Laytonville High

## Mr. Tim Henry, Principal

Principal, Laytonville High

About Our School

I am excited to be working with the wonderful staff of LHS, and look forward to building on the culture of achievement and excellence. I am a passionate believer in Project-Based Learning, and am excited to be working in my community to transition into the exciting era of the Common Core State Standards. Our school strives to prepare our students to be quality producers, effective communicators, and thoughtful citizens.

Contact

250 Branscomb Rd.
Laytonville, CA
95454-0325

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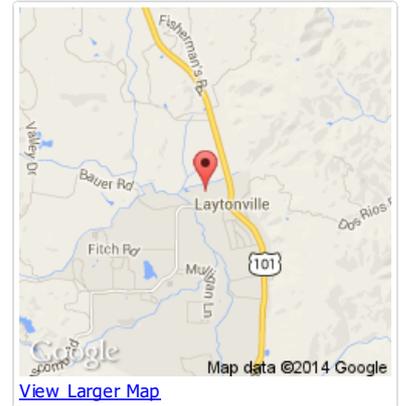
View Larger Map

Data and Access

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page.

About This School

Contact Information (School Year 2012-13)

School	
School Name	Laytonville High
Street	250 Branscomb Rd.
City, State, Zip	Laytonville, Ca, 95454-0325
Phone Number	707-984-6108
Principal	Mr. Tim Henry, Principal
E-mail Address	mr.tim.henry@gmail.com
County-District-School (CDS) Code	23739162332260

District	
District Name	Laytonville Unified
Phone Number	(707) 984-6414
Web Site	http://layt.k12.ca.us
Superintendent First Name	Joan
Superintendent Last Name	Potter
E-mail Address	jvpotter@mcn.org

Last updated: 2/4/2014

School Description and Mission Statement (School Year 2012-13)

Our campus is an inviting and creative environment that welcomes diversity, supports excellence and celebrates student success!

We have a class schedule and options that represent our diverse faculty and community culture. From Bruce Potter's Instrument Building class to Michael DeMartini's Total Body Health, our students have rich elective choices to complement their rigorous core content classes. This includes Advanced Placement options in English Literature, US History, American Government and Economics.

Our goals are to increase the CAHSEE Math and ELA proficiency scores of our sophomore students, increase the number of students completing A-G course work, increase the number of Project-Based Learning experiences for our students, increase the offering of Career and Technical Education opportunities for our students, and improve the functionality of students learning plans.

The progress indicators for our goals will be the CAHSEE scores, A-G completion rates, PBL experiences, the LHS master schedule, and the new learning plans. These indicators will be reviewed annually by the school board, the district advisory counsel, and our high school site counsel.

Last updated: 2/4/2014

Opportunities for Parental Involvement (School Year 2012-13)

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.
School Site Council: Staff, students and parents meet a minimum of once per month to plan and review school programs. SSC is an opportunity to get involved in school governance. SSC sponsors parent education events, where parents meet with experts to discuss various teen issues. 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. Activities include an end of year community celebration, honor banquets for recognized students and their families, and student incentive assemblies.

District Advisory Committee-This committee is comprised of representatives throughout the school district. 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.

Parent Conferences- Conferences are held twice a year in order for parents to meet with teachers to discuss student programs.

Healthy Start- The school works in partnership with the local Healthy Start program. Parenting and Family empowerment courses are taught through Healthy Start.

Communication with Families and Community-The office e-mails weekly bulletins to all the parents on the email list about current activities events and ways for parents to become involved.

Last updated: 2/4/2014

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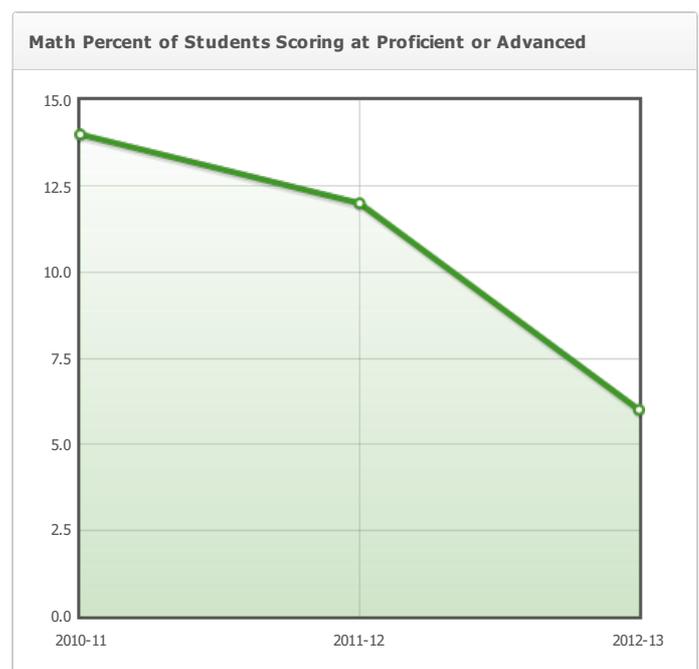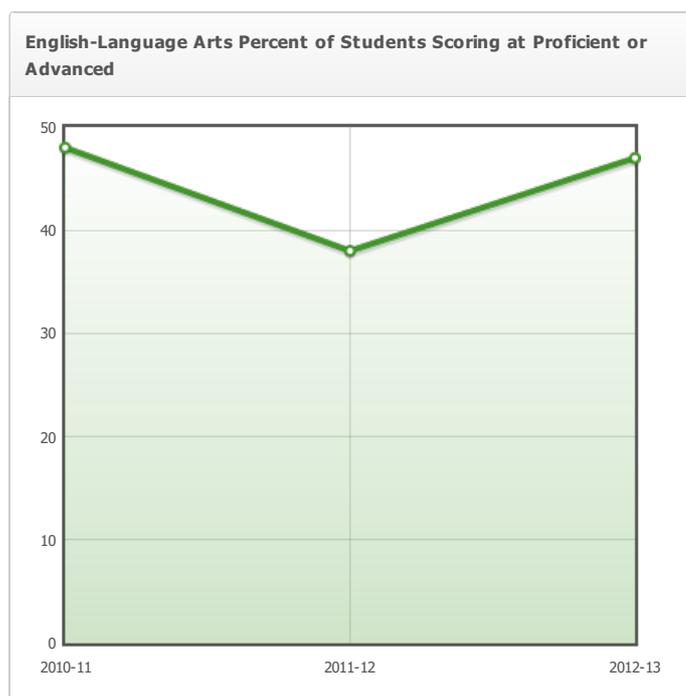
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	48%	38%	47%	46%	43%	40%	54%	56%	55%
Mathematics	14%	12%	6%	44%	41%	40%	49%	50%	50%
Science	48%	35%	72%	53%	43%	48%	57%	60%	59%
History-Social Science	39%	23%	32%	34%	20%	34%	48%	49%	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.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Math Percent of Students Scoring at Proficient or Advanced

Science Percent of Students Scoring at Proficient or Advanced

History Percent of Students Scoring at Proficient or Advanced
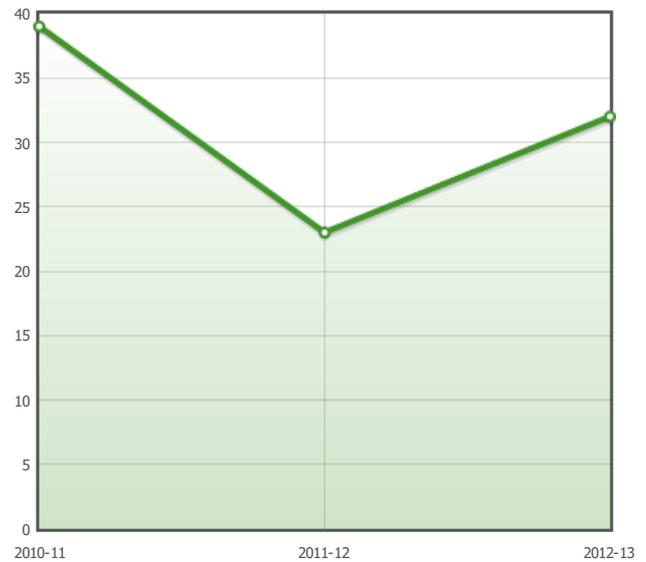
Last updated: 2/4/2014

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	40%	40%	48%	34%
All Students at the School	47%	6%	72%	32%
Male	41%	12%	N/A	47%
Female	53%	N/A	N/A	23%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	49%	8%	75%	39%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	50%	5%	N/A	19%
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.
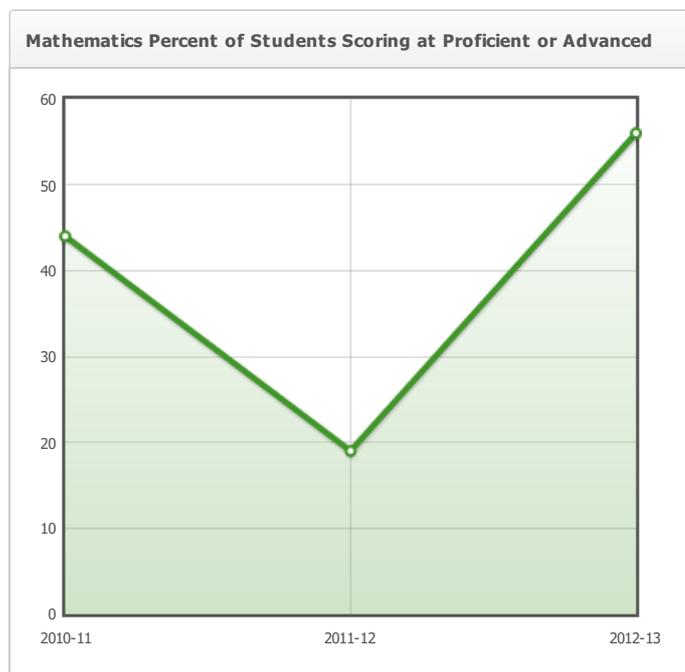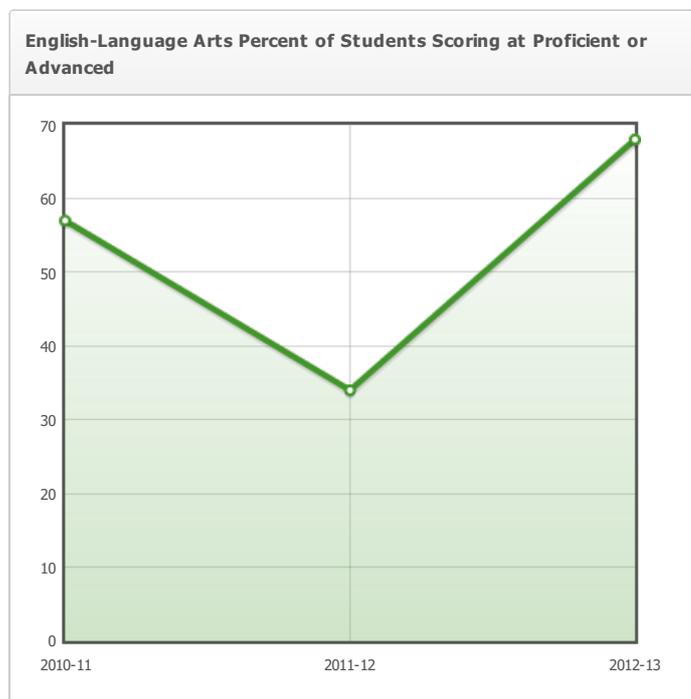
Last updated: 1/27/2014

California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

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/.

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	57%	34%	68%	57%	34%	68%	59%	56%	57%
Mathematics	44%	19%	56%	44%	19%	56%	56%	58%	60%

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.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 1/27/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	32%	28%	40%	44%	40%	16%
All Students at the School	32%	28%	40%	44%	40%	16%
Male	42%	33%	25%	42%	50%	8%
Female	23%	23%	54%	46%	31%	23%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	25%	25%	50%	38%	44%	19%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	55%	36%	9%	73%	27%	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

Last updated: 1/27/2014

California Physical Fitness Test Results (School Year 2012-13)

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.

	Percent of Students Meeting Fitness Standards		
Grade level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	17.4%	13.0%	34.8%

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.

Last updated: 1/27/2014

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.

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	2010-11	2011-12	2012-13
Statewide	5	4	3
Similar Schools			

Last updated: 1/27/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-12	-20	18
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
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.

Last updated: 3/19/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	63	727	252	722	4,655,989	790
Black or African American	3		4		296,463	708
American Indian or Alaska Native	5		33	699	30,394	743
Asian	0		3		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	5		27	710	2,438,951	744
Native Hawaiian or Pacific Islander	0		0		25,351	774
White	48	721	175	725	1,200,127	853
Two or More Races	2		10		125,025	824
Socioeconomically Disadvantaged	34	666	169	679	2,774,640	743
English Learners	0		8		1,482,316	721
Students with Disabilities	2		22	618	527,476	615

Last updated: 1/27/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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.

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

Last updated: 1/27/2014

Federal Intervention Program (School Year 2013-14)

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 .

| Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2013-2014
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/27/2014

School Climate

## Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	26
Grade 10	26
Grade 11	39
Grade 12	43
Total Enrollment	134
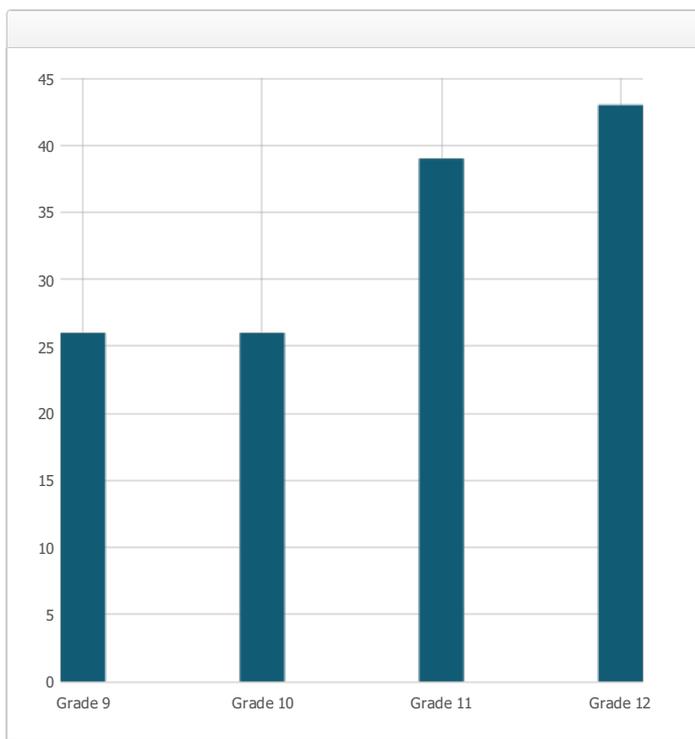
Last updated: 2/6/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	3.0
American Indian or Alaska Native	14.9
Asian	0.0
Filipino	0.0
Hispanic or Latino	8.2
Native Hawaiian or Pacific Islander	0.0
White	69.4
Two or More Races	3.7
Socioeconomically Disadvantaged	51.5
English Learners	3.0
Students with Disabilities	6.0
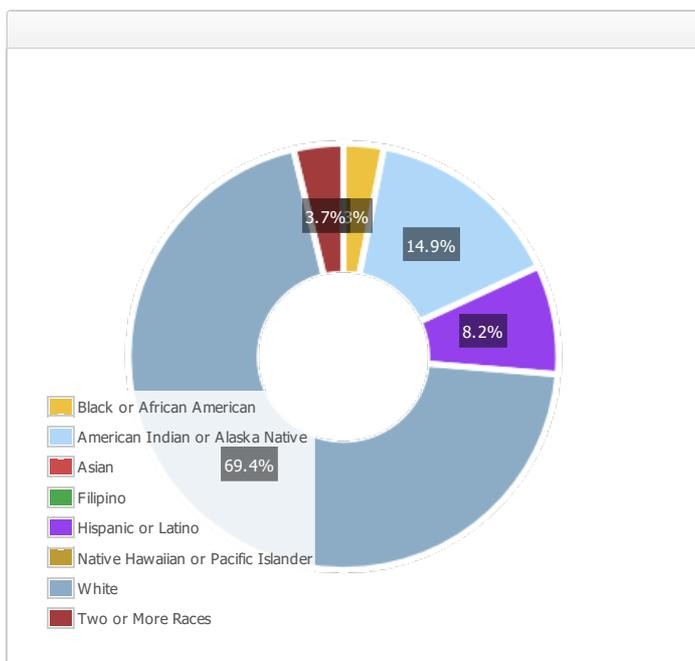
Last updated: 2/6/2014

Average Class Size and Class Size Distribution (Secondary)

	2010-11	2011-12	2012-13

Subject	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.2	3	2	0	5.8	22	2	0	6.0	21	1	
Mathematics	11.5	7	1	0	5.5	21	1	0	5.0	23	1	
Science	14.0	3	0	0	8.9	9	1	0	8.0	11		
Social Science	12.4	4	1	0	5.0	23	0	0	8.0	12	1	

* 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.

Last updated: 1/27/2014

School Safety Plan (School Year 2012-13)

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 exists. A counselor has been available to students weekly. 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. Last year a CTE/ROP Public Safety class was 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 and it has been very popular.

Last updated: 2/6/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions		2.80	19.90	27.00	4.70	11.30
Expulsions		0.00	0.02	0.01	0.00	0.00

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

Suspensions

Expulsions
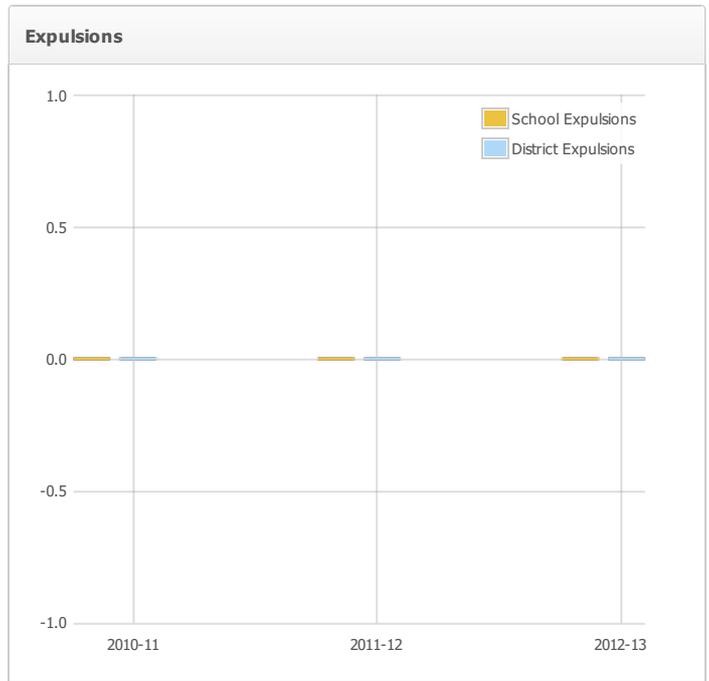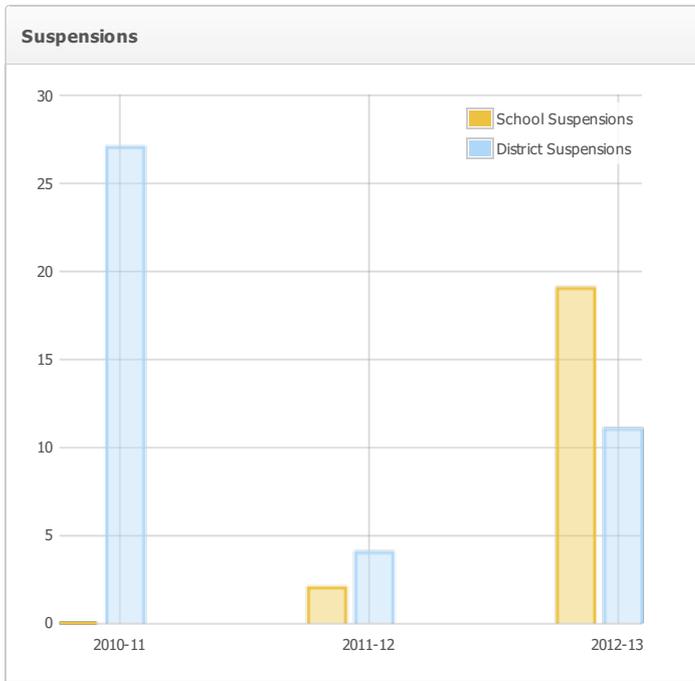
Last updated: 4/7/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This community passed a local bond issue ten years ago to fund the building of a new high school campus, which was completed in the fall of 2003. The campus has a humanities wing, science and art classrooms, home ec. room, five other classrooms, a library, computer lab, an administration office, kitchen and gymnasium. Each classroom has Internet access and is part of the local network. The students and adults in this community are proud of the new school, and have worked hard to maintain it. The LEA has ensured that Laytonville High School is safe, clean, and functional. We perform a monthly assessment for our facilities to make sure the housekeeping is being done, the equipment is functioning(including the fire alarms and extinguishers), the rooms are in good order, the kitchen and cafeteria are safe and operational, and the fields and gymnasium are maintained properly. Whenever a repair needs to be made we use our system of work orders to make sure our facilities crew is notified and that emergency repairs get done immediately. Our DAC (District Advisory Counsel) takes up safety issues during its' monthly meetings and invites community input regarding safety concerns.

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.

During this last year we renovated our drainage system, modified the creek drainage, repaired damage to the sub floor, and finished repairing floor and other damage caused by drain malfunction. Drains were installed in the Art/Science, Library/Tech Center, "C" wing and Humanities wing, venting systems were modified, berms were built near the creek, and the culvert was modified to better function in a extreme weather event.

Last updated: 2/5/2014

School Facility Good Repair Status (School Year 2013-14)

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

Overall Facility Rate (School Year 2013-14)

| Overall Rating |
|---|

Last updated: 2/6/2014

Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	10	10	10	23
Without Full Credential	1	0	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
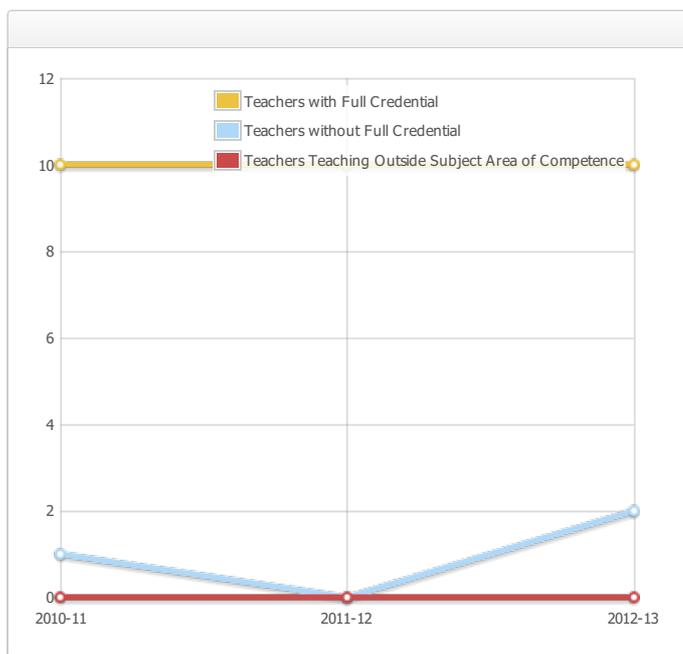
Last updated: 3/19/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
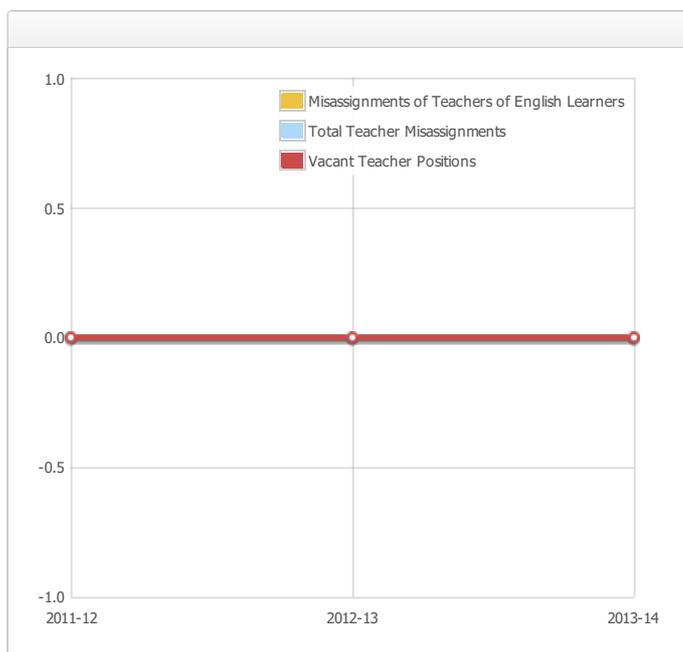
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 3/17/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as 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.

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	83	17
All Schools in District	92	8
High-Poverty Schools in District	92	8
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 39 percent or less in the free and reduced price meals program.

Last updated: 3/19/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	320.0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells shaded in black or with N/A values 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.

Last updated: 3/19/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

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 instruction 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: September 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Literature: The Reader's Choice, 9-12 (Glencoe)/2004	Yes	0.0
Mathematics	Mathematics CA Algebra/2008 Algebra & Trigonometry, Structure & Method/2003 Calculus with Analytic Geometry/2003 Geometry-Integration, Applications, Connections/2003 Algebra and Trigonometry/2003 Mathematics with Business Applications/2007	Yes	0.0
Science	Integrated Coordinated Science for the 21st Century/2004 Biology/2007 Chemistry-California/2007 Earth Science/2007 The High School Physics Program, Conceptual Physics 2nd edition/2007 Living in the Environment 17th Edition/2012	Yes	0.0
History-Social Science	Economics-New Ways of Thinking/2007 American Odyssey-The 20th Century and Beyond/2007 World History-Connections to Today/2007 Modern World History, Patterns of Interaction/2009 American Government Citizenship & Power/2009 Government in America, Fifteenth Edition/2011	Yes	0.0
Foreign Language	Realidades 1, 2, 3/ NA The Ultimate Spanish Review and Practice/1998	Yes	0.0
Health	N/A	No	0.0
Visual and Performing Arts	N/A	No	0.0
Science Laboratory Equipment (grades 9-12)	Biology/2007 Chemistry-California/2007 The High School Physics Program, Conceptual Physics 2nd edition/2007 Living in the Environment 17th Edition/2012	Yes	0.0

Last updated: 3/18/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12) ⸻

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$8,087	$1,233	$6,854	$58,176
District	N/A	N/A	$8,585	$55,194
Percent Difference – School Site and District	N/A	N/A	24.30%	3.20%
State	N/A	N/A	$5,537	$58,606
Percent Difference – School Site and State	N/A	N/A	23.80%	0.70%

Note: Cells shaded in black or with N/A values 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. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site.

Last updated: 3/19/2014

Types of Services Funded (Fiscal Year 2012-13) ⸻

The Laytonville Unified School District provides general education services, special education services and alternativeeducation services to children in grades K-12 in the greater Laytonville community. Library services, counseling, psychological services, child welfare and attendance services, services for English Language Learners, and remedial academic services are provided. Academic support and enrichment is provided through a comprehensive summer school program and the various after school programs.

Restricted Categorical
Funds (2012-13)

The district receives State and Federal categorical funding that is legally restricted to the intended programs and purposes. The primary purpose of these funds is to provide supplemental support programs to assist all students to meet State and local performance standards and growth targets. The School Site Council oversees many of the categorical funds and recommends their use to the School Board. The administrative team works collaboratively to maximize the impact the funds have on the educational programs that support student achievement.

State Programs
Amount

Economic Impact Aid
(EIA):

Purpose: Help educationally disadvantaged students succeed in the regular program. $48,301

Uses: Instructional materials, Instructional Assistants

Federal Program
Amount

Title I, Part A, Basic Grants:

Purpose: To ensure that all children have a fair, equal and significant opportunity to obtain $148,752

a high-quality education, and reach minimum proficiency on the state content standards and assessments.

Uses: Title I intervention teacher, Instructional materials, Professional development

Title II, Part A, Teacher Quality:

Purpose: Improve professional development of teachers and administrators $35,137

Uses: Staff development, including substitute costs

Title VI, Part B, Rural Education Achievement:

Purpose: To provide educational opportunities to students in rural low-income communities. $16,969

Uses: Instructional Support Materials

Title VII Indian Education Grant:

Purpose: To provide educational opportunities for American Indian students. $10,307

Uses: Instructional Assistants, Tutoring

Types of Services Funded: The Laytonville Unified School District is committed to providing an excellent, comprehensive education that meets the needs of our students. Because of that commitment, both District general funds and State and Federal categorical funds are used for the following supplemental services: School Psychologist, Library Manager, Special Education Teachers, Speech Therapist, Health Technician, Special Education Assistants, Classroom Instructional Assistants, Yard Duty Supervisors, as well as the Gifted and Talented fine arts program

Last updated: 3/19/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,196	$38,390
Mid-Range Teacher Salary	$51,221	$55,793
Highest Teacher Salary	$71,723	$72,306
Average Principal Salary (Elementary)	$87,550	$88,846
Average Principal Salary (Middle)	$00	$92,801
Average Principal Salary (High)	$85,000	$95,916
Superintendent Salary	$115,000	$116,026
Percent of Budget for Teacher Salaries	30.0%	34.0%
Percent of Budget for Administrative Salaries	9.0%	7.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page.

Teacher Salary Chart

Principal Salary Chart
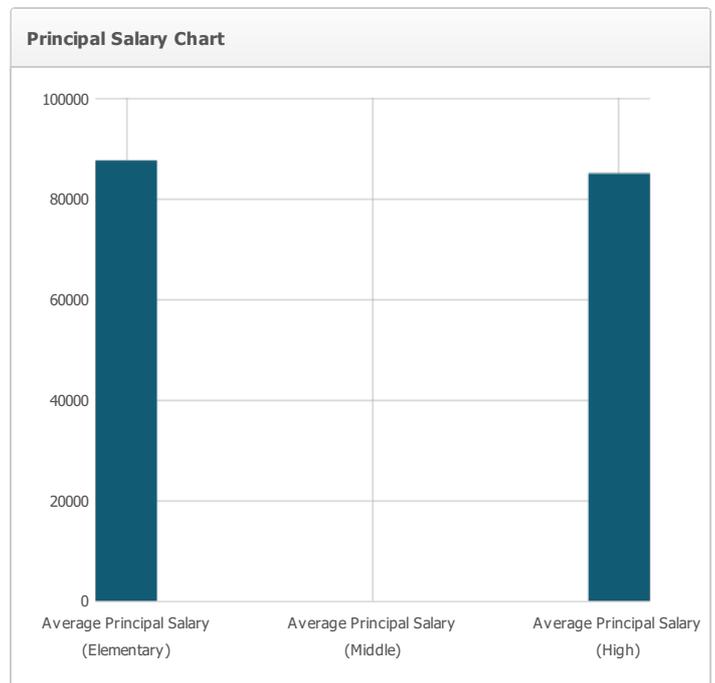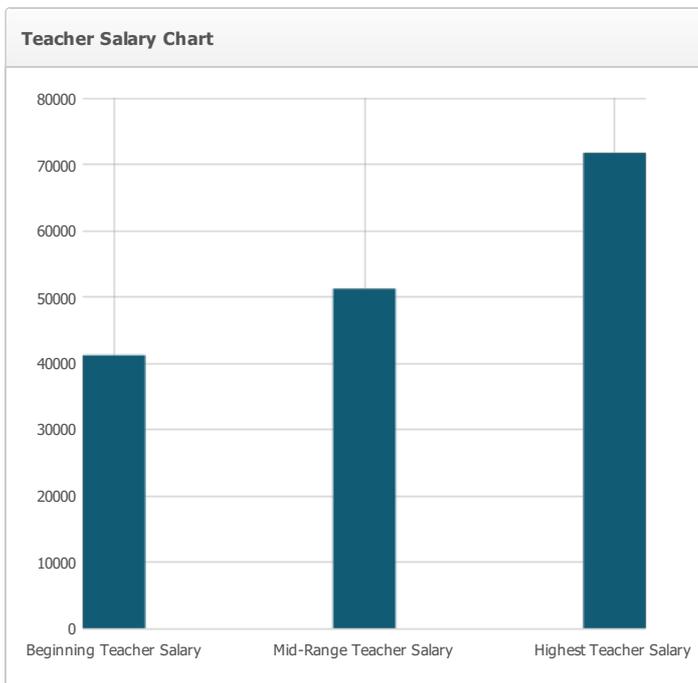
Last updated: 3/18/2014

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.

**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.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	2.6	16.1	7.7	2.6	15.6	7.7	16.6	14.7	13.1
Graduation Rate	97.37	74.19	92.31	94.87	71.88	92.31	74.72	77.14	78.73

Dropout/Graduation Rate Chart
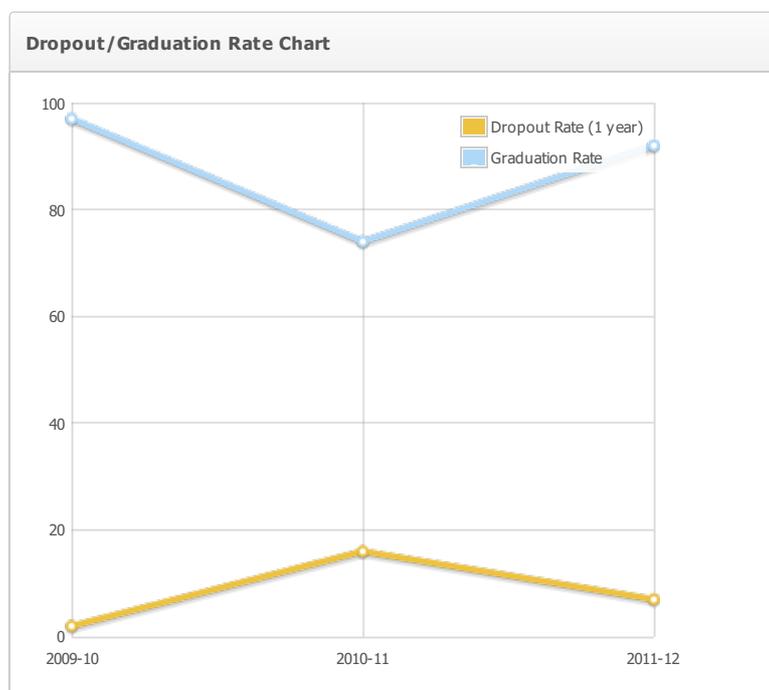
Last updated: 3/18/2014

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	26	26	418,598
Black or African American			28,078
American Indian or Alaska Native	2	2	3,123
Asian	1	1	41,700
Filipino			12,745
Hispanic or Latino	1	1	193,516
Native Hawaiian or Pacific Islander			2,585
White	22	22	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	16	16	217,915
English Learners	1	1	93,297
Students with Disabilities	2	2	31,683

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

Last updated: 3/18/2014

Career Technical Education Programs (School Year 2012-13)

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 CTE, 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. CTE Graphic Arts courses prepare students for career opportunities in art, commercial art, and prerequesites to college or art institutes. 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.

Last updated: 3/18/2014

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	118
Percent of pupils completing a CTE program and earning a high school diploma	88.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50.0

Last updated: 3/26/2014

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	45.3
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	30.8

Last updated: 3/18/2014

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics		N/A
Science		N/A
Social Science	2	N/A
All Courses	4	37.0

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 3/20/2014

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.

Staff members of Laytonville High School have three days of paid professional development during the contracted year. During the most recent year period this staff development time has been used to study the Common Core State Standards (CCSS) and to discuss how to transition and implement those standars across the entire curriculum. Our CCSS whole staff development stratagy has been to focus on the Speaking and Listening Standards and to institute writing across the curriculum. We have also use this time to explore the illuminate data program to give our staff more powerful tools to use in order to view and analyze data and to create benchmark assessments. Laytonville High School sent its principal and three teachers to three days of PLC training about the Bridge to the Common Core to help train a core group to bring back information and ideas to the rest of the staff during it's weekly staff meeting time with the intention of further implementation. Many teachers have attended conferences and seminars on implementation of the Common Core Standards including a series of summer trainings, a high school science trainging in Portland, Oregon, and the Asilmar Math conference in Monterey. During this last year, our teachers have also participated in a quarterly articulations with Laytonville Middle School teachers regarding Math, ELA, and Science Standards. Laytonville High School Staff have also participated in a County Wide Content area articulation during the last year that gets like content area teachers together for regular one day trainings in order to discuss Common Core curriculum and implemenetation in a teacher driven environment. The BTSA program is an integral part of staff development for the four beginning teachers and their mentors. The teacher are supported in their staff development through professional learning communities, discussion during staff meetings, collaboration, teacher mentorships, and formative observations in order to improve instruction and cement the learings of the professional development.

Last updated: 3/18/2014