

Livermore High School
2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Livermore High School
Street	600 Maple Street
City, State, Zip	Livermore, CA 94550
Phone Number	(925) 606-4812
Principal	Helen N. Gladden
Email Address	hgladden@lvjUSD.org
School Website	www.livermoreschools.org/livermorehigh
County-District-School (CDS) Code	01-61200-0134536

2021-22 District Contact Information

District Name	Livermore Valley Joint Unified School District
Phone Number	(925) 606-3200
Superintendent	Kelly Bowers
Email Address	kbowers@lvjUSD.org
District Website Address	www.livermoreschools.org

2021-22 School Overview

Principal's Message

Livermore High School (LHS) has a long tradition of providing quality education for the students of the Livermore area. Enjoying a 130-year history in the Livermore Valley, LHS has held on to programs and practices that have proven to serve students well. At the same time, we continuously research innovative methods and develop partnerships to help prepare our increasingly diverse student population for postsecondary education and the social, economic, and technological demands of life in a rapidly changing world. We pride ourselves in offering a curriculum that provides students with the opportunity to take advantage of a wide range of programs and electives to meet their unique needs. We offer Advanced Placement courses, Honors courses, Career Technical Education (CTE) programs, and classes supporting our English Learner population and our special needs students. We are proud of our Green Engineering Academy, a California Partnership Academy, which focuses on green engineering and an integration of CTE, business partnerships, mentoring, and internships. In 2019, we were recognized by Newsweek Magazine as one of the top 5,000 Science, Technology, Engineering, and Math (STEM) high schools in the Nation. 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. Our Visual and Performing Arts (VAPA) programs are recognized locally and on the State level, and our historic theater showcases the talents of our students.

During the pivot to distance learning due to the COVID-19 pandemic, we continued to provide a wide assortment of courses and opportunities for our students. Within our District, we responded to the shelter-in-place requirement by 1) investing in quality distance learning tools, with Schoology adopted in the fall of 2020 as our primary online learning management system and Google Meet and Zoom as our video classroom platforms; 2) providing training and ongoing support to our faculty and staff; 3) developing a distance learning schedule that balances time spent in webinar-based rigorous instruction with independent learning time and online support sessions; and 4) maintaining open lines of communication among students, parents, guardians, teachers, counselors, and administrators.

With the goal of serving the needs of all students, our top priority is improving student achievement. Our highly qualified teachers implement instructional strategies that support the California State Standards and include intensive standards-based skills instruction and targeted intervention and remediation. Our Instructional Leadership Team (ILT), comprised of educators from each of our curricular areas, supports staff with implementation of the State Standards through weekly collaboration that is department, grade level, and cross-curricular in nature. Site funding is utilized to provide release time for peer observation of best teaching practices and to focus attention on strategies to support teaching, learning, and student assessment.

In the 2019-2020 school year, LHS was chosen as one of twenty pilot sites in the United States for the Teen Mental Health First Aid Curriculum (tMHFA). All 10th grade LHS students were trained over five 45-minute sessions, providing them with the critical skills they need to recognize and help friends who may be experiencing mental health and substance use problems, and teaching them how to get the help of an adult quickly. This training was not provided during the 2020-2021 school year, as the curriculum was not available in an online format. However, the training will resume during the 2021-2022 school year. Recognizing that our students' social and emotional health is essential to their learning, over the summer of 2020 LHS identified a physical space and a qualified counselor to oversee our new Wellness Center and to begin developing social and emotional supports for students. The Wellness Center is now up and running and houses our Culture Keepers, who are students that support other students in areas such as mental health awareness, and our Peer Mediators, who help peers resolve their conflicts. LHS is also continuing to expand our Positive Behavioral Interventions and Supports (PBIS) framework, focusing on proactive and restorative practices to keep students in the classroom and learning. During distance learning, we restructured our behavioral expectations and supports to better align with online learning.

To help students understand the why of what we teach, our faculty and staff developed the concept of LIFE, an acronym for each of the four Student Learner Outcomes (SLOs): Literacy and Critical Thinking (L), Innovation (I), Fitness (F), and Ethics (E). The acronym draws attention to the fact that responsibility is vested in both staff and students to ensure that LHS

2021-22 School Overview

graduates are well-prepared for life beyond high school. Our Freshmen in Transition (FIT) class is mandatory for all freshman and operates on a four-unit format, with each unit focused on one of the four LIFE skills. Also built around our LIFE skills is an elective for our seniors that prepares them for the adult life ahead of them, covering such topics as finance, communication, and personal care. Our LIFE skills are posted in classrooms, integrated into the standards-based curriculum, and discussed between staff and students. It is our intention that all LHS students will graduate possessing the skills needed in these vital areas of LIFE.

As we move forward, we will continue to build the inclusive culture of support required to move students to mastery of LIFE. We appreciate your participation and support in achieving our goals.

Helen N. Gladden, 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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
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2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 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, science in 2006-07, grades 9-12 math in 2007-08, grade 6-8 math in 2014, and grade K-5 math and algebra 1 in 2016. Textbooks are available, without charge, for all students. Each student receives a book for his or her own use. Students are responsible for keeping textbooks in good condition and for returning them promptly at the end of the school year.

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

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

Year and month in which the data were collected

11/2020

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	Yes	0

	<p>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 Through Applications, W.H. Freeman 2008 The Practice of Statistics, W.H. Freeman 2008 Mathematics with Business Applications, 6th Edition; McGraw-Hill/Glencoe 2016</p>		
Science	<p>Earth Science: Geology, the Environment, and the Universe; Glencoe/McGraw-Hill 2007 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 2018 Living by Chemistry, WH Freeman and Co. 2015 Chemistry AP Edition, McGraw-Hill Education 2019 Exploring Environmental Science for AP, Cengage/National Geographic Learning 2009 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; Prentice Hall 2013</p>	Yes	0
History-Social Science	<p>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 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</p>	Yes	0
Foreign Language	<p>Discovering French, Nouveau Bleu 1, McDougal Littell 2003; Discovering French, Nouveau Blanc 2, McDougal Littell 2004; Discovering French Nouveau Rouge 3, McDougal Littell 2004; 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</p>	Yes	0

	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		
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
Science Laboratory Equipment (grades 9-12)			

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 department. All buildings except the gymnasiums are equipped with both heating and air conditioning.

Construction is moving forward on our new, bond-funded Athletic Complex, including a new gymnasium and aquatics complex. We expect the new gymnasium to be completed in time for the beginning of the 2022-2023 school year. In 2016, new bleachers, an expanded track were installed, and a new field turf were installed.

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.

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

07/19/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X		None observed
Interior: Interior Surfaces	X		Boys RR upstairs ceiling/wall repairs needed, WO 136558-completed 8/25/2021
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		None observed
Electrical		X	Lights out Rooms 2,3,4, A4, 135460-completed 9/16/2021
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Boys locker room drinking fountain doesn't work-WO# 121523 (completed 9/14). New fem. napkin dispenser needed in girls locker room restroom-WO# 121527 (completed 8/3). 300 boys restroom 1st urinal not working-WO# 121529 (completed 7/31). S8 bubbler on sink not working WO# 121533 (completed 8/6).
Safety: Fire Safety, Hazardous Materials	X		None observed
Structural: Structural Damage, Roofs	X		None observed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Girls RR by baseball won't lock, broken plywood by Room 2-WO# 136561

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).

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

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

2020-21 CAASPP Test Results in Math by Student Group

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

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

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

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

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

2020-21 CAASPP Test Results in Science by Student Group

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

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

2020-21 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 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 Regional Occupational Program (ROP) has a strong presence at Livermore High School, providing practical hands-on classes in a number of areas. ROP 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 ROP classes offer college credit by exam, and thirteen pave the way toward certification.

Livermore High School students have access to the following ROP 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
- Honors Artist Portfolio
- 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

2020-21 Career Technical Education Programs

The following ROP 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
- Honors Artist Portfolio
- 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

2020-21 Career Technical Education Programs

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
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

2020-21 Career Technical Education Programs

Computer Apps 8110 999 Information and Communication Tech Introductory

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 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/>

Volunteering

The LVJUSD Human Resources Department uses CiviCore, 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>

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/>

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 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.

As required by law, we participate in fire, lockdown, and earthquake drills during the year. In addition, the staff receives training in emergency procedures throughout the year. Livermore High School is monitored by video surveillance and Sonitrol security system. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2021.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

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

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

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,881	\$1,461	\$6,420	\$84,179
District	N/A	N/A	\$6,320.14	
Percent Difference - School Site and District	N/A	N/A	1.6	0.3
Percent Difference - School Site and State	N/A	N/A	-23.5	-4.7

2020-21 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.
- Migrant Education program funds provide a community liaison, community outreach, instructional aides, tutors, technology-based PASS program, counseling, and preschool services.
- 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 parent education, guest speakers, tutoring, cultural activities, and incentives for Native American students.

2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

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 2021-2022 school year, relevant and timely professional development will be available and delivered to employees. Two designated professional development days and a flexible professional development day for certificated staff provide the option of individualized professional growth for teachers. This school year, teachers have additional learning opportunities to earn up to 13 hours of bonus Professional Development. 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 1 instruction; 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	3