



# Livingston Middle School

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

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Livingston Union School District

922 B Street  
Livingston, CA  
(209) 394-5400  
[www.livingstonusd.org](http://www.livingstonusd.org)

#### District Governing Board

Mr. Vernon Boyd  
Mrs. Kanwaldeep Bains  
Mrs. Anne Land  
Mr. Rigo Espinoza  
Mrs. Yolanda Correia

#### District Administration

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

Mrs. Kuljinder Sekhon  
**Assistant Superintendent of  
Instruction and Student Services**

Mrs. Maria Torres-Perez  
**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 826 sixth, seventh and eighth-grade students. Students are afforded a comprehensive educational program which includes regular education, special education, migrant education services, English-learner and advanced program services on a traditional school year calendar. Seventh and eighth-grade students also have Advancement Via Individual Determination (AVID) as a program option.

The school's enrollment is 826 students with an ethnic makeup of 86% Latino, 9% Asian, 4% White and 1% Other. Also, 83% of students are considered socioeconomically disadvantaged, 22% English Learners and 11% are in Special Education. The percent of parents who are college graduates is 15%, some college 19%, high school graduate 31% and 35%, not a high school graduate. All thirty-five classroom teachers are fully qualified. Support staff includes one librarian, two counselors, and two administrators. Finally, through the Mental Health and Police Support grant (MAPS), a police officer and a mental health clinician have been assigned to the school.

**Vision Statement:** The 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.

**Mission Statement:** To foster a nurturing environment where everyone continually achieves educational and personal growth.

## 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 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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	282
Grade 7	269
Grade 8	284
<b>Total Enrollment</b>	<b>835</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	10.3
Filipino	0.6
Hispanic or Latino	84.4
Native Hawaiian or Pacific Islander	0.2
White	3.8
Socioeconomically Disadvantaged	83.8
English Learners	25.7
Students with Disabilities	10.4
Foster Youth	0.6

## 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

Teacher Credentials			
Livingston Middle School	16-17	17-18	18-19
With Full Credential	34.5	33.5	33.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	1	1
Livingston Union School District	16-17	17-18	18-19
With Full Credential	◆	◆	115.5
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Livingston Middle School	16-17	17-18	18-19
Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

\* Note: "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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

All LUSD students have access to core instructional materials. All teachers are currently utilizing the State approved core instructional materials as well as supplemental materials as appropriate to meet their students' diverse needs.

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt, California Collections Steck-Vaughn, California Gateways (Reading Intervention): 2010  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Glencoe-McGraw Hill-California Math 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Glencoe Science-Focus on Series: 2007 It's About Time - Interactions in Physical Science - 8th Grade: 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	McDougal Littell- California Middle School Series: 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	Holt- Nuevas Vistas: 2010 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	Glencoe/McGraw Hill -Course 1-3: 2005 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

### 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: April 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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, which 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); and
- 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	32.0	32.0	34.0	34.0	48.0	50.0
Math	18.0	19.0	22.0	24.0	37.0	38.0

Note: 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.

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.2	23.5	31.4

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	829	822	99.16	32.24
<b>Male</b>	427	423	99.06	26.48
<b>Female</b>	402	399	99.25	38.35
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	87	86	98.85	46.51
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	701	695	99.14	30.07
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	28	28	100.00	35.71
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	679	672	98.97	28.72
<b>English Learners</b>	481	475	98.75	20.21
<b>Students with Disabilities</b>	71	71	100.00	5.63
<b>Students Receiving Migrant Education Services</b>	13	13	100.00	7.69
<b>Foster Youth</b>	--	--	--	--

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

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	829	827	99.76	19.47
Male	427	426	99.77	19.48
Female	402	401	99.75	19.45
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	87	86	98.85	31.4
Filipino	--	--	--	--
Hispanic or Latino	701	700	99.86	17.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100	17.86
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	679	677	99.71	17.28
English Learners	481	480	99.79	11.46
Students with Disabilities	71	71	100	4.23
Students Receiving Migrant Education Services	13	13	100	7.69
Foster Youth	--	--	--	--

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

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018-19)

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, DLA Parent meetings, College and Career Night, Coffee Connection, 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 different 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.

Our school district also offers a variety 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 is 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 State priority: School Climate (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 November, 2017. 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	2015-16	2016-17	2017-18
Suspensions Rate	3.1	5.0	3.3
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.4	2.6	1.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

## 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1.50
Psychologist	0.50
Social Worker	0
Nurse	0.25
Speech/Language/Hearing Specialist	0.25
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	826

\* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	20.0	24.0	25.8	18	8	3	18	19	18	1	0	0
Mathematics	11.0	12.0	26.0	5	4	3			19	0	0	0
Science	27.0	26.0	25.6	2	6	5	20	16	16	0	0	0
Social Science	25.0	24.0	24.4	8	7	7	10	15	15	6	2	0

\* 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.

### Professional Development provided for Teachers

The primary areas of focus for staff development are the practice of instructional rounds and educational technology implementation. Both the instructional rounds and educational technology professional development pertain to areas of math, language development, student engagement, motivation and relevance to students' experience and community. Teachers attend weekly staff meetings, where they receive follow up training in educational technology, effective teaching strategies, collaboration opportunities, PBIS (Positive Behavior Intervention Systems), and updates on the instructional rounds process. The district teacher coaching team also provides professional development sessions for our teachers three days throughout the year. Teachers receive support through classroom observations and feedback, conference/workshop opportunities, teacher collaboration, and through our site teachers for innovative learning who focus on assistance in technology education. The following is a summary of the professional opportunities our teachers have received in the years 2016-2017, 2017-2018, and 2018-2019.

- Instructional Rounds team facilitated the instructional rounds process and collaborated with our faculty to revise our instructional focus for the school year 2016-2017.
- Twenty-two teachers attended three days of Language Arts and Math Summer Professional Development training and collaboration days.
- Five teachers and two school counselors attended a Google Summit in July. Here they learned about engaging students using technology.
- All teachers participated in workshops on team building, classroom management, PBIS, and AERIES.
- Support Teachers for Innovating Learning facilitated several workshops for teachers four times this year on a variety of technology education topics.
- Instructional Rounds team facilitated the instructional rounds process and collaborated with our faculty to revise our instructional focus for the school year 2017-2018.
- Instructional Rounds team attended regional Leadership in Action summit.
- Teachers attended PBIS training. The school counselor and teachers attended AERIES training.
- Twenty-five teachers attended Technology Summit facilitated by our Site Teachers for Innovative Learning and our school Principal. Teachers attended several workshops on HyperDocs, EZPuzzle, Google Forms, Sheets and how to effectively integrate technology in the classroom using the SAMR and TPACK models as planning and reflection tools.
- Teachers had the opportunity to collaborate and learn from each other on how effective technology integration can impact student learning and achievement.
- 6th-8th Language Arts teachers attended training on the newly adopted language arts curriculum.

- Our 6th-8th grade Math department participated in Number Talks Training.
  - Site Teachers for Innovative Learning and the Principal presented at the California League of Middle Schools Technology Conference on our technology integration professional development model.
  - The principal also attended the Tulare County Office of Education Technology Rodeo and met George Couros, a leading innovator in technology education.
  - The 7th-8th grade Science department has been participating in a Watershed/Water Science curriculum in conjunction with Fresno State and the Concord Organization.
  - Thirteen teachers along with Principal attended the ETC! Technology conference held at CSU, Stanislaus.
  - 4 Math teachers from each grade level attended training in the area of math and technology integration.
  - Two teachers completed their Teacher Induction Program.
  - Three teachers completed their first year in the program.
- Instructional Rounds team facilitated the instructional rounds process and collaborated with our faculty to revise our instructional focus for the school year 2018-2019.
  - Teachers attended PBIS training. Tier 2 support (Secondary Level Prevention) for a positive behavior intervention and behaviorally-based systems to enhance the capacity of schools, families, and communities to design effective environments for teaching and learning.
  - Four teachers and Principal participated in the California Partners in Education Grant to collaborate on how to identify and support students' academic needs.
  - Teachers participated in different professional development opportunities to support English Learners with the support of an ELD coordinator.
  - One school counselor, an Assistant Principal, and one attendance clerk attended AERIES training.
  - Twelve teachers participated at an AVID Summit and participated in professional development with an AVID Center K-12 Program Manager.
  - The Principal also participated in the UCLA Principal Leadership Institute in the summer.
  - Principal and AP Principal attended administration AVID workshops.
  - Teachers attended seminars on HyperDocs, EZPuzzle, Google Forms, Sheets and how to effectively integrate technology in the classroom using the SAMR and TPACK models as planning and reflection tools.
  - Teachers had the opportunity to collaborate and learn from each other on how effective technology integration can impact student learning and achievement.
  - Four teachers participated in the Next Generation Science Standards planning and collaborating to ensure student academic success in science content with an instructional STEM Coach.
  - Math department teachers in 6th-8th grade participated in the NextGen Math Professional Development in the area of math and technology integration.
  - Ten teachers and one Principal attended the ETC! Technology conference held at CSU, Stanislaus.
  - One teacher also had the opportunity to attend the International Society for Technology in Education (ISTE) conference during the summer.
  - Site Teachers for Innovative Learning presented at the California League of Middle Schools Technology Conference on technology integration professional development model.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,553	\$48,064
Mid-Range Teacher Salary	\$70,195	\$75,417
Highest Teacher Salary	\$93,642	\$94,006
Average Principal Salary (ES)	\$119,939	\$119,037
Average Principal Salary (MS)	\$113,581	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$174,921	\$183,692
Percent of District Budget		
Teacher Salaries	35.0	36.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6,665	937	5,728	72,635
District	◆	◆	8,381	\$76,917
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-37.6	-1.5
Percent Difference: School Site/ State			-19.6	2.6

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**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. Additional stipends are provided for sports activities and after-school activity supervision and clubs. 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**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.