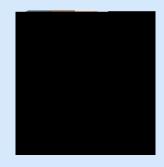
Livermore High School

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

Internet Access	Internet access is available at public libraries and other locations that are publicly

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).

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				

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials
The LVJUSD has adopted the Ni9-

	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	

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 highereWFr0 1 vQq21.9 268.94 568.26 337.54be higemerr7(ar)-2(tm)3(ent.)3(

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.

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	School	District	District	State
Subject	2021-22	2022-23	2021-22	2022-23	2021-

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.

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

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	

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

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.

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

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-

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		

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

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.

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			2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3