

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Mr. Tim Henry, Principal

Principal, Laytonville High

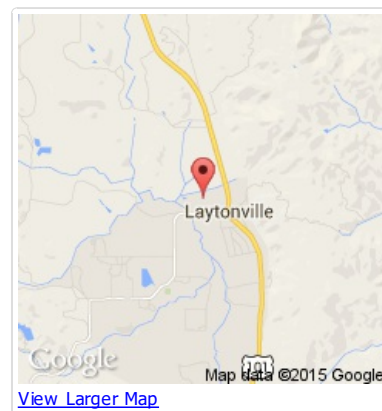
About Our School

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 passionate about our staff implementing Project-Based Learning school-wide. It is my pleasure 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

Phone: 707-984-6108
E-mail: mr.tim.henry@gmail.com



About This School

Contact Information - Most Recent Year

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
Web Site	http://layt.k12.ca.us/education/school/school.php?
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	jypotter@mcn.org

Last updated: 1/2/2015

School Description and Mission Statement (Most Recent Year)

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.

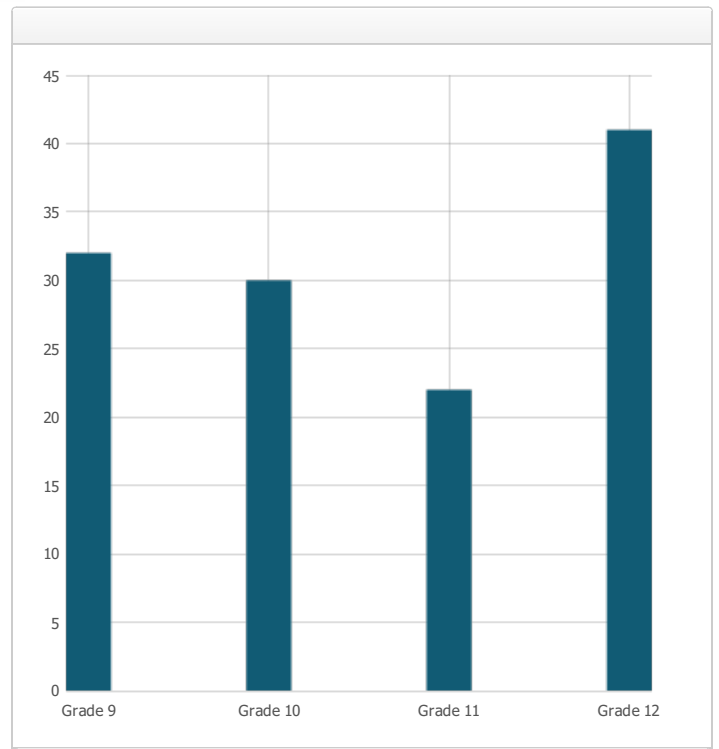
Our goals are to increase the CAHSEE Math and ELA proficiency scores of our sophomore students, increase the number of students completing A-G course work, increase the number of Project-Based Learning experiences for our students, increase the offering of Career and Technical Education opportunities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

Last updated: 1/2/2015

Student Enrollment by Grade Level (School Year 2013-14)

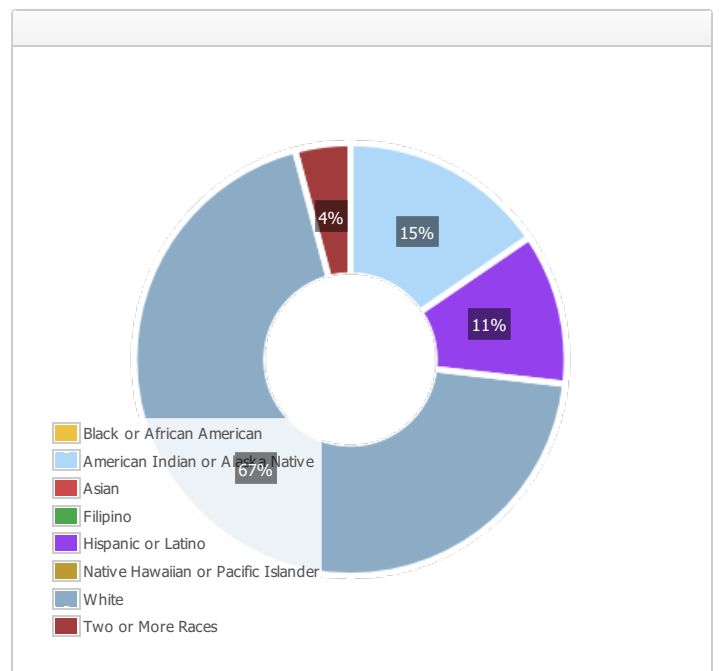
Grade Level	Number of Students
Grade 9	32
Grade 10	30
Grade 11	22
Grade 12	41
Total Enrollment	125



Last updated: 1/2/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	15.2
Asian	0.8
Filipino	0.0
Hispanic or Latino	11.2
Native Hawaiian or Pacific Islander	0.0
White	67.2
Two or More Races	4.0
Socioeconomically Disadvantaged	69.6
English Learners	5.6
Students with Disabilities	5.6



Last updated: 1/2/2015

A. Conditions of Learning

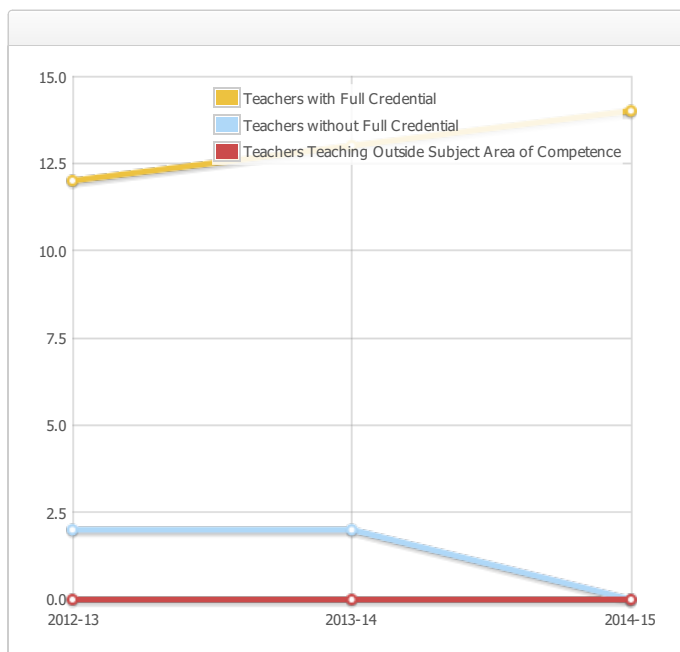
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

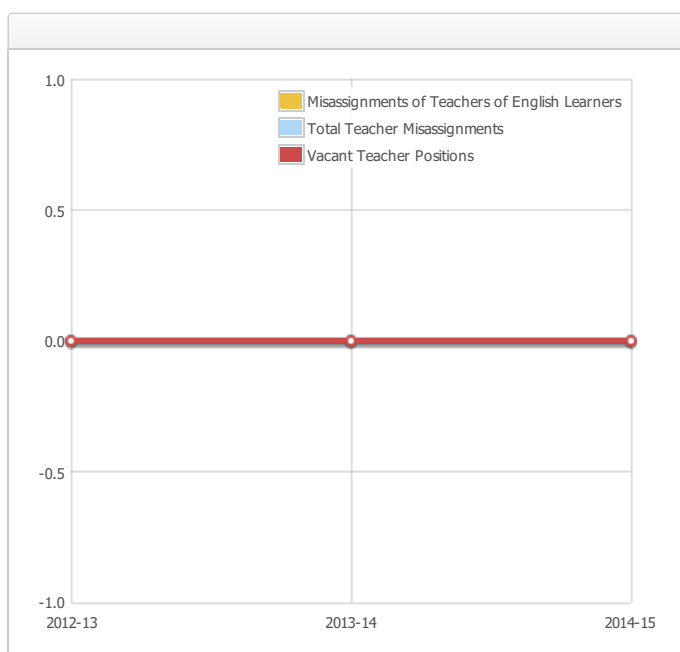
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	12	13	14	25
Without Full Credential	2	2	0	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/2/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 1/2/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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	99	1
All Schools in District	99	1
High-Poverty Schools in District	99	1
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.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2015

Subject	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	0.0
Mathematics	Mathematics CA Alegbra/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 American, Fifteen 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 Lab Eqpmt(9-	N/A/2007	Yes	0.0

12) Biology/2007
 Chemistry-California/2007
 The High School Physics Program, Conceptual Physics 2nd
 edition/2007
 Living in the Environment 17th edition/2012

Last updated: 1/2/2015

School Facility Conditions and Planned Improvements - Most Recent Year

This community passed a local bond issue twelve 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 broadband Internet access and is part of the local network. The students and adults in this community are proud of Laytonville High 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. This required a temporary relocation of classes and significant repairs and a renovation of the drainage system.

Two years ago 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: 2/27/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	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	In December 2014 a new Hydration Station was installed providing filtered, cold water for students to drink and fill their bottles with.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 2/17/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	35	72		43	48	43	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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: 1/2/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	43
All Students at the School	
Male	
Female	
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	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 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.

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		
	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%
History-Social Science	39%	23%	32%	34%	20%	34%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/2/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	4	3	4
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/2/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
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: 1/2/2015

Career Technical Education Programs (School Year 2013-14)

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. A building trades course is being offered this year focusing on preparing students for careers in construction. CTE Graphic Arts courses prepare students for career opportunities in art, commercial art, and prerequisites 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. A CTE/ROP Public Safety class is offered 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: 2/27/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	108
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: 1/2/2015

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	48.3
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	27.3

State Priority: Other Pupil Outcomes

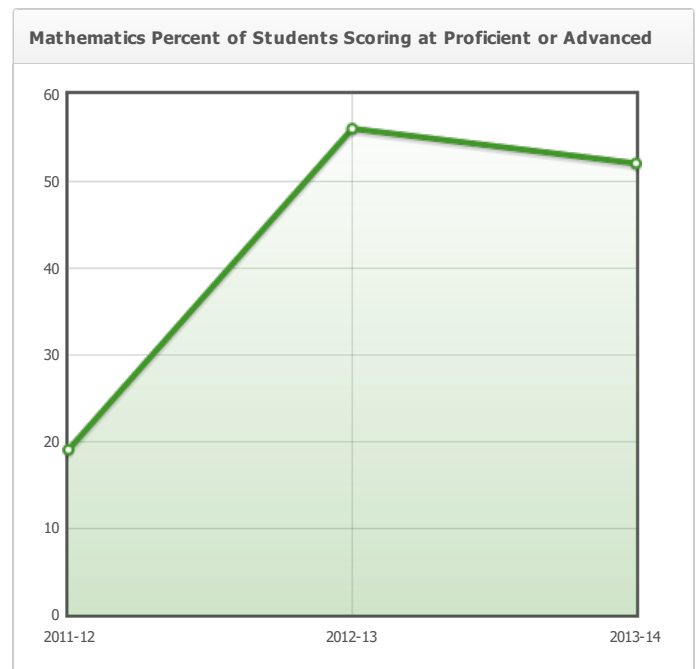
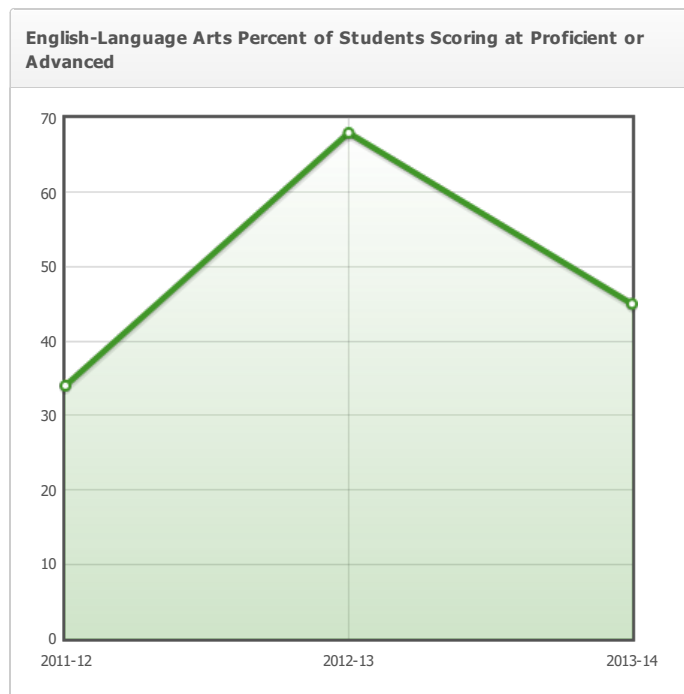
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	34%	68%	45%	34%	68%	45%	56%	57%	56%
Mathematics	19%	56%	52%	19%	56%	52%	58%	60%	62%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Last updated: 1/2/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if**applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	55%	31%	14%	48%	41%	10%
All Students at the School	55%	31%	14%	48%	41%	10%
Male	58%	32%	11%	56%	33%	11%
Female	N/A	N/A	N/A	36%	55%	9%
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	50%	30%	20%	45%	40%	15%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	53%	35%	12%	31%	56%	13%
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: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/2/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	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	14.8%	29.6%	37.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/2/2015

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

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.

State Priority: Pupil Engagement

Last updated: 1/2/2015

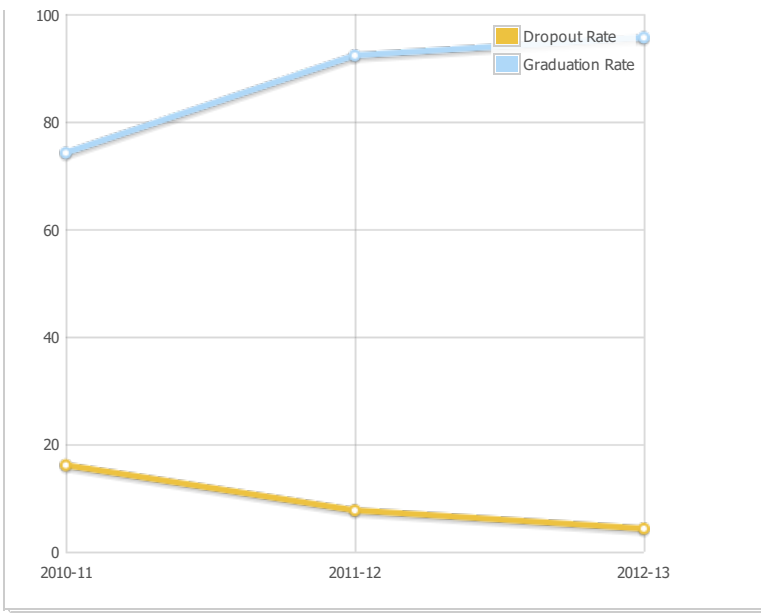
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	16.1	7.7	4.3	15.6	7.7	4.3	14.7	13.1	11.4
Graduation Rate	74.19	92.31	95.65	71.88	92.31	93.62	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/2/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	102	97	84
Black or African American	100	100	75
American Indian or Alaska Native	122	100	77
Asian			92
Filipino			92
Hispanic or Latino	100	100	80
Native Hawaiian or Pacific Islander			84
White	96	96	90
Two or More Races	100	100	89
Socioeconomically Disadvantaged	105	94	82
English Learners			53
Students with Disabilities	100	100	60

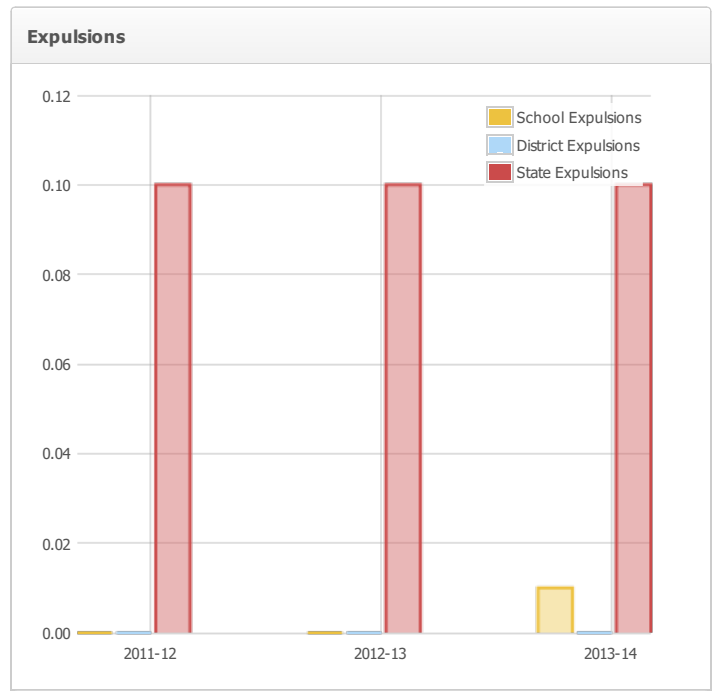
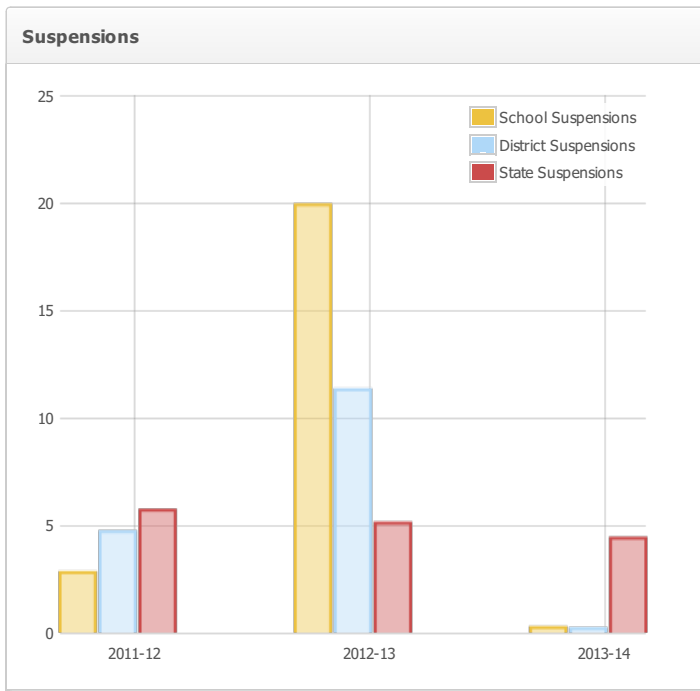
State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	2.80	19.90	0.24	4.70	11.30	0.19	5.70	5.10	4.40
Expulsions	0.00	0.00	0.01	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 2/20/2015

School Safety Plan - Most Recent Year

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. That student serves as a representative with SNAC(student nutrition advisory council), a district wide committee that reviews nutrition and wellness in the schools. An Alcohol and Other Drug counseling group exists. A counselor is available to students every day of the week. 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. Over the past three years a CTE/ROP Public Safety class has been offered 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: 1/2/2015

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Last updated: 2/18/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2013-2014
Year in Program Improvement *	Year 2	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 with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 2/18/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	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	5.8	22	2	0	6.0	21	1		8.0	16	1	
Mathematics	5.5	21	1	0	5.0	23	1		5.0	23		
Science	8.9	9	1	0	8.0	11			9.0	9	2	
Social Science	5.0	23	0	0	8.0	12	1		9.0	8	2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/18/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	313.0
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 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: 2/18/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,117	\$741	\$5,376	\$57,434
District	N/A	N/A	\$7,832	\$55,789
Percent Difference – School Site and District	N/A	N/A	45.70%	2.90%
State	N/A	N/A	\$4,690	\$57,912
Percent Difference – School Site and State	N/A	N/A	14.63%	0.80%

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

Last updated: 2/27/2015

Types of Services Funded (Fiscal Year 2013-14)

The Laytonville Unified School District provides general education services, special education services and alternative education 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. \$1,394.97

Uses: Instructional materials

Federal Program Amount

Title I, Part A, Basic Grants:

Purpose: To ensure that all children have a fair, equal and significant opportunity to obtain \$135,953.03

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 \$31,872.57

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. \$16,428.54

Uses: Instructional Support Materials

Title VII Indian Education Grant:

Purpose: To provide educational opportunities for American Indian students. \$9,439

Uses: Instructional Assistants, Tutoring

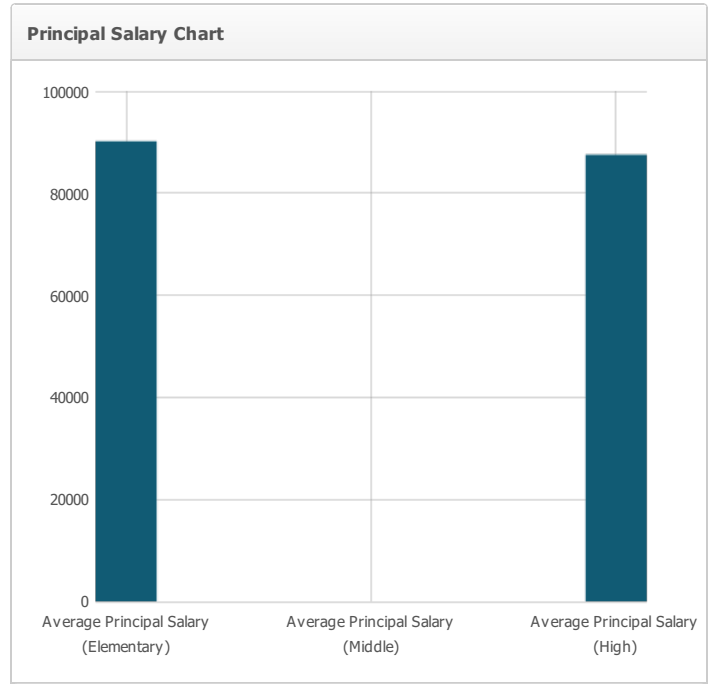
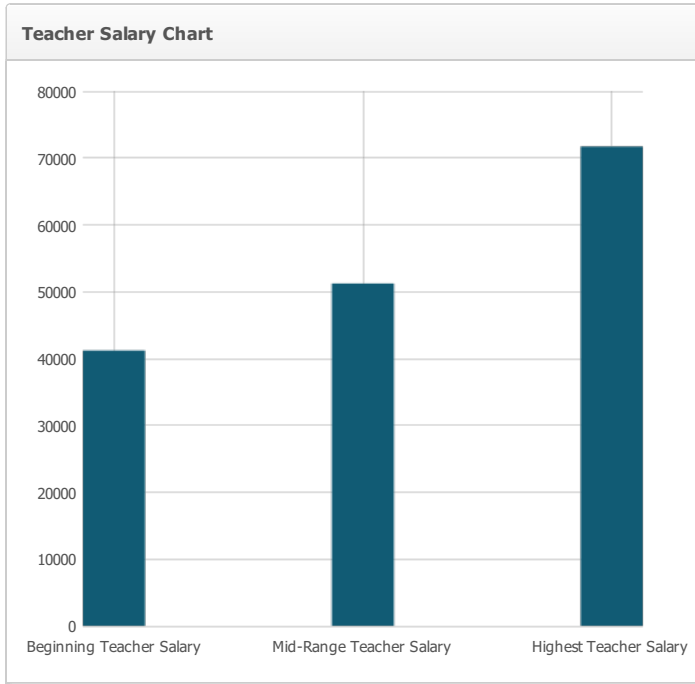
Types of Services Funded: The Laytonville Unified School District is committed to providing an excellent, comprehensive education that meets the needs of our students. Because of that commitment, both District general funds and State and Federal categorical funds are used for the following supplemental 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: 2/19/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,196	\$38,152
Mid-Range Teacher Salary	\$51,221	\$55,573
Highest Teacher Salary	\$71,723	\$71,908
Average Principal Salary (Elementary)	\$90,177	\$87,660
Average Principal Salary (Middle)	\$0	\$92,424
Average Principal Salary (High)	\$87,550	\$93,606
Superintendent Salary	\$118,450	\$116,538
Percent of Budget for Teacher Salaries	31.0%	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 at <http://www.cde.ca.gov/ds/fd/cs/> .



Last updated: 2/18/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science	1	N/A
Social Science		N/A
All Courses	2	1.0

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

*Where there are student course enrollments.

Last updated: 2/18/2015

Professional Development – Most Recent Three Years

Staff members of Laytonville High School have three days of paid professional development during the contracted year. At the beginning of this last school year our entire district teaching staff had an inservice taught by Pivot Learning. The focus of the inservice was increasing rigor with high expectations, and questioning and engagement strategies. There have been three follow up inservices focusing on classroom observations of teachers. The previous school year's staff development time was used to study the Common Core State Standards (CCSS) and to discuss how to transition and implement those standards across the entire curriculum. Our CCSS whole staff development strategy has been to focus on the Speaking and Listening Standards and to institute writing across the curriculum. We have also used 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 its 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 training 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. An entire inservice day was created in-house for teachers to learn more about how to create Project Based Learning (PBL) lessons. Our staff also created its' own definition of what PBL means at Laytonville High School. 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: 2/27/2015