

Livingston Middle School

101 F Street • Livingston, CA 95334 • (209) 394-5450 • Grades 6-8

William Y. Marroquin, Principal

wmarroquin@livingstonusd.org



2014-15 School Accountability Report Card Published During the 2015-16 School Year



Livingston Union School District

922 B Street
Livingston, CA
(209) 394-5400
www.livingstonusd.org

District Governing Board

Mr. Vernon Boyd
Mrs. Susan Ruth
Mrs. Anne Land
Mr. Luis Enrique Flores
Mrs. Yolanda Correia

District Administration

Mr. Andrés Zamora
Superintendent
Mrs. Sara Crawley
**Director of
Fiscal and Business Services**

Mrs. Kuljinder Sekhon
Director of Educational Services

Ms. Filomena Sousa
**Director of
Categorical Programs and
Special Projects**

Mr. Nick Jones
**Director of
MOT and Facilities**

Mrs. Tiffany Pickle
Director of Instructional Technology

School Description

Livingston Middle School is located in Livingston, California. The campus was built in 2001 and has a student population of 832 sixth, seventh and eighth grade students. Students are offered a comprehensive educational program including regular education, special education, Migrant education services, English-learner programs and advanced academic programs on a traditional school year calendar. Students at each of the grade levels are invited to participate in the music program which includes: classroom music, band, beginning band, jazz band, choir and color guard. In addition, seventh and eighth grade students may enroll in art, digital photography, and career tech which are included in the elective program offerings. Seventh and eighth grade students also have AVID (Advancement Via Individual Determination) as a program option. Livingston Middle School's AVID program has earned the school the distinction of being named a National AVID Demonstration School. Livingston Middle School offers a Dual Language Academy (DLA) option in each of the grade levels with approximately 140 students enrolled in the program. During the fall months, sixth grade students are invited to participate in a week-long Outdoor Education Program held in Fish Camp. Livingston Middle School also offers a complete after-school athletic program open to all grade levels and includes: volleyball, soccer, basketball, baseball, wrestling, cross country, track, and softball.

The school supports the After School Student Education Teamwork for Success (ASSETS) program through Merced County Office of Education. ASSETS is available for up to 100 students on campus. The program operates each school day from 2:30 until 6:00 p.m. and includes a snack, homework time, academic components and other special activities.

We share the vision that the positive achievement of our students is our top priority. All of our efforts are directed toward providing a school where everyone is given the opportunity to grow and expectations are high. We are committed to working together to create an environment where teachers can teach and where students can learn. We will continue building a school culture in which all of us promote healthy self-esteem and in which students and staff develop loyalty, respect and appreciation for each other. Recognition programs designed to acknowledge and encourage student efforts and contributions are part of the school program. Certificates, rewards, school shirts, special activities and trips, positive notes and calls are part of what is done to let students know that they are important.

The mission of Livingston Middle School is to foster a nurturing environment where everyone continually achieves educational and personal growth. As a means of achieving this, staff collaborates and focuses on student needs. Additionally, two hundred eighth grade students participated in Challenge Day to address ways in which students can have a positive impact on their school and community.

About the SARC

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (209) 394-5450 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	285
Grade 7	305
Grade 8	285
Total Enrollment	875

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.7
Asian	9.6
Filipino	0.3
Hispanic or Latino	84.6
White	4.1
Two or More Races	0.1
Socioeconomically Disadvantaged	87.1
English Learners	24.2
Students with Disabilities	10.4
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Livingston Middle School	13-14	14-15	15-16
With Full Credential	34	34.5	34.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Livingston Union School District	13-14	14-15	15-16
With Full Credential	♦	♦	111.5
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School

Livingston Middle School	13-14	14-15	15-16
Teachers of English Learners	3	3	2
Total Teacher Misassignments	3	3	2
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	91.3	8.7
Districtwide		
All Schools	97.3	2.7
High-Poverty Schools	97.3	2.7
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The LEA has made great strides in establishing a framework for instructional delivery consistency, ongoing monitoring of implementation of ELD, ELA, and Mathematics and extending learning time for students. The district has adopted and purchased SBE approved core and supplemental materials which all teachers are currently utilizing in conjunction with district-wide pacing calendars for ELA and Mathematics. Each year, site leadership ensures that each student has the needed textbooks and instructional materials. Tri-annual district benchmark assessments have been developed and are administered and scored by staff in the areas of ELA and Mathematics. To manage individual student, district, and state assessment data the LEA has in place a comprehensive, multidimensional electronic assessment and reporting system that includes benchmark and summative reporting capabilities. All teaching and administrative staff has access to the electronic assessment system allowing for rapid retrieval of assessment data from both state and ongoing local assessments. Staff is able to view results and formulate reports in a timely manner in order to analyze data and modify instruction as needed. Struggling students scoring below or far below basic on CSTs or local assessments have access to extended learning time/interventions provided during or after school or during the district's four-week summer school program. Also included in the after school support system is additional support provided to those students at each site who are enrolled in the district's After School Program, ASSETS.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2012

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt, Literature and Language: 2009 Steck-Vaughn, California Gateways (Reading Intervention): 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Holt CA Math: Course1, 2, & Algebra 1: 2008 Holt CA Algebra Readiness: 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Glencoe Science-Focus on Series: 2007 It's About Time - Interactions in Physical Science - 8th Grade: 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McDougal Littell- California Middle School Series: 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Holt- Nuevas Vistas: 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Glencoe/McGraw Hill -Course 1-3: 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A Percent of students lacking their own assigned textbook: N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

General: The Livingston Union School District staff members pride themselves on offering clean, safe and adequate school facilities. Livingston Middle School offers a safe and clean learning environment. School buildings offer adequate heat and air conditioning and are maintained in accordance with stringent state and district guidelines.

Maintenance and Repair: Facilities are kept in good condition by the district maintenance and operations department. These facilities as well as all restrooms, floors, walls, roofs, plumbing and electrical systems are routinely inspected and repaired as part of the preventive maintenance program. All facilities are fully lighted, heated, air conditioned, and wired in an infrastructure with Internet access to all rooms. The fire alarm and safety system is inspected routinely by the school and by the local city fire department. In addition, grounds and facilities are clean and free of litter and graffiti. In joint efforts, staff, students, and custodians work together to pick up and clean up. Students are housed in fully equipped, modernized classrooms. Sports field areas are groomed sport play areas.

Age of School Buildings: Livingston Middle School was constructed in 2001. The campus is located on thirty acres and consists of four science labs, an art classroom, two technology classrooms, a performing arts room and twenty-five standard classrooms. A multi-use room with a stage, a gym with locker and shower facilities, a complete library/media center and an administration building complete the campus.

Safety: A safety plan is in effect. Certificated and classified staff members are vigilant in maintaining student safety with supervision before, during and after school as students egress home. All visitors are required to check in and out at the school office upon entering and leaving school grounds. The school grounds are equipped with a perimeter fence to discourage unauthorized access during the school day. The grounds are well lighted and monitored by a video surveillance camera system with a direct link to the local police department, to ensure the safety of the grounds twenty-four hours a day.

Cleaning Process and Schedule: LMS employs a team of custodians that provide students and staff with a clean and safe school environment. Custodial staff receives specialized training that allows them to perform their duties effectively and efficiently. All state and district guidelines that govern custodial tasks have been implemented and are followed in accordance with the law. In addition, the District's groundskeepers maintain the grounds and landscape features. Regular inspections are conducted to ensure a safe and clean environment for students and staff.

MOT director and administrative staff conduct yearly inspections to evaluate the need for major and minor school facility improvements and maintenance.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: March 2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	28	29	44
Math	17	17	33

* 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.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	56	48	45	47	43	39	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.80	23.90	33.80

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	39
All Student at the School	45
Male	53
Female	38
American Indian or Alaska Native	--
Asian	74
Filipino	--
Hispanic or Latino	41
Native Hawaiian or Pacific Islander	--
White	66
Two or More Races	--
Socioeconomically Disadvantaged	5
English Learners	5
Students with Disabilities	42
Students Receiving Migrant Education Services	--
Foster Youth	--

* Scores are not shown 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	282	279	98.9	47	30	20	3
	7	304	295	97.0	41	30	24	5
	8	287	276	96.2	34	34	30	1
Male	6		140	49.6	50	28	20	2
	7		138	45.4	46	34	17	3
	8		144	50.2	42	28	28	0
Female	6		139	49.3	45	32	20	3
	7		157	51.6	36	27	31	7
	8		132	46.0	24	41	32	2
Black or African American	6		1	0.4	--	--	--	--
	7		3	1.0	--	--	--	--
American Indian or Alaska Native	6		2	0.7	--	--	--	--
	7		3	1.0	--	--	--	--
	8		3	1.0	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	6		17	6.0	18	35	47	0
	7		34	11.2	24	38	26	12
	8		32	11.1	16	31	50	3
Filipino	6		1	0.4	--	--	--	--
	7		1	0.3	--	--	--	--
	8		1	0.3	--	--	--	--
Hispanic or Latino	6		245	86.9	50	30	18	2
	7		244	80.3	43	28	25	5
	8		222	77.4	35	36	27	1
Native Hawaiian or Pacific Islander	7		0	0.0	--	--	--	--
	8		1	0.3	--	--	--	--
White	6		13	4.6	31	23	31	15
	7		10	3.3	--	--	--	--
	8		15	5.2	40	27	33	0
Two or More Races	8		1	0.3	--	--	--	--
Socioeconomically Disadvantaged	6		237	84.0	51	30	18	1
	7		257	84.5	44	31	22	3
	8		246	85.7	35	36	27	1
English Learners	6		64	22.7	84	16	0	0
	7		54	17.8	87	13	0	0
	8		40	13.9	70	25	0	0
Students with Disabilities	6		27	9.6	96	4	0	0
	7		32	10.5	81	13	6	0
	8		23	8.0	91	9	0	0
Students Receiving Migrant Education Services	6		8	2.8	--	--	--	--
	7		6	2.0	--	--	--	--
	8		7	2.4	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	282	280	99.3	59	31	9	1
	7	304	301	99.0	51	27	16	6
	8	287	276	96.2	52	30	15	3
Male	6		140	49.6	53	35	10	2
	7		142	46.7	53	25	16	6
	8		144	50.2	49	32	16	3
Female	6		140	49.6	64	27	8	1
	7		159	52.3	50	28	15	7
	8		132	46.0	56	28	14	2
Black or African American	6		1	0.4	--	--	--	--
	7		3	1.0	--	--	--	--
American Indian or Alaska Native	6		2	0.7	--	--	--	--
	7		4	1.3	--	--	--	--
	8		3	1.0	--	--	--	--
Asian	6		17	6.0	35	35	24	6
	7		35	11.5	31	31	29	9
	8		32	11.1	28	38	31	3
Filipino	6		1	0.4	--	--	--	--
	7		1	0.3	--	--	--	--
	8		1	0.3	--	--	--	--
Hispanic or Latino	6		246	87.2	60	32	7	1
	7		247	81.3	51	27	15	6
	8		222	77.4	55	29	13	3
Native Hawaiian or Pacific Islander	7		1	0.3	--	--	--	--
	8		1	0.3	--	--	--	--
White	6		13	4.6	46	23	23	8
	7		10	3.3	--	--	--	--
	8		15	5.2	53	33	13	0
Two or More Races	8		1	0.3	--	--	--	--
Socioeconomically Disadvantaged	6		238	84.4	63	29	7	1
	7		262	86.2	54	26	15	5
	8		246	85.7	54	29	14	3
English Learners	6		65	23.0	94	6	0	0
	7		58	19.1	93	5	2	0
	8		40	13.9	85	10	3	3

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	6		27	9.6	93	4	4	0
	7		33	10.9	94	3	3	0
	8		23	8.0	100	0	0	0
Students Receiving Migrant Education Services	6		8	2.8	--	--	--	--
	7		6	2.0	--	--	--	--
	8		7	2.4	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parent involvement is an essential component of our students' success. Opportunities for parents to be involved with their children's educational growth continue to increase. Opportunities for parental involvement at LMS include: School Site Council, English Learner Advisory Council (Site ELAC), District English Learner Advisory Council, parent-teacher conferences, Celebration of Success events, DLA Parent meetings, College Night, Coffee Connection, 6th/8th grade parent group, Back to School Night, Athletic Awards Night, and Open House. Parent chaperones are needed during field trips and other events such as school dances. Opportunities also exist for parents to volunteer in classrooms or to assist in other ways in which they are able. In the past, parents have cooked for fundraiser dinners, planned 8th grade graduation activities, leveled the softball field, packaged treat bags, and assisted with supervision. This is the second year, a 6th grade parent group was formed to fund-raise for our annual Outdoor Camp activity.

In addition to opportunities for parents to participate in School Site Councils (SSC) and English Learner Advisory Committees (ELAC) the district's schools offer a varied menu of parent education and activity programs. Parent participation in twice-yearly parent/teacher conferences is high with 99% participation district-wide. Open House, Back-To-School Nights, Cultural and Arts performances, and DLA parent nights hosted by all schools throughout the year are also very well attended. Schools in the district also support three DLA parent participation activity nights per site per year. LMS hosts monthly "Coffee Connection" during which school personnel are available to interact with parents and present brief school-related information topics. We held our annual "Cub Day" event during the summer where parents of incoming 6th grade students have the opportunity to meet the principal, teachers/staff and visit the school. Finally, our site held parent education classes in the areas of technology and LCAP funding.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Key Elements of the School Safety Plan

In Livingston Schools, components satisfying each of the following items have been developed and are included in the comprehensive school safety plan:

- 1) Disaster procedures, routine and emergency.
- 2) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision of Section 48915 and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1(commencing with Section 48900).
- 3) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
- 4) A sexual harassment policy, pursuant to subdivision (b) of Section 212.6.
- 5) The provisions of any school-wide dress code, pursuant to Section 35183, that prohibits pupils from wearing “gang-related apparel.”
- 6) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
- 7) A safe and orderly environment conducive to learning at school.
- 8) The rules and procedures on school discipline adopted pursuant to Sections 35391 and 35291-5.
- 9) Assessment of the current status of school crime committed on school campuses and at school related functions.
- 10) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Title 1 of Part 4 of the Penal Code.

The District-School Safety Plan was last reviewed and updated March 12th, 2015. School safety procedures are reviewed and updated annually by the associate principal and a safety team comprised of teachers, classified staff and campus supervisors.

Student discipline rules and consequences are included in the parent/student handbook which is published each school year and reviewed by teachers with students during the first week of school.

It is the goal of Livingston Middle School that the school be a safe, caring learning environment for all of its students and teachers. Daily attention is placed on this goal. Campus supervisors and Responsibility Center supervisor provide additional support in the area of student safety.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	8.70	10.22	3.09
Expulsions Rate	0.35	0.56	0.11
District	2012-13	2013-14	2014-15
Suspensions Rate	3.51	3.71	1.28
Expulsions Rate	0.11	0.18	0.04
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	N/A

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2011-2012
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	100.0	

Average Class Size and Class Size Distribution (Secondary)

Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	22.4	24.3	25.9	8	4	6	15	19	16	1	0	1
Math	23.2	24.3	24.8	5	7	6	18	17	15	0	0	3
Science	29.8	30.7	26.1	0	1	2	16	17	20	0	1	0
SS	24.4	25.4	26.1	6	5	5	16	16	15	0	2	2

* Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0.7
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1.5
Psychologist	0.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.25
Resource Specialist	3
Other	0

Average Number of Students per Staff Member

Academic Counselor	875
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* 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.

Professional Development provided for Teachers

The Livingston Union School District provides a comprehensive program of staff development to all certificated and classified staff. The focus of the training programs are derived from careful analysis of student achievement data as well as the goals and priorities developed by the District Leadership Team working collaboratively with staff, parents and members of the community.

Staff attended after-school trainings provided by in-house experts in a variety of areas including technology and students with special needs. BTSA (Beginning Teacher Support and Assistance) is available to new teachers. Technology training is provided to staff throughout the year covering new instructional technology tools, managing classroom electronic resources and the technology integration model of SAMR (Substitution, Acquisition, Modification and Redefinition). As of 12/17/2015, 98% of our teachers and 60% of our classified staff members have been trained in the usage of Chromebooks and the Google Apps software. Every teacher has attended several trainings with the new Common Core standards in English, math and English Language Development. Our math teachers have received additional training with develop math performance task and rubrics through the Central Valley Math Initiative program. Our science teachers attended a training on conceptual map flow guides and performance task assessments that will help integrate the newly adopted science standards.

Clerical staff members were also provided with the opportunity to participate in professional development opportunities specific to the district data management system and our lead secretary attended an administrative assistance workshop to further develop her skills in leading the main office. Finally, our two counselors attended a counseling conference in the fall.

In addition, Livingston Middle School offered staff professional development during staff meetings and grade level team meetings. These collaboration meetings were designed to enhance and support school and district programs. Teachers were supported throughout the year by site Library/Media Teacher and another teacher leading the technology integration initiative.

Eight teachers attended an AVID Institute training in the summer. Each is a member of the AVID site team that meets monthly throughout the school year. Seven teachers attended the Google Applications For Educators Conference in the summer. Two teachers attended the NAPA Valley Conference where they received training in Project Based Learning and growth mindset theory. Nine teachers visited Bulldog Tech in San Jose, CA, to observe classes who have implemented Project Based Learning. Every teacher teaching math and English was trained with the new Common Core Standards.

"Instructional Rounds," a new approach to classroom instructional feedback, was implemented at the school during the 2010/11 school year and implementation continued during the 2014/15 school year. Instructional Rounds is a process through which District and Site level administrators visit 4-8 classrooms each quarter and provide feedback to the school site relevant to its focus question. Through this process, our staff developed our school's Instructional Focus, "Students will be more accountable participants for their learning by answering in complete sentences, using academic vocabulary and justifying their thinking." Our teachers have developed strategies in the classroom to support this focus.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,663	\$42,723
Mid-Range Teacher Salary	\$64,899	\$65,936
Highest Teacher Salary	\$86,577	\$84,545
Average Principal Salary (ES)	\$107,367	\$106,864
Average Principal Salary (MS)	\$106,514	\$110,494
Average Principal Salary (HS)		\$103,499
Superintendent Salary	\$163,200	\$159,133
Percent of District Budget		
Teacher Salaries	44%	40%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The majority of our funds are spent on teacher salaries and benefits, classroom aides, textbooks, library books and supplies, all of which are directly related to classroom instruction. Livingston Middle School funds a variety of programs with categorical funds. Programs include: academic/peer relations counseling, after school tutoring opportunities, Academic Clinician services, staff development, AVID and student recognition activities. Our library is open an average of two Saturday mornings each month. Additional stipends are provided for sports activities and after school activity supervision. Parents were notified of the opportunity to request supplemental educational services and a small number of students were enrolled in these. The ASSETS program, operated by Merced County, enrolls up to 100 students in afterschool programs.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,626.84	\$805.58	\$4,821.26	\$76,322
District	♦	♦	\$6,212	\$74,824
State	♦	♦	\$5,348	\$69,086
Percent Difference: School Site/District			-22.4	2.0
Percent Difference: School Site/ State			-9.8	10.5

* Cells with ♦ do not require data.