arts, Harper & Row 2020 Television Production & Broadcast Journalism, Goodheart-Wilcox Co. 2014; Elementary Harmony & Workbook, Prentice Hall, 2014	0

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

School Facility Conditions and Planned Improvements

Classrooms on our campus are spread through 15 different buildings and 28 portable structures. The oldest building (the main building) is over 80 years old, and the newest building, the Science Center, was completed in January 2009. All of the buildings are well maintained by our District's Maintenance Operations and Facilities Department. The LHS gymnasium and state of the art swim complex was completed in May of 2023 and has been fully operational and utilized since then.

LHS is now a one-to-one Chromebook site, with every student assigned a Chromebook to complete online tasks and to submit work through Schoology, our online learning platform as well as online course resources.

Education is a top priority in the community of Livermore, and maintaining a safe and orderly environment maximizes student learning. The citizens of Livermore have passed three major funding measures targeting school facility needs: Measure B in 1975, Measure L in 1999 and, most recently in June 2016, the generous and supportive Livermore community passed the Measure J Facilities Bond. Measure J funds are being used to:

- Modernize classrooms, science labs and educational technology for 21st century instruction
- Repair aging infrastructure: roofs, plumbing, HVAC and electrical systems
- Renovate facilities for advanced science, technology, engineering and math (STEM) and Career Technical Education (CTE) courses
- Improve safety, including security lighting, fencing, fire safety, and other emergency systems
- Upgrade deteriorated hardscapes, physical education facilities, install a softball field adjacent to the baseball field and pick-up/drop-off zones
- Increase access to school facilities to better accommodate individuals with disabilities

Through these bond measures and developer fees, the LVJUSD has been able to renovate, modernize, and construct new schools following the Facilities Master Plan. Facilities are maintained through the efforts of the site custodial crews and District maintenance staff.

Our Board of Education has adopted cleaning standards for all schools in our District. The principal works with the custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report	8/4/2025

School Facility Conditions and Planned Improvements

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			None observed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None observed
Electrical	X			None observed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			none observed
Safety: Fire Safety, Hazardous Materials	X			None observed
Structural: Structural Damage, Roofs	X			None observed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None observed

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)	58	59	60	62	47	48
Mathematics (grades 3-8 and 11)	36	34	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	448	414	92.41	7.59	59.08
Female	232	210	90.52	9.48	64.29
Male	216	204	94.44	5.56	53.69
American Indian or Alaska Native	0	0	0	0	0
Asian	45	44	97.78	2.22	77.27
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	159	148	93.08	6.92	40.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	43	41	95.35	4.65	70.73
White	187	169	90.37	9.63	67.86
English Learners	51	48	94.12	5.88	4.17
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	134	123	91.79	8.21	38.21
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	64	50	78.13	21.87	12.24

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	448	411	91.74	8.26	34.06
Female	232	207	89.22	10.78	34.30
Male	216	204	94.44	5.56	33.82
American Indian or Alaska Native	0	0	0	0	0
Asian	45	44	97.78	2.22	63.64
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	159	147	92.45	7.55	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	43	40	93.02	6.98	40.00
White	187	168	89.84	10.16	43.45
English Learners	51	48	94.12	5.88	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	134	121	90.30	9.70	12.40
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	64	49	76.56	23.44	2.04

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)	41.11	38.02	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	884	796	90.05	9.95	37.81
Female	433	387	89.38	10.62	37.98
Male	450	408	90.67	9.33	37.50
American Indian or Alaska Native	0	0	0	0	0
Asian	93	90	96.77	3.23	55.56
Black or African American	18	16	88.89	11.11	12.50
Filipino	25	23	92.00	8.00	34.78
Hispanic or Latino	293	261	89.08	10.92	20.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	84	79	94.05	5.95	48.10
White	371	327	88.14	11.86	45.57
English Learners	92	81	88.04	11.96	0.00
Foster Youth	0	0	0	0	0
Homeless	12	10	83.33	16.67	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	236	209	88.56	11.44	15.31
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	125	94	75.20	24.80	8.51

2024-25 Career Technical Education Programs

At Livermore High School, students have a wealth of opportunities to explore potential career paths through diverse academic and technical programs. The school's offerings include comprehensive courses in business, agriculture, industrial technology, and culinary arts, each designed to give students practical insights into related career fields. Notably, Livermore High hosts Alameda County's sole remaining Agricultural Program, which has a strong record of inspiring graduates to pursue higher education and careers in agriculture.

The Tri-Valley Regional Occupational Program (TVROP) program has a strong presence at Livermore High, offering hands-on classes in multiple career sectors. TVROP courses provide practical pathways into industry or higher education post-graduation, with 26 of these classes fulfilling University of California (UC) and California State University (CSU) A-G requirements. Moreover, 19 TVROP courses offer college credit by examination, and 13 lead directly toward certification. TVROP offers courses in fields such as Transportation; Information and Communication Technologies; Education, Child Development, and Family Services; Marketing, Sales, and Service; Health Science and Medical Technology; Public Services; Engineering and Architecture; and Arts, Media, and Entertainment. Additionally, the Green Engineering Academy (GEA), a California Partnership Academy, integrates Career Technical Education (CTE) with hands-on learning experiences, business partnerships, mentoring, and internships. The GEA, which graduated its first cohort in 2013, emphasizes sustainable engineering practices and prepares students for future green technology careers.

2024-25 Career Technical Education Programs

All ninth-grade students work with academic counselors to create a four-year academic plan, updated annually with parental input and signatures. This planning process supports students in meeting graduation and college entrance requirements while aligning their course selections and CTE pathways with potential career goals. The Livermore High School College and Career Center serves as a daily resource, offering guidance on four-year planning, career exploration, and opportunities for college/university campus visits.

Guest speakers from diverse professions, including tradespeople, healthcare professionals, scientists, and military representatives, frequently visit campus to provide insights into various career fields. The annual Apprenticeship Fair further connects students with information on trades and career pathways. Livermore High also offers students access to California Career Zone, a free online assessment tool that supports career exploration and goal-setting.

As students progress through CTE pathways, they are recognized with a graduation cord, symbolizing their completion of a focused career and technical education track. This distinction highlights Livermore High School's commitment to preparing students for success in their chosen fields, whether in the workforce or higher education.

Livermore High School students have access to the following TVROP classes:

- Developmental Psychology of Children I and II
- Aerospace Engineering
- Civil Engineering and Architecture
- Computer Integrated Manufacturing
- Digital Electronics
- Auto Body Repair and Refinishing I and II
- Automotive Technology
- Criminal Justice Academy
- Emergency Medical Responder
- Introduction to Criminal Justice
- Cybersecurity: ICT Essentials
- Internet Engineering I & II
- Video Game Art and Design
- Animation & Motion Graphics
- Economics of Business Ownership
- Integrated Marketing Communications
- Sports & Entertainment Marketing
- Introduction to Health Careers
- Medical Occupations
- Principles of Biomedical Sciences
- Nursing Careers
- Sports Medicine/Athletic Trainer I & II

The following TVROP classes meet one of the UC/CSU A-G eligibility requirements:

- Developmental Psychology of Children I and II
- Aerospace Engineering
- Civil Engineering and Architecture
- Computer Integrated Manufacturing
- Digital Electronics
- Auto Body Repair and Refinishing I and II
- Automotive Technology
- Criminal Justice Academy
- Introduction to Criminal Justice
- CTE IT Essentials
- Internet Engineering I & II
- Video Game Art and Design
- Animation & Motion Graphics
- Economics of Business Ownership
- Integrated Marketing Communications

2024-25 Career Technical Education Programs

- Sports & Entertainment Marketing
- Introduction to Health Careers
- Medical Occupations
- Principles of Biomedical Sciences
- Nursing Careers
- Sports Medicine/Athletic Trainer I & II

Livermore High School has many program sequences that are aligned to State Pathway Codes and are offered by the school or the Regional Occupational Program (ROP):

Course Name State Course Code CTE Pathway Code CTE Industry Sector Name CTE Level

CTE IT Essentials A 8120 172 Info and Communication Technologies Introductory
CTE IT Essentials B 8120 172 Info and Communication Technologies Introductory
Web Page Design 8134 174 Info and Communication Technologies Concentrator
Computer Science Principles A 8132 174 Info and Communication Technologies Capstone
Computer Science Principles B 8132 174 Info and Communication Technologies Capstone
Game Design 1 A 8140 175 Info and Communication Technologies Introductory
Game Design 1 B 8141 175 Info and Communication Technologies Concentrator
ROP Video Game Art and Design A 8142 175 Info and Communication Technologies Capstone
ROP Video Game Art and Design B 8142 175 Info and Communication Technologies Capstone
ROP Video Game Art and Design C 8142 175 Info and Communication Technologies Capstone
Intro to Business 7400 182 Business and Finance Introductory
Personal Finance A 7410 182 Business and Finance Concentrator
Business Finance A 7410 182 Business and Finance Concentrator
Business Finance B 7410 182 Business and Finance Concentrator
Business Computer Applications A 7411 182 Business and Finance Concentrator
Business Computer Applications B 7411 182 Business and Finance Concentrator
ROP Introduction to Health Careers A 7920 198 Health Science and Med Technology Introductory
ROP Introduction to Health Careers B 7920 198 Health Science and Med Technology Introductory
ROP Sports Med/Athletic Trainer A 7921 198 Health Science and Med Technology Concentrator
ROP Sports Med/Athletic Trainer B 7921 198 Health Science and Med Technology Concentrator
ROP Medical Occ A 7922 198 Health Science and Med Technology Capstone
ROP Medical Occ B 7922 198 Health Science and Med Technology Capstone
ROP Medical Occ C 7922 198 Health Science and Med Technology Capstone
ROP Nursing Career A 7922 198 Health Science and Med Technology Capstone
ROP Nursing Career B 7922 198 Health Science and Med Technology Capstone
ROP Nursing Career C 7922 198 Health Science and Med Technology Capstone
ROP Sports Med/Athletic Trainer 2A 7922 198 Health Science and Med Technology Capstone
ROP Sports Med/Athletic Trainer 2B 7922 198 Health Science and Med Technology Capstone
Foods/Healthy Living I 8000 200 Hospitality, Tourism, and Recreation Concentrator
International Cuisine 8020 201 Hospitality, Tourism, and Recreation Concentrator
Culinary Arts I 8020 201 Hospitality, Tourism, and Recreation Concentrator
Regional Cuisine 8020 201 Hospitality, Tourism, and Recreation Concentrator
Culinary Arts II 8021 201 Hospitality, Tourism, and Recreation Capstone
Machine Tool 1 8200 212 Manufacturing and Product Develop Introductory
Machine Tool 2 8220 212 Manufacturing and Product Develop Concentrator
Adv Mach Tool 3 8221 212 Manufacturing and Product Develop Capstone
Adv Mach Tool 4 8221 212 Manufacturing and Product Develop Capstone
ROP Auto Body Repair A 8521 220 Transportation Concentrator
ROP Auto Body Repair B 8521 220 Transportation Concentrator
ROP Auto Body Repair C 8521 220 Transportation Concentrator
ROP Advanced Auto Body Repair A 8522 220 Transportation Concentrator
ROP Advanced Auto Body Repair B 8522 220 Transportation Concentrator
ROP Advanced Auto Body Repair C 8522 220 Transportation Concentrator
ROP Automotive Technology A 8532 221 Transportation Capstone
ROP Automotive Technology B 8532 221 Transportation Capstone
ROP Automotive Technology C 8532 221 Transportation Capstone

2024-25 Career Technical Education Programs

ROP Intro to Criminal Justice A 8411 232 Public Services Concentrator
ROP Intro to Criminal Justice B 8411 232 Public Services Concentrator
ROP Intro to Criminal Justice C 8411 232 Public Services Concentrator
ROP Criminal Justice Academy A 8412 232 Public Services Capstone
ROP Criminal Justice Academy B 8412 232 Public Services Capstone
ROP Criminal Justice Academy C 8412 232 Public Services Capstone
ROP Emergency Medical Responder A 8422 233 Public Services Capstone
ROP Emergency Medical Responder B 8422 233 Public Services Capstone
ROP Integrated Marketing Comm A 8310 244 Marketing, Sales, and Services Concentrator
ROP Integrated Marketing Comm B 8310 244 Marketing, Sales, and Services Concentrator
ROP Econ Bus Own A 8311 244 Marketing, Sales, and Services Capstone
ROP Econ Bus Own B 8311 244 Marketing, Sales, and Services Capstone
Sci Ag 1A 7100 999 Agriculture and Natural Resources Introductory
Sci Ag 1B 7100 999 Agriculture and Natural Resources Introductory
Introduction to Business A 7400 999 Business and Finance Introductory
Introduction to Business B 7400 999 Business and Finance Introductory
Intro Engineering Design A 7700 999 Engineering and Architecture Introductory
Intro Engineering Design B 7700 999 Engineering and Architecture Introductory
PLTW Civil Eng/Architecture Honors A 7700 999 Engineering and Architecture Introductory
PLTW Civil Eng/Architecture Honors B 7700 999 Engineering and Architecture Introductory
Robotics A 8100 999 Information and Communication Tech Introductory
Robotics B 8100 999 Information and Communication Tech Introductory
Computer Apps 8110 999 Information and Communication Tech Introductory
Ag Welding 7745 101 Agricultural Mechanics
Adv Welding 7745 101 Agriculture Mechanics
Construction Technology 7121 101 Agricultural Mechanics
Adv Construction Technology 7121 101 Agricultural Mechanics

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1290
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	59.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	36.3

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	99.05
Graduates Who Completed All Courses Required for UC/CSU Admission	49.18

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 9	87.4	85.9	86.1	85.9	86.6

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 are 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), is a part of SSC, and 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.

School Site Council (SSC)
The SSC includes representatives of students, parents, teachers, administrators and other staff. The diversity of this elected

2025-26 Opportunities for Parental Involvement

group lends itself to the discussion of schoolwide issues. It also officially supervises the implementation of the School Plan. The SSC meets six times during the course of the academic year. Website: https://livermorehigh.livermoreschools.org/our-school/school-site-council

Livermore Cowboy Boosters
The Cowboy Boosters organization raises funds for, and provides support to, the athletic and extracurricular programs at Livermore High School. Website: https://livermorehigh.livermoreschools.org/athletics/athletic-boosters

Livermore Music
The Livermore Music organization raises funds for, and provides support to, the Livermore High School marching band, color guard, and drumline. Website:https://www.livermoremusic.com/

Livermore Safe and Sober Grad Night Committee
The Grad Night Committee organizes and puts on the annual all-night Grad Night function for seniors after graduation. Website: https://livermorehigh.livermoreschools.org/for-families/safe-and-sober-grad-night-ssgn

Parent-Teacher-Student Association (PTSA)
The PTSA has three main goals: to increase communication between students, staff and parents; to coordinate staff appreciation; and to provide academic support. Website: https://livermorehigh.livermoreschools.org/ptsa-get-involved

Volunteering
The LVJUSD Human Resources Department uses Raptor, an online volunteer portal. This web-based system is a one-stop shop for volunteers, making it easier to get approved and stay approved. Website: https://www.livermoreschools.org/community/visitors-volunteers/volunteer-information

Parent Resource Center:
In addition, a Parent Resource Center opened in October of 2024 that will allow access for all parents, specifically for families of our EL students. They will be provided with information in navigating high school and beyond and community resources.

For more information on how to become involved at the school, please contact Karla Pascual, Executive Assistant to the Principal, at (925) 606-4812, extension 2316.

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 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
Dropout Rate	0.8	0.7	1.1	1	1.1	0.7	8.2	8.9	8
Graduation Rate	97.7	98	96.8	96.1	96.6	97.2	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	441	427	96.8
Female	203	198	97.5
Male	237	228	96.2
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	50	49	98.0
Black or African American	11	11	100.0
Filipino	17	17	100.0
Hispanic or Latino	138	134	97.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	41	39	95.1
White	184	177	96.2
English Learners	52	48	92.3
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	143	132	92.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	73	64	87.7

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1885	1860	307	16.5
Female	927	916	139	15.2
Male	956	942	167	17.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	210	209	32	15.3
Black or African American	39	34	9	26.5
Filipino	50	48	0	0.0
Hispanic or Latino	679	668	146	21.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	157	156	22	14.1
White	745	740	98	13.2
English Learners	215	210	66	31.4
Foster Youth	--	--	--	--
Homeless	30	30	15	50.0
Socioeconomically Disadvantaged	558	547	147	26.9
Students Receiving Migrant Education Services	12	12	2	16.7
Students with Disabilities	308	302	93	30.8

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
4.82	5.09	2.92	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
0.49	0.21	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	2.92	0.16
Female	2.16	0.11
Male	3.66	0.21
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.43	0.00
Black or African American	12.82	0.00
Filipino	4.00	0.00
Hispanic or Latino	4.27	0.44
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.55	0.00
White	1.61	0.00
English Learners	7.44	0.47
Foster Youth	0.00	0.00
Homeless	16.67	3.33
Socioeconomically Disadvantaged	5.91	0.54
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.82	0.65

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

Livermore High School prioritizes campus safety with comprehensive measures in place. Campus Supervisors patrol from 7:30 a.m. to 4:00 p.m. daily, ensuring a secure environment. Our campus remains closed throughout the day, except during lunch when seniors are allowed off-campus privileges. All visitors must check in at the main office, where they receive temporary identification badges, while staff members are issued permanent ID badges. Entry to the main building is secured with keyless doors, accessible only with these ID badges.

A dedicated School Resource Officer (SRO) is on-site four days per week, providing essential support to students and staff. The SRO also attends athletic events, dances, and various school activities. We maintain a close partnership with the Livermore Police Department (LPD) to uphold safety standards and ensure our emergency response plans are well-prepared.

Our robust LHS Safety Plan outlines detailed procedures for emergency preparedness, focusing on the well-being of students, staff, and faculty. Key elements of the plan include:

Regular Emergency Drills: In collaboration with the LVJUSD District Office and in compliance with County and State guidelines, we conduct at least six emergency drills annually. These cover Fire, Earthquake, Lockdown, Shelter-in-Place, and Evacuation scenarios and occur during both class and non-class times, including passing periods and lunch.

School Resource Officer Presence: Through a partnership with the LPD, the SRO works with LHS administration on safety initiatives, campus security, and wellness checks. The SRO supports staff training for emergencies, including active attacker response, and assists with investigations into campus incidents such as vandalism, theft, or threats.

Campus Supervisors: Our team of six Campus Supervisors works under LHS administration to monitor student behavior, secure campus access points, and provide logistical support. They play a critical role in ensuring swift, organized responses during emergencies.

Wellness Initiatives: The LHS Wellness Center offers wellness resources and programs, providing crucial support for student mental health and well-being.

The LHS School Safety Plan, last reviewed with faculty in October 2025, reflects our commitment to a safe, supportive environment for our community.

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	25	21	20	10
Mathematics	25	13	22	7
Science	23	12	21	0
Social Science	25	15	21	9

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	23	23	19	12
Mathematics	22	24	28	4
Science	21	14	19	0
Social Science	21	26	18	11

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	25	23	39	16
Mathematics	24	20	43	6
Science	23	15	35	0
Social Science	25	19	32	18

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	346.73

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)	5.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.3
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1
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	$10,557.56	$2,628.64	$7,928.92	$97,979.68
District	N/A	N/A	$8,316.92	$106,158
Percent Difference - School Site and District	N/A	N/A	-4.8	-4.7
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-30.4	0.2

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.

Fiscal Year 2024-25 Types of Services Funded

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, 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%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	32

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	4
Fine and Performing Arts	1
Foreign Language	2
Mathematics	7
Science	7
Social Science	16
Total AP Courses Offered Where there are student course enrollments of at least one student.	63

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 2024-2025 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
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	2