

Executive Summary School Accountability Report Card, 2011–12

For Laytonville High

Address:	PO Box 868, Laytonville, CA, 95454-0325	Phone:	(707) 984-6108
Principal:	Mr. Daniel Regelbrugge, Principal	Grade Span:	9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Laytonville High School is located in a small town in the heart of redwood country approximately 175 miles north of San Francisco. The culture of the community of approximately 2,000 people is enriched by the involvement of many talented local artists and musicians and by the presence of the Cahto Indian Reservation. Overall a pioneer spirit pervades the community and independent pride asserts itself in the personality of the local population. Many families have lived in Laytonville for generations and many others came with the back-to-the land movement in the mid 1970's. Traditionally a logging community, Laytonville has suffered economic uncertainty since the closing of the local Harwood Mill in 2008. The primary revenue sources are now government agencies, tourism, local musical festivals and marijuana cultivation.

The high school is the hub of community activity and a great source of pride. The current facility was built in 2003 after a successful community wide effort to secure both state and local bond funds. Notable demographics include a student population of 133 students, with 19% Native American, 10% Hispanic, 3% multiple races, 1% African American, 1% Asian, and 66% Caucasian; 44% free/reduced lunch rate; and a parent college education rate of 40%. Of the 133 students enrolled 16 are enrolled in the Independent Study Program. There is a faculty of 9 fulltime staff and 3 part time teachers. Since the last WASC review there has been approximately a 38% turnover in teaching staff due to retirements, or reassignments. Laytonville High School has had a sharp decline in enrollment since the last WASC review but it appears the decline has stabilized over the last three years to the current enrollment numbers. This decline in enrollment has led to a slight decline in teaching positions.

Laytonville High School earned the honor of being recognized as a California Distinguished High School in May of 2005. This recognition was earned through the school community's commitment to an exemplary school culture focused on high academic and behavioral standards for its students. The climate of the

school facilitates a culture of high academic standards and an atmosphere of caring and respect between adults and students. The school prides itself in holding high standards for its students to prepare them for postsecondary success. The school staff has an intimate knowledge of students and their families allowing for a collaborative effort in increasing student achievement. 83% of the teaching staff is fully credentialed and are highly educated experts in their fields who share their passion for their subject by creating standards based curriculum that often involves cross content collaboration, the use of 21st Century technology and skills and the involvement of the learning community. Two teachers are interns and are enrolled in Dominican University and being supported through the BTSA intern process. All teachers have also collaborated in developing a Learning Lab intervention model that allows all students to receive academic supports as needed throughout the day and after school and is driven by student performance on frequent assessment of Power Standards.

Student Enrollment

Group	Enrollment
Number of students	125
Black or African American	3.2%
American Indian or Alaska Native	15.2%
Asian	1.6%
Filipino	0.0%
Hispanic or Latino	8.0%
Native Hawaiian or Pacific Islander	0.0%
White	70.4%
Two or More Races	1.6%
Socioeconomically Disadvantaged	52.0%
English Learners	4.0%
Students with Disabilities	6.4%

Teachers

Indicator	Teachers
Teachers with full credential	10
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	38%
Mathematics	12%
Science	35%
History-Social Science	23%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	714
Statewide Rank (from 2011 Base API Report)	4
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 2 of 5
2012–13 Program Improvement Status (PI Year)	Year 1

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

This community passed a local bond issue nine years ago to fund the building of a new high school campus, which was completed in the fall of 2003. The students and adult community are proud of the new school, and have worked hard to maintain it. The school has conducted several Landscape days, where students, staff, and adult community members volunteer to pull weeds, dig holes, and plant shrubs, flowers, and trees. The new gym is a showplace; the bleachers overflow with both current and past citizens of Laytonville at school events. The new library/media center and computer lab incorporate modern technology to manage the book collection and help students and staff access information. Each classroom has Internet access and is part of the local network. The school is well maintained and a source of pride for the entire community. Some of the concrete areas are starting to show some wear and need repair. Leaks in the skylights have been repaired. New pumps were installed to support the septic system. Minor water leak in the library was repaired. In December of 2012 a failure in the storm drain system resulted in the flooding of the Humanities, Art/Science, "C" wing classrooms and the Library Tech Center required a temporary relocation of classes and significant repairs and a renovation of the drainage system.

Repairs Needed

Renovation of drainage system, modification of creek drainage, repairing damage to subfloor, finished floor and other damage caused by drain malfunction.

Corrective Actions Taken or Planned

Drains were installed in the Art/Science, Library/Tech Center, "C" wing and Humanities wing, venting systems were modified, berms were built near creek, culvert was modified.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,072
District	\$7,468
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	76.67

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	100%
Graduates Who Completed All Courses Required for University of California or California State University Admission	21.7%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Laytonville High	District Name	Laytonville Unified
Street	PO Box 868	Phone Number	(707) 984-6414
City, State, Zip	Laytonville, CA, 95454-0325	Web Site	http://layt.k12.ca.us
Phone Number	(707) 984-6108	Superintendent	Joan Potter
Principal	Daniel Regelbrugge	E-mail Address	jvpotter@mcn.org
E-mail Address	coachdan@mcn.org	CDS Code	23739162332260

School Description and Mission Statement (School Year 2011–12)

The mission of the Laytonville Unified Schools is to provide a safe environment in which all of our young people can achieve the knowledge skills and attitudes necessary for success now, and in the future, recognizing that varied needs require varied programs; insure that our students will be prepared to pursue any avenue of their choosing, secure in the knowledge that they can meet any challenge; establish from the earliest grades that students will be guided towards self fulfillment, a sense of community and service to humanity.

The school's present mission and vision were created in 1990 when Laytonville Unified School District embarked on restructuring efforts. They were created after hours of discussions based on reading of current educational pedagogy and the needs of our community. Parents, business owners, students, community members and school employees were deeply involved with this process. Since that time the vision has been reviewed and revised annually as part of our comprehensive end of year review. The vision is revised to reflect current research and educational practices. Staff and parent groups are continually reviewing the needs of our students, based on both academic and behavioral performance. Annually, the superintendent reviews the district's mission at a district wide "State of the District" address where all classified, certificated and administrative staff are present.

Expected School Wide Learner Results (ESLRs) are central to our school vision. The process of refining the ESLRs at Laytonville High School has been a cooperative effort on the part of all stakeholders. The School Site Council (SSC) and District Advisory Committee (DAC) have joined the high school staff and administration in attending meetings in efforts to understand and revise the ESLRs. Curriculum is designed to integrate the California academic content standards and the ESLRs in order to prepare students for successfully passing the CAHSEE and meeting proficient levels on the STAR. The high school faculty and School Site Council reviewed and "re-normed" the ESLRs in the fall of 2011.

EXPECTED SCHOOLWIDE LEARNING RESULTS

(ESLRs)

Our goal is to both nurture and challenge individuals to participate in a life-long process of learning and thereby foster their ability to live satisfying and productive lives. Our curriculum will be based on meeting the needs of ALL students in our community. We want students to become:

1. **SELF DIRECTED LEARNERS** who have high expectations for success, set and evaluate goals and have a vision for the future, assume responsibility for their actions, acquire the skills and attitudes that promote lifelong physical fitness and mental health.
2. **EFFECTIVE COMMUNICATORS** who are able to exchange ideas and information using reading, writing, listening, and speaking skills.
3. **COMMUNITY CONTRIBUTORS** who exhibit caring for self and others in their local and global community through collaborative efforts to improve the quality of life.
4. **CONSTRUCTIVE THINKERS** who identify, access, integrate, and use available resources and information to reason, make decisions and solve problems.
5. **QUALITY PRODUCERS** who create intellectual, artistic, practical and physical products, which reflect originality, high standards and the use of advanced technologies.

Opportunities for Parental Involvement (School Year 2011–12)

Booster Club: Parents and community members are involved in supporting the sports program through running the concession stands for games, organizing awards banquets and other fundraising programs to benefit the athletic program by providing all sports uniforms and some equipment when requested.

District Advisory Committee: This committee is comprised of representatives and stake holders throughout the school district and learning community. This includes representatives from the teacher and classified unions, community members and parents, administration and board members as well as a Cahto Tribe member. The purpose of the committee is to advise the school board on various shared decision making topics such as the budget, the school calendar and other school policies.

Healthy Start: The purpose of Healthy Start is to help create a safe, supportive community environment that promotes prosperity, self reliance, and positive interrelationships among all community members. The Healthy Start building houses many social service agencies and is used as a meeting place for many

community activities such as teen night, a family empowerment group and high school counseling groups. The school works in partnership with the local Healthy Start program.

LAMAC: The Laytonville Municipal Advisory Committee serves as an advisory group to the Mendocino County Board of Supervisors. Many of their responsibilities involve those that a city council would normally carry out. Currently the LAMAC is focusing on the town sewer system.

Lions/Lionesses: Both the Lions and Lionesses clubs provide support to the high school. They provide generous annual scholarships to students who are pursuing post secondary experiences. The Lions Club sponsors an annual speech contest in which students are encouraged to develop their public speaking skills. Both clubs support student activities through attending fundraising events and providing supplemental funds to programs such as Mock Trial.

School Site Council: Staff, students and parents meet a minimum of once per month to plan and review school programs. SSC provides a venue for getting involved in school governance. Parents are called upon to help with school club events, such as working with students to build sets for drama productions, and building floats for Homecoming. In addition the Site Council sponsors a student incentive program in order to promote positive school attendance, achievement and involvement. Other activities include an end of year community celebration, and honor banquets for recognized students and their families.

Laytonville Fire Department: Laytonville High School works in partnership with the Laytonville Fire Department in providing a community classroom experience for the students interested in exploring careers in fire safety. Students in the program begin working with the department in either their sophomore or junior year for one or more periods during the school day, as well as during the summer. Students receive training in the First Responder Medical Program, Wildland Fire, Structure Fire, Auto Extrication, Hazardous Materials, Traffic Control, and Radio Operations. Students also attend department meetings, business meetings and monthly fire training with regular volunteers

Seniors in the program are sent to the Mendocino County Fire Chiefs Training Academy which involves weekend trainings for three months. Students interested in the medical aspect of the department take ROP courses such as First Responder and Emergency Medical Technician while in High School.

Upon graduation from Laytonville High School, students have completed certificate programs and are highly qualified to be employed by Cal-Fire, local ambulance agencies, National Forest Service and city paid fire departments. These students continue their education at the community college level in Fire Science and paramedic programs.

Long Valley 4-H Club: 4-H helps young people to reach their full potential as competent, confident, caring leaders of character who are connected to others, and contribute to their communities. They encourage public speaking, community service, creativity and leadership as well as animal husbandry and record

keeping skills. 4-H is open to all youth 5 to 19 years of age.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	26
Grade 3	0	Grade 10	31
Grade 4	0	Grade 11	41
Grade 5	0	Grade 12	27
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	125

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	3.2%
American Indian or Alaska Native	15.2%
Asian	1.6%
Filipino	0.0%
Hispanic or Latino	8.0%
Native Hawaiian or Pacific Islander	0.0%
White	70.4%
Two or More Races	1.6%
Socioeconomically Disadvantaged	52.0%
English Learners	4.0%
Students with Disabilities	6.4%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26	0	1	0	20	1	0	0	22	1	0	0
1	27	0	1	0	21	0	2	0	17	2	0	0
2	18	1	0	0	26	0	1	0	11	2	0	0
3	21	0	1	0	20	1	0	0	25	0	1	0
4	22	0	1	0	24	0	1	0	20	1	0	0
5	26	0	1	0	28	0	1	0	23	0	1	0
6	19	1	0	0	24	0	1	0	24	0	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	15.3	7	0	0	18.2	3	2	0	5.8	22	2	0
Mathematics	10	9	0	0	11.5	7	1	0	5.5	21	1	0
Science	13.2	5	0	0	14.0	3	0	0	8.9	9	1	0
Social Science	11	7	0	0	12.4	4	1	0	5.0	23	0	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.

III. School Climate

School Safety Plan (School Year 2011–12)

In parent and student satisfaction surveys, school safety was rated as one of the highest areas of success in our school. The Safe Schools Plan is reviewed in staff meetings and in DAC meetings every other month. Students are required to take a semester of health education and this course is supplemented and enriched

throughout the year with health and safety related activities. The youth worker and peer counselors facilitate bi-annual Health Fairs where speakers conduct workshops on topics such as substance prevention, HIV/AIDS, pregnancy prevention, nutrition, and personal fitness. Student Commission has focused on student health and safety in relation to substance abuse, gang affiliation and nutrition. In the Spring of 2009 the student commission created an additional officer position in the role of Nutrition Liaison to help communicate and monitor the healthy choices for students eating their breakfast and lunch on campus. A district wide nutrition grant focuses on serving healthier foods in our food service program and has resulted in a monthly celebration where all students are served a sampling of a nutritious meal called Harvest of the Month. An Alcohol and Other Drug counseling group and counselor has been available to students weekly though that position has not been filled for the 2012-13 school year. Youth empowerment is supported through Healthy Start activities such as employment development, cooking classes, and counseling. Three years of physical education is required of all students and multiple modules of the Healthy Kids Survey are administered. Results from the survey are used to determine focus areas for health education. This year a CTE/ROP Public Safety class has been added to the course offerings for students that are interested in careers in public safety and provides First Aid/CPR and First Responder training to the students.

Suspensions and Expulsions

Rate*	School 2009-10	School 2010-11	School 2011-12	District 2009-10	District 2010-11	District 2011-12
Suspensions	25	29	18	5.5	27	.19
Expulsions	4	2	0.8	.13	1.0	.002

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

Summary of Most Recent Site Inspection

This community passed a local bond issue nine years ago to fund the building of a new high school campus, which was completed in the fall of 2003. The students and adult community are proud of the new school, and have worked hard to maintain it. The school has conducted several Landscape days, where students, staff, and adult community members volunteer to pull weeds, dig holes, and plant shrubs, flowers, and trees. The new gym is a showplace; the bleachers overflow with both current and past citizens of Laytonville at school events. The new library/media center and computer lab incorporate modern technology to manage the book collection and help students and staff access information. Each classroom has Internet access and is part of the local network. The school is well maintained and a source of pride for the entire community. Some of the concrete areas are starting to show some wear and need repair. Leaks in the skylights have been repaired. New pumps were installed to support the septic system. Minor water leak in the library was repaired. In December of 2012 a failure in the storm drain system resulted in the flooding of

the Humanities, Art/Science, Library/Technology and “C” wing classrooms and required a temporary relocation of classes and significant repairs and a renovation of the drainage system.

Repairs Needed

Renovation of drainage system, modification of creek drainage, repairing damage to subfloor, finished floor and other damage caused by drain malfunction.

Corrective Actions Taken or Planned

Drains were installed in “C” wing, Art/Science, Library/Technology and Humanities wing, venting systems were modified, berms were built near creek, culvert was modified.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			Replacement of counters that were chipped/damaged during move
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical			X		Replacement of outside classroom light and repair of broken pole
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			Repair of outside drinking fountains
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			Repair roof leaks as needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	9	10	10	28
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

Note: 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	349
Counselor (Social/Behavioral or Career Development)	0.4	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	.04	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Literature: The Reader's Choice, 9-12 (Glencoe)/2004	Yes	0%
Mathematics	CA Algebra/2008 Algebra & Trigonometry, Structure & Method/2003 Calculus with Analytic	Yes	0%

	<p>Geometry/2003</p> <p>Geometry-Integration, Applications, Connections/2003</p> <p>Algebra and Trigonometry/2003</p> <p>Mathematics with Business Applications/2007</p>		
Science	<p>Integrated Coordinated Science for the 21st Century/2004</p> <p>Biology/2007</p> <p>Chemistry-California/2007</p> <p>Earth Science/2007</p> <p>The High School Physics Program, Conceptual Physics 2nd edition/2007</p> <p>Living in the Environment 17th Edition/2012</p>	Yes	0%
History-Social Science	<p>Economics-New Ways of Thinking/2007</p> <p>American Odyssey-The 20th Century and Beyond/2007</p> <p>World History-Connections to Today/2007</p> <p>Modern World History, Patterns of Interaction/2009</p> <p>American Government Citizenship & Power/2009</p> <p>Government in America, Fifteenth Edition/2011</p>	Yes	0%
Foreign Language	<p>Realidades 1, 2, 3/ NA</p> <p>The Ultimate Spanish Review and Practice/1998</p>	Yes	0%
Health	Health/N/A	Yes	0%
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	<p>Biology/2007</p> <p>Chemistry-California/2007</p> <p>The High School Physics Program, Conceptual Physics 2nd edition/2007</p> <p>Living in the Environment 17th Edition/2012</p>	Yes	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,072	\$1,633	\$5,439	\$59,284
District			\$8,387	\$54,791
Percent Difference – School Site and District			-35%	8%
State			\$5,455	\$57,948
Percent Difference – School Site and State			-0.2%	2%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

Narrative provided by the LEA.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,196	\$38,099
Mid-Range Teacher Salary	\$51,221	\$55,582
Highest Teacher Salary	\$71,723	\$71,884
Average Principal Salary	\$85,000	\$88,790

(Elementary)		
Average Principal Salary (Middle)		\$93,519
Average Principal Salary (High)		\$95,671
Superintendent Salary	\$115,000	\$115,401
Percent of Budget for Teacher Salaries	32.00%	34.00%
Percent of Budget for Administrative Salaries	9.00%	7.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting 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		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	47%	48%	38%	50%	46%	43%	52%	54%	56%
Mathematics	9%	14%	12%	43%	44%	41%	48%	50%	51%
Science	56%	48%	35%	38%	53%	43%	54%	57%	60%
History-Social Science	55%	39%	23%	38%	34%	20%	44%	48%	49%

Note: 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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	43%	41%	43%	20%
All Students at the School	38%	12%	35%	23%
Male	39%	9%	0%	33%
Female	37%	14%	42%	17%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	31%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	0%	0%	0%	0%
Native Hawaiian or Pacific Islander				
White	40%	14%	40%	22%
Two or More Races	0%	0%	0%	0%
Socioeconomically	28%	4%	50%	13%

Disadvantaged				
English Learners	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services				

Note: 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	60%	58%	34%	58%	58%	34%	54%	59%	56%
Mathematics	44%	44%	19%	42%	44%	19%	54%	56%	58%

Note: 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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	66%	22%	13%	81%	19%	0%
All Students at the School	66%	22%	13%	81%	19%	0%
Male						

Female	57%	26%	17%	77%	23%	0%
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White	50%	30%	20%	80%	20%	0%
Two or More Races						
Socioeconomically Disadvantaged	65%	20%	15%	75%	25%	0%
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: 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.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	19.20%	26.90%	23.10%

Note: 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	8	5	4
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	-30	-12	-16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-55		
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			

Students with Disabilities

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	61	714	244	735	4,664,264	788
Black or African American	3		8		313,201	710
American Indian or Alaska Native	10		26	631	31,606	742
Asian	1		3		404,670	905
Filipino	0		0		124,824	869
Hispanic or Latino	8		26	739	2,425,230	740
Native Hawaiian or Pacific Islander	0		0		26,563	775
White	39	747	171	752	1,221,860	853
Two or More Races	0		7		88,428	849
Socioeconomically Disadvantaged	27	695	158	702	2,779,680	737
English Learners	2		10		1,530,297	716
Students with Disabilities	2		11	511	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		33.3%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page at <http://www.calstate.edu/admission/admission.shtml>*. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		2.6	16.7		2.6	16.1		16.6	14.4
Graduation Rate		97.37	76.67		94.87	74.19		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	89.6%	89.6%	N/D
Black or African American	0%	0%	N/D
American Indian or Alaska Native	3.4%	3.4%	N/D
Asian	6.9%	6.9%	N/D
Filipino	0%	0%	N/D
Hispanic or Latino	3.4%	3.4%	N/D
Native Hawaiian or Pacific Islander	0%	0%	N/D

White	75.9%	75.9%	N/D
Two or More Races	6.9%	6.9%	N/D
Socioeconomically Disadvantaged	58.6%	58.6%	N/D
English Learners	6.9%	6.9%	N/D
Students with Disabilities	6.9%	6.9%	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

A primary goal of the district Technology Plan is that students will become 21st Century learners by increasing their ELA and math skills and utilizing new and emerging technology to enhance student learning. With the assistance of the County ROP, computer applications are taught to all grade levels. There has been a countywide effort to integrate ELA and math standards in to these courses. Communication skills for job readiness, preparing resumes and writing effective letters, memos and brochures, and creating visual presentations using current technology common to the workplace. Students use Excel to create budgets, amortize car loans and understand paycheck withholding. They also prepare career research reports to investigate a variety of careers and learn how to format papers using MLA standards. Students integrate their ELA assignments with 21st Century skills including developing mock Facebook sites, use of video production, and document sharing and academic social networking through Google Docs/Chrome and the Cloud. Woodworking courses focus on integrating high-level math, science and problem solving into required assignments. Student internships have been used as transitions to the working world, especially in the area of fire and public safety. This year a CTE/ROP Public Safety class has been added to the course offerings for students that are interested in careers in public safety and provides First Aid/CPR and First Responder training to the students. There have been a number of recent graduates that have gone on to become fire fighters in the public, private and military sectors.

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	125
Percent of pupils completing a CTE program and earning a high school diploma	89.7%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
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2011-12 Students Enrolled in Courses Required for UC/CSU Admission	62.4%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	21.7%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	4	
Fine and Performing Arts	3	
Foreign Language	0	
Mathematics	0	
Science	0	
Social Science	3	
All courses	10	7.8%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Laytonville High School professional development focuses on strategies to assist all students in meeting or exceeding California state academic achievement standards (proficient or advanced levels), including integrating standards based curriculum, instructional practice, assessment, and understanding the strengths and needs of our student population. The staff focuses on developing and implementing strategies for helping students who have not yet passed the CAHSEE and for working with families to ensure success. The Professional Development Plan encourages that activities are based on the California Standards for the Teaching Profession. Negotiations with the teachers union include integration of the teaching standards and academic standards into the evaluation process. Staff development activities address the developmental needs of high school students and strategies for increasing achievement of the state standards. All staff has been trained in Specifically Designed Academic Instruction in English (SDAIE) methods where specific teaching strategies are used to meet the needs of EL Learners or are Cross-cultural Language and Academic Development (CLAD) qualified. Staff members have participated in AP training during the summer. English teachers have had opportunities to participate in extensive literacy training by experts in the field such as Kate Kinsella and Anita Archer. Performance or authentic assessment strategies for

developing standards based instruction have wide spread participation by the staff. This includes developing, assessing and supporting the use of Power Standards as a method to use formative assessments to support which students need interventions and where. These interventions are then supported and coordinated through the Learning Lab; a blended-service model that focuses on getting students support throughout the school day by a variety of teachers and support providers. During early release days all staff participate in a breadth of activities to support the long-range plan. Examples include strategies for making the transition between the California State Standards to the Common Core State Standards (CCSS). The faculty continues to develop a process for creating standards based curriculum; technology integration; discussing and analyzing student work; and analyzing standardized test data. Math and English instructors have participated in standards alignment training and have been trainers themselves. This abundance of staff development has resulted in increased numbers of students passing the CAHSEE as well as an increase in the number of students reaching proficiency on the California Standards Test. Budget resources are allocated for sending individuals and groups of teachers to many trainings in topics such as Advanced Placement, AVID, Reading in the Content Areas, GATE, Language Arts Strategies, Classroom Instruction That Works, 21st Century Learning, special needs, math strategies and many more. For the past three years the staff have participated in a county-wide consortium focusing on continuing to develop the Professional Learning Community that Laytonville shared decision making collaborative approaches have already developed. The BTSA program is an integral part of staff development for the three beginning teachers and their mentors.

Laytonville High

Laytonville Unified

School Accountability Report Card, 2011-2012

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