Livermore High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 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
County-District-School (CDS) Code	01-61200-0134536

2023-24 District Contact Information

District Name	Livermore Valley Joint Unified School District
Phone Number	(925) 606-3200
Superintendent	Chris Van Schaack
Email Address	cvanschaack@lvjusd.org
District Website	www.livermoreschools.org

2023-24 School Description and Mission Statement

Principal's Message

Livermore High School (LHS) is located a few blocks from the popular downtown area of Livermore, a city known for its eclectic mix of award-winning wineries, family owned ranches, and national research laboratories. This juxtaposition of agriculture and cutting-edge technology gives Livermore its unique reputation as a city in which cowboys and physicists are neighbors and friends. The city has an estimated 86,000 residents, with an ethnic makeup of approximately 45% White, 31% Hispanic, 13% Asian, 9% Two or More Races, and 2% African American. The balance represents a diversity of other backgrounds. Twenty-three percent of adults have some college education, 11% have a bachelor's degree, and 15% have a graduate degree. The median household income is $131,664.

We are one of two comprehensive high schools in the Livermore Valley Joint Unified School District (LVJUSD) and hold the distinction of being the first high school in the area, opening in 1891. As the 2023-2024 school year begins, we have approximately 1,792 students. Our ethnic makeup is reflective of the city's demographics but with a larger Hispanic population (LHS 27%, City 22.8%) and a smaller White population (LHS 50%, City 65.7%). Twenty-eight percent of our student population is Socioeconomically Disadvantaged (SED), 15% are Students with Disabilities (SWD), and 7.7% are English Learners (ELs).

LHS takes pride in its educational offerings, presenting a curriculum that caters to diverse student needs. The school provides opportunities for students to engage in Advanced Placement and Honors courses, Career Technical Education (CTE) programs, and pathways, as well as classes tailored for English Learners and special needs students. Noteworthy is the Green Engineering Academy, a California Partnership Academy emphasizing green engineering and integrating CTE, business partnerships, mentoring, and internships. Additionally, LHS maintains the last remaining agricultural program in Alameda

2023-24 School Description and Mission Statement

County schools, guiding graduates toward careers in agriculture-related fields. The school's Art, Music, and Drama programs garner local and state recognition, with the historic theater serving as a platform for showcasing student talents.

To instill a deeper understanding of the educational content, the faculty and staff at LHS have developed the concept of LIFE, an acronym encompassing the four Student Learner Outcomes: Literacy and Critical Thinking (L), Innovation (I), Fitness (F), and Ethics (E). This acronym underscores the joint responsibility of both staff and students to ensure that LHS graduates are well-prepared for life beyond high school. The school places a strong emphasis on LIFE skills, integrating them into classrooms, the standards-based curriculum, and fostering discussions between staff and students. The goal is for all LHS students to graduate equipped with essential skills in these vital areas of LIFE.

The backbone of Livermore High School's rigorous academic program is its teaching and support staff, recognizing that quality instruction requires ongoing professional development, administrative coaching, and a supportive infrastructure. The Instructional Leadership Team (ILT), consisting of educators from various curricular areas, collaborates to support staff in implementing state standards through department and grade-level initiatives. Site funding is strategically utilized for peer observation of best teaching practices, focusing on strategies to enhance teaching, learning, and student assessment.

Parents play a pivotal role in the school community, with the Parent Teacher Student Association (PTSA) serving as a vital communication link since its establishment in 2011. Through multiple social media accounts and websites, the PTSA engages with parents, seeks their input, and addresses concerns. Parents also actively participate as volunteers and members of the School Site Council, Booster organizations, and the English Learner Advisory Committee (ELAC).

In essence, Livermore High School is dedicated to fostering a learning community where teachers, staff, and parents set an example and collaborate to ensure that all students graduate with the essential "LIFE" skills needed to thrive in an ever-changing world.

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	445
Grade 10	456
Grade 11	467
Grade 12	397
Total Enrollment	1,765

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.3%
American Indian or Alaska Native	0.1%
Asian	10.4%
Black or African American	1.8%
Filipino	2.7%
Hispanic or Latino	31.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	8.8%
White	44.6%
English Learners	8.7%
Foster Youth	0.2%
Homeless	1.1%
Migrant	0.2%
Socioeconomically Disadvantaged	31.2%
Students with Disabilities	15.3%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 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)	66.10	82.06	546.10	87.09	228366.10	83.12
Intern Credential Holders Properly Assigned	2.50	3.10	9.20	1.48	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.50	3.10	20.40	3.26	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.10	3.92	21.10	3.37	12115.80	4.41
Unknown	6.20	7.80	30.10	4.80	18854.30	6.86
Total Teaching Positions	80.60	100.00	627.00	100.00	274759.10	100.00

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.

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)	69.20	87.36	548.80	86.43	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	0.63	9.50	1.50	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	2.09	32.50	5.12	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	0.42	10.70	1.69	11953.10	4.28
Unknown	7.50	9.49	33.30	5.25	15831.90	5.67
Total Teaching Positions	79.20	100.00	635.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.50	1.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.50	1.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	3.10	0.30
Total Out-of-Field Teachers	3.10	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.7	6.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	12	7.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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	10/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync, McGraw-Hill 2019	Yes	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	Yes	0

	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		
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	Yes	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	Yes	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	Yes	0

Health	Health Education 9 Lifetime Health, Holt, Rinehart and Winston, 2017	Yes	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	Yes	0

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, 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	7/18/2023

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			Gym Foyer Boys R/R Missing Soap dispenser - submitted work order for replacement; Rm. 314 Wall under whiteboard needs to be cleaned - instructed custodian to clean; Rooms S12, 127, 408 Ceiling tiles stained and missing - submitted work order for replacement; 2nd Story Girls R/R Ceiling peeling - submitted work order for repair
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None observed

School Facility Conditions and Planned Improvements

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		Rm. 216 hole in door - Submitted work order for repair

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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	56	62	60	62	47	46
Mathematics (grades 3-8 and 11)	37	35	47	50	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

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	445	385	86.52	13.48	62.08
Female	229	190	82.97	17.03	68.95
Male	216	195	90.28	9.72	55.38
American Indian or Alaska Native	0	0	0	0	0
Asian	58	57	98.28	1.72	78.95
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	124	100	80.65	19.35	47.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	30	90.91	9.09	70.00
White	212	182	85.85	14.15	63.74
English Learners	29	21	72.41	27.59	9.52
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	117	97	82.91	17.09	47.42
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	63	46	73.02	26.98	17.39

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

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	445	381	85.62	14.38	34.91
Female	229	189	82.53	17.47	34.39
Male	216	192	88.89	11.11	35.42
American Indian or Alaska Native	0	0	0	0	0
Asian	58	57	98.28	1.72	61.40
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	124	97	78.23	21.77	15.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	30	90.91	9.09	36.67
White	212	181	85.38	14.62	35.91
English Learners	29	21	72.41	27.59	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	117	96	82.05	17.95	18.75
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	63	44	69.84	30.16	6.82

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	44.09	41.50	44.31	45.77	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	839	718	85.58	14.42	41.50
Female	412	345	83.74	16.26	43.48
Male	427	373	87.35	12.65	39.68
American Indian or Alaska Native	--	--	--	--	--
Asian	97	95	97.94	2.06	64.21
Black or African American	13	11	84.62	15.38	27.27
Filipino	20	18	90.00	10.00	55.56
Hispanic or Latino	240	199	82.92	17.08	23.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	69	62	89.86	10.14	48.39
White	396	330	83.33	16.67	44.55
English Learners	57	50	87.72	12.28	0.00
Foster Youth	0	0	0	0	0
Homeless	13	10	76.92	23.08	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	193	162	83.94	16.06	20.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	110	86	78.18	21.82	5.81

2022-23 Career Technical Education Programs

Students at Livermore High School have many opportunities to explore possible career options. The business, agriculture, industrial technology, and culinary programs all offer classes that give students a taste of careers available to them in the future. Our Agricultural Program is the only remaining agricultural program in Alameda County schools, sending graduates on to college to pursue careers in agriculture-related fields. In addition, we offer classes through the Tri-Valley Regional Occupational Program (TVROP) program in 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. We also offer the Green Engineering Academy (GEA), a California Partnership Academy that focuses on green engineering and an integration of Career Technical Education (CTE), business partnerships, mentoring, and internships. Livermore High School graduated its first senior GEA cohort in June 2013.

All students complete a four-year plan as ninth graders and then update it yearly. The four-year plans and updates require parent signature. Completing this plan involves students working with our academic counselors to evaluate the student's progress toward completion of graduation and college entrance requirements. Students also review course and CTE pathway choices in the context of possible postsecondary careers. The LHS College and Career Center, with a variety of resources, is open to students daily to discuss four-year plans and career choices. The College and Career Center also provides students with opportunities to visit various college/university campuses.

Livermore High School invites guest speakers to aid students in learning about particular fields of study, careers, and information about specific colleges, universities, and technical schools. A wide array of professionals have provided information to students about their occupations, including plumbers, ironworkers, dentists, and biochemists, physicists, veterinarians, and auto mechanics. An annual Apprenticeship Fair is held in which students can learn about various trades and job opportunities. The United States military has an active presence on campus and provides information about opportunities in the armed forces. An online assessment tool—California Career Zone—is free of charge to students and available online. It includes a number of features that help students with future career decisions and goals.

The Tri-Valley Regional Occupational Program (TVROP) has a strong presence at Livermore High School, providing practical hands-on classes in a number of areas. TVROP classes sequence directly into business, industry, and continuing education following high school. Livermore High School provides the only auto-body class for high school students in the Tri-Valley area. Twenty-six of the ROP classes available to Livermore High School students meet one of the California State University (CSU) and University of California (UC) A-G eligibility requirements. Additionally, nineteen TVROP classes offer college credit by exam, and thirteen pave the way toward certification.

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

2022-23 Career Technical Education Programs

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
- 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

Fashion Design 1 7810 160 Fashion and Interior Design Concentrator
Fashion Design 2 7810 160 Fashion and Interior Design Capstone
Textile/Creat Des 7810 160 Fashion and Interior Design Concentrator
Interior Design 7820 161 Fashion and Interior Design Concentrator
Interior Design 2 7820 161 Fashion and Interior Design Concentrator
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

2022-23 Career Technical Education Programs

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
Hospitality Marketing A 8030 202 Hospitality, Tourism, and Recreation Concentrator
Hospitality Marketing B 8031 202 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
Auto Tech 1 8530 221 Transportation Introductory
Auto Tech 2 8531 221 Transportation Concentrator
Adv Auto Tech 3 8532 221 Transportation Capstone
Adv Auto Tech 4 8532 221 Transportation Capstone
ROP Automotive Technology A 8532 221 Transportation Capstone
ROP Automotive Technology B 8532 221 Transportation Capstone
ROP Automotive Technology C 8532 221 Transportation Capstone
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
Electronics 1 7700 999 Engineering and Architecture Introductory
Exploring Computer Science A 8100 999 Information and Communication Tech Introductory
Exploring Computer Science B 8100 999 Information and Communication Tech Introductory
Intro to Computer Science 8100 999 Information and Communication Tech Introductory
Intro to Computer Programming 8100 999 Information and Communication Tech Introductory
Computer Graphics 1 8100 999 Information and Communication Tech 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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1250
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	1.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.18
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	50.25

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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	63%	62%	62%	62%	62%

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.

2023-24 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:

2023-24 Opportunities for Parental Involvement

"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), 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.

School Site Council (SSC)
The SSC includes representatives of students, parents, teachers, administrators and other staff. The diversity of this elected group lends itself to the discussion of schoolwide issues. It also officially supervises the the implementation of the School Plan. The SSC meets six times during the course of the academic year. Website: https://www.livermoreschools.org/domain/2472

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://www.livermoreschools.org/domain/1884

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

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: http://www.livermorehighschoolptsa.com/home/

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/Page/6202

In addition, a Parent Resource Center will open in February 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.

For more information on how to become involved at the school, please contact Kathy Adelman, 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.2	0.5	0.8	1.9	1	1	9.4	7.8	8.2
Graduation Rate	96.3	97.3	97.7	94	96.8	96.1	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	397	388	97.7
Female	187	184	98.4
Male	209	204	97.6
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	39	38	97.4
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	116	111	95.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	36	35	97.2
White	188	187	99.5
English Learners	30	27	90.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	107	100	93.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	58	56	96.6

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1827	1792	241	13.4
Female	888	869	121	13.9
Male	938	922	120	13.0
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	189	187	13	7.0
Black or African American	35	33	12	36.4
Filipino	47	47	6	12.8
Hispanic or Latino	589	576	99	17.2
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	158	156	22	14.1
White	803	787	87	11.1
English Learners	175	171	44	25.7
Foster Youth	5	4	1	25.0
Homeless	29	26	7	26.9
Socioeconomically Disadvantaged	480	466	106	22.7
Students Receiving Migrant Education Services	6	6	0	0.0
Students with Disabilities	295	284	67	23.6

C. Engagement	State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.11	3.49	4.82	0.05	2.64	3.19	0.20	3.17	3.60
Expulsions	0.00	0.00	0.49	0.00	0.00	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.82	0.49
Female	2.7	0.11
Male	6.82	0.85
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.59	0
Black or African American	14.29	2.86
Filipino	0	0
Hispanic or Latino	6.62	1.02
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.7	0
White	3.99	0.25
English Learners	9.71	1.14
Foster Youth	0	0
Homeless	13.79	0
Socioeconomically Disadvantaged	8.54	1.04
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.85	1.02

2023-24 School Safety Plan

Campus Supervisors patrol the campus from 7:30 a.m. until 4:00 p.m. Our campus is closed, except at lunch when seniors are permitted off-campus privileges. All visitors to campus must check in at the office and are given a temporary identification badge. We issue staff members permanent ID badges. The entry doors to the main building are keyless and require the ID badges for entry.

A School Resource Officer (SRO) is assigned to the school four days per week to provide assistance and support to both staff and students. The SRO also attends athletic events, dances, and co-curricular and extracurricular activities. We work closely with the Livermore Police Department to ensure that students are safe on campus and that our emergency plans are comprehensive and appropriate.

Livermore High School has a robust safety plan in place, which establishes clear and thorough guidelines to provide for a safe and coordinated response to emergencies. The LHS safety plan is primarily designed to protect the safety and welfare of students, employees, and staff. The LHS safety plan has multiple areas of strength, and includes the following: regularly scheduled emergency drills, coordinated with the LVJUSD District Office, in accordance with County and State requirements; the daily, on-site presence of a Livermore Police Department School Resource Officer that works closely with the LHS administration and the LVJUSD Student Services Department; the employment of classified Campus Supervisor personnel that report directly to the LHS administration; and a host of wellness initiatives provided by the LHS Wellness Center and its staff. In accordance with District, County, and State requirements, LHS conducts a minimum of six regularly scheduled emergency drills throughout the course of the annual school term. These drills reinforce, to both students and staff, standard response procedures and protocols for emergencies that include Fire, Earthquake, Lockdown, Shelter in Place, and Evacuation. Drills occur during both in-class and out-of-class instructional time, including passing periods and lunch. The LVJUSD has partnered with the LPD to provide a School Resource Officer to be assigned to Livermore High School four days a week. The LHS SRO works closely with the LHS administration to ensure the safety of students and staff and the security of the LHS campus. The SRO assists the administration in identifying and addressing campus security concerns; investigations

2023-24 School Safety Plan

regarding vandalism, theft, and assault; wellness checks on students that may be in crisis; training staff on best practices in regard to emergencies, including active attacker situations. LHS employs a team of six Campus Supervisors that reports directly to the LHS administration and assists in monitoring student behavior; securing the campus entrances and exits; securing students and buildings during emergencies; and providing logistical support to the administrative team. The School Safety Plan was last reviewed with the school faculty in August 2023.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	18	20	16
Mathematics	23	22	25	5
Science	26	6	26	3
Social Science	28	7	22	10

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	24	21	24	7
Mathematics	24	16	24	5
Science	25	7	27	
Social Science	26	11	22	9

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

2022-23 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	441.25

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3.3
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.7

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$9,281.21	$2,264.01	$7,017.20	$87,574.18
District	N/A	N/A	$7,103	$90,590
Percent Difference - School Site and District	N/A	N/A	-1.2	-0.9
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	6.2	-0.9

Fiscal Year 2022-23 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, Algebra 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 (BELIEVES) 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.
* Tri-Valley Teacher Induction Program funds provide training and coaching for our new teaching staff and funds professional development.
* Special education funds provide staffing, including program specialists, psychologists, therapists, professional development, transportation, and supplementary materials for special needs students.
* State Assessment Apportionments are used to administer state-mandated assessments.
* 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$47,147	$55,550
Mid-Range Teacher Salary	$86,841	$84,645
Highest Teacher Salary	$110,722	$111,284
Average Principal Salary (Elementary)	$151,877	$139,860
Average Principal Salary (Middle)	$158,346	$146,440
Average Principal Salary (High)	$164,927	$158,447
Superintendent Salary	$308,001	$278,268
Percent of Budget for Teacher Salaries	34.79%	32.21%
Percent of Budget for Administrative Salaries	6.07%	4.89%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	29.2

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	5
Fine and Performing Arts	1
Foreign Language	1
Mathematics	4
Science	7
Social Science	17
Total AP Courses Offered Where there are student course enrollments of at least one student.	35

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.

Professional Development

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3