

# Laytonville High

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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



### Mr. Tim Henry, Principal

Principal, Laytonville High

#### About Our School

The staff at Laytonville High School strives to provide a quality academic education, a meaningful hands-on career-technical education, a school culture with great traditions, and a caring environment that gives individual attention to each student. Our school is focussed on implementing the common core standards using techniques such as project-based learning, strong questioning strategies, and socratic seminars. Our school strives to prepare our students to be quality producers, effective communicators, and thoughtful citizens.

#### Contact

Laytonville High  
250 Branscomb Rd.  
Laytonville, CA 95454-0325

Phone: 707-984-6108  
E-mail: [mr.tim.henry@gmail.com](mailto:mr.tim.henry@gmail.com)

## About This School

### Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Laytonville Unified
<b>Phone Number</b>	(707) 984-6414
<b>Superintendent</b>	Joan Potter
<b>E-mail Address</b>	<a href="mailto:jvpotter@mcn.org">jvpotter@mcn.org</a>
<b>Web Site</b>	<a href="http://layt.k12.ca.us">http://layt.k12.ca.us</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Laytonville High
<b>Street</b>	250 Branscomb Rd.
<b>City, State, Zip</b>	Laytonville, Ca, 95454-0325
<b>Phone Number</b>	707-984-6108
<b>Principal</b>	Mr. Tim Henry, Principal
<b>E-mail Address</b>	<a href="mailto:mr.tim.henry@gmail.com">mr.tim.henry@gmail.com</a>
<b>County-District-School (CDS) Code</b>	23739162332260

*Last updated: 2/17/2016*

### 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 Dennis Hogan's Rock Band, our students have rich elective choices to complement their rigorous core content classes. This includes Trigonometry, Calculus, and Advanced Placement English Literature.

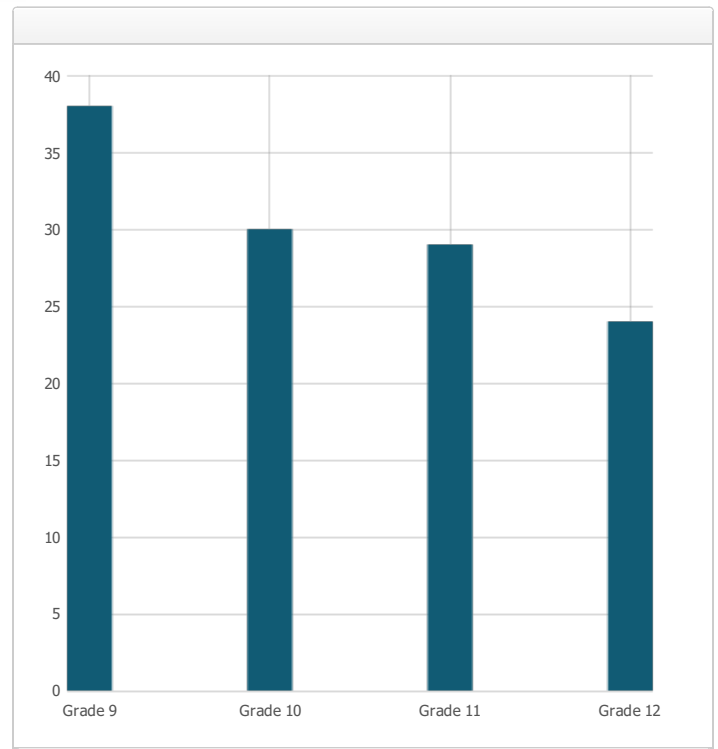
Our goals are to increase our average GPA, attendance rates, the number of students completing A-G course work, the number of Project-Based Learning experiences for our students, our offerings of Career and Technical Education opportunities for our students, and improve the functionality of students learning plans.

The progress indicators for our goals will be our attendance rates, average GPA, 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: 2/17/2016*

**Student Enrollment by Grade Level (School Year 2014-15)**

Grade Level	Number of Students
Grade 9	38
Grade 10	30
Grade 11	29
Grade 12	24
Total Enrollment	121



Last updated: 2/17/2016

**Student Enrollment by Student Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	13.2 %
Asian	0.8 %
Filipino	0.0 %
Hispanic or Latino	12.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	66.9 %
Two or More Races	5.0 %
Socioeconomically Disadvantaged	68.6 %
English Learners	3.3 %
Students with Disabilities	4.1 %
Foster Youth	0.8 %

Last updated: 2/17/2016

## A. Conditions of Learning

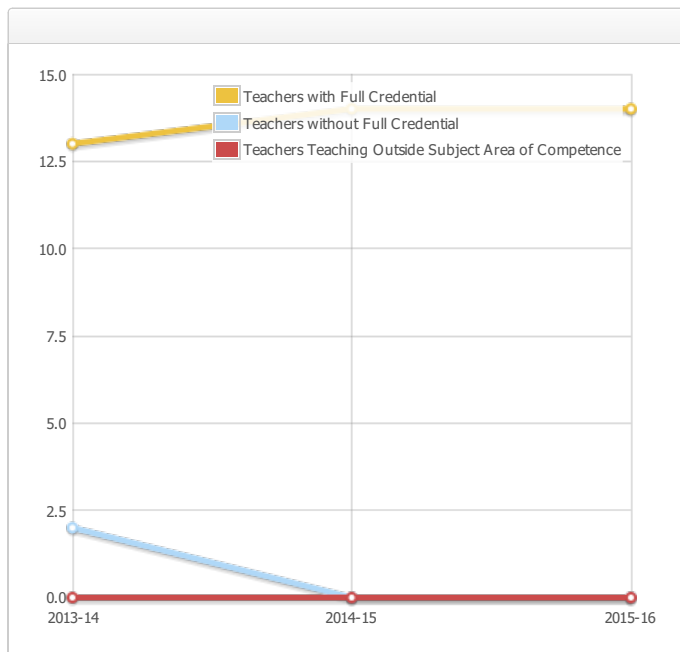
### State Priority: Basic

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

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

#### Teacher Credentials

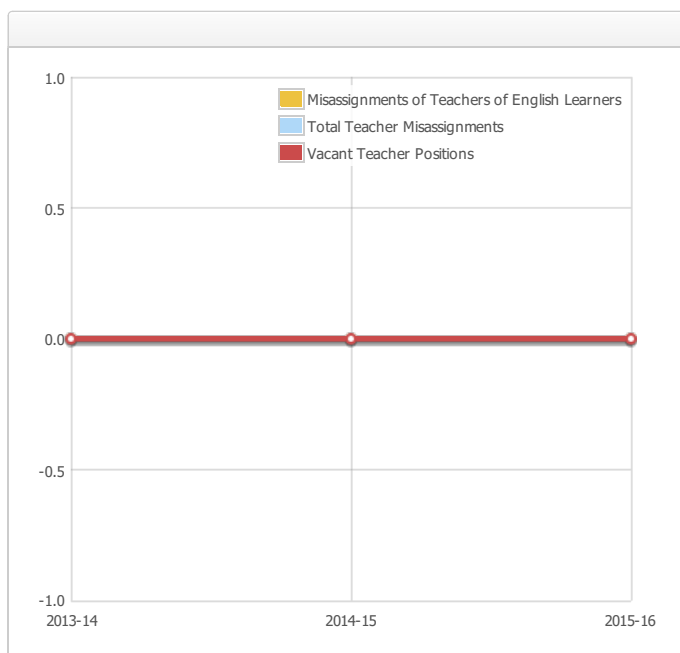
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	13	14	14	24
Without Full Credential	2	0	0	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/26/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 2/19/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

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	97.0%	3.0%
All Schools in District	94.0%	6.0%
High-Poverty Schools in District	94.0%	6.0%
Low-Poverty Schools in District	100.0%	0.0%

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: February 2016

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	Glencoe Health, ninth edition, 2004	Yes	0.0 %
Visual and Performing Arts	NA		0.0 %
Science Lab Eqpmt (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: 2/18/2016*

## School Facility Conditions and Planned Improvements - Most Recent Year

This community passed a local bond issue thirteen 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.

Three 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: 2/17/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: February 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Older heating and cooling units are being replaced with newer wall mounted systems as needed.
Interior: Interior Surfaces	Good	Interior surfaces still in good condition.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Continous trapping of field mice is being conducted to keep rodents out of buildings.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	The water fountains were augmented this last year by the installation of a hydration station (chilled, purified water).
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

Year and month in which data were collected: February 2016

Overall Rating	Good
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*Last updated: 2/29/2016*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	32.0%	15.0%	44.0%
Mathematics (grades 3-8 and 11)	32.0%	14.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 2/26/2016*



## ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	31	28	90.3%	36.0%	32.0%	29.0%	4.0%
Male	31	19	61.3%	53.0%	26.0%	21.0%	0.0%
Female	31	9	29.0%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	31	4	12.9%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	31	2	6.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	31	20	64.5%	25.0%	35.0%	35.0%	5.0%
Two or More Races	31	2	6.5%	--	--	--	--
Socioeconomically Disadvantaged	31	20	64.5%	40.0%	35.0%	25.0%	0.0%
English Learners	31	1	3.2%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/26/2016

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	31	28	90.3%	57.0%	11.0%	32.0%	0.0%
Male	31	19	61.3%	63.0%	11.0%	26.0%	0.0%
Female	31	9	29.0%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	31	4	12.9%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	31	2	6.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	31	20	64.5%	45.0%	15.0%	40.0%	0.0%
Two or More Races	31	2	6.5%	--	--	--	--
Socioeconomically Disadvantaged	31	20	64.5%	60.0%	15.0%	25.0%	0.0%
English Learners	31	1	3.2%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 2/26/2016*

## California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	72.0%	--	37.0%	46.0%	--	32.0%	59.0%	--	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/26/2016

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	32.0%
All Students at the School	37.0%
Male	28.0%
Female	--
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	50.0%
Two or More Races	--
Socioeconomically Disadvantaged	27.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/26/2016

## Career Technical Education Programs (School Year 2014-15)

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. An introductory course in Culinary Arts is being offered this year for two periods. The Culinary Arts pathway will be expanded and given three class periods next year.

*Last updated: 2/26/2016*

## Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	121
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

*Last updated: 2/26/2016*

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

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	24.3%

# State Priority: Other Pupil Outcomes

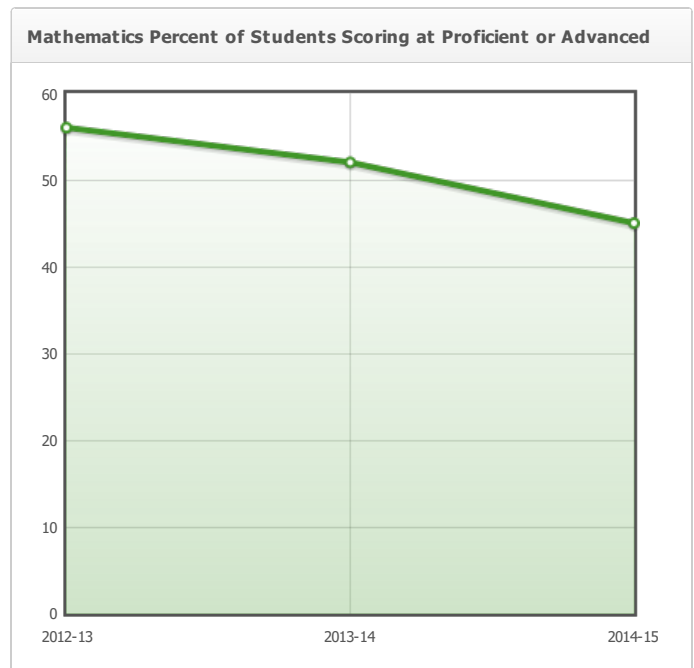
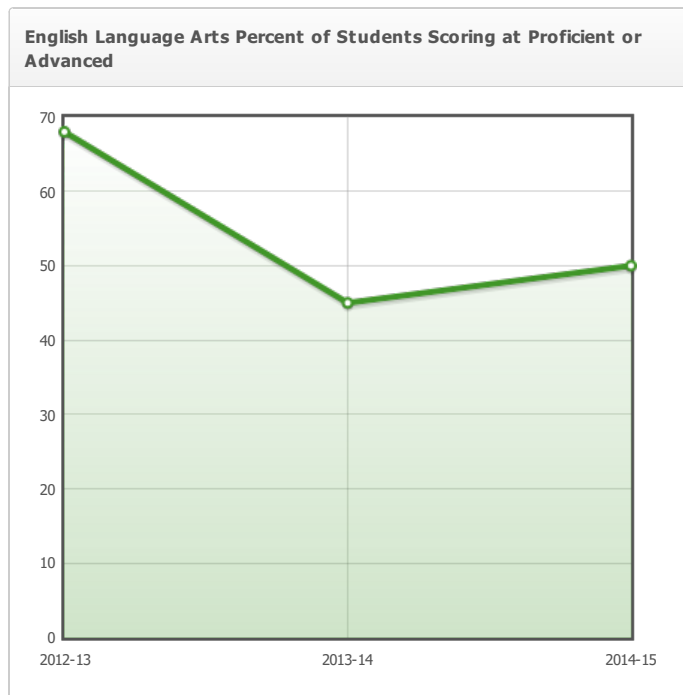
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	68.0%	45.0%	50.0%	68.0%	45.0%	50.0%	57.0%	56.0%	58.0%
Mathematics	56.0%	52.0%	45.0%	56.0%	52.0%	45.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 2/26/2016

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if****applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	50.0%	32.0%	18.0%	55.0%	38.0%	7.0%
All Students at the School	50.0%	32.0%	18.0%	55.0%	38.0%	7.0%
Male	53.0%	27.0%	20.0%	63.0%	31.0%	6.0%
Female	46.0%	38.0%	15.0%	46.0%	46.0%	8.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	50.0%	28.0%	22.0%	56.0%	33.0%	11.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	57.0%	38.0%	5.0%	62.0%	38.0%	0.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 2/26/2016*

**California Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	24.1%	34.5%	24.1%

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: 2/26/2016*

## C. Engagement

### State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each 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. An Edulink call system is now being used to inform parents about upcoming events and is able to contact parents when students are missing from school.

### State Priority: Pupil Engagement

*Last updated: 2/26/2016*

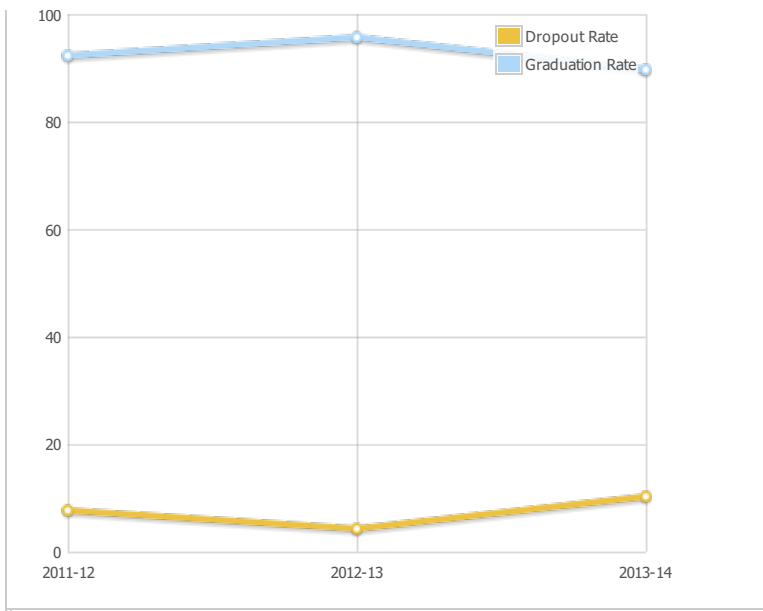
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	7.7%	4.3%	10.3%	7.7%	4.3%	12.2%	13.1%	11.4%	11.5%
Graduation Rate	92.30	95.70	89.70	92.30	93.60	85.40	78.87	80.44	80.95

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



*Last updated: 2/26/2016*



**Completion of High School Graduation Requirements**

<b>Student Group</b>	<b>Graduating Class of 2014</b>		
	<b>School</b>	<b>District</b>	<b>State</b>
All Students	90	88	84
Black or African American	0	0	76
American Indian or Alaska Native	93	60	78
Asian	100	0	92
Filipino	90	0	96
Hispanic or Latino	0	100	81
Native Hawaiian or Pacific Islander	100	0	83
White	88	90	89
Two or More Races	0	100	82
Socioeconomically Disadvantaged	60	87	81
English Learners	0	0	50
Students with Disabilities	0	100	61
Foster Youth	--	--	--

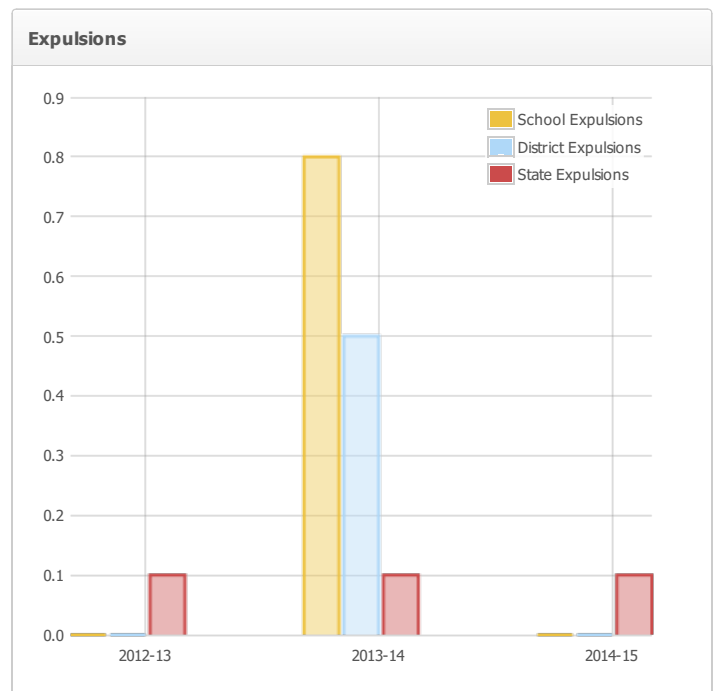
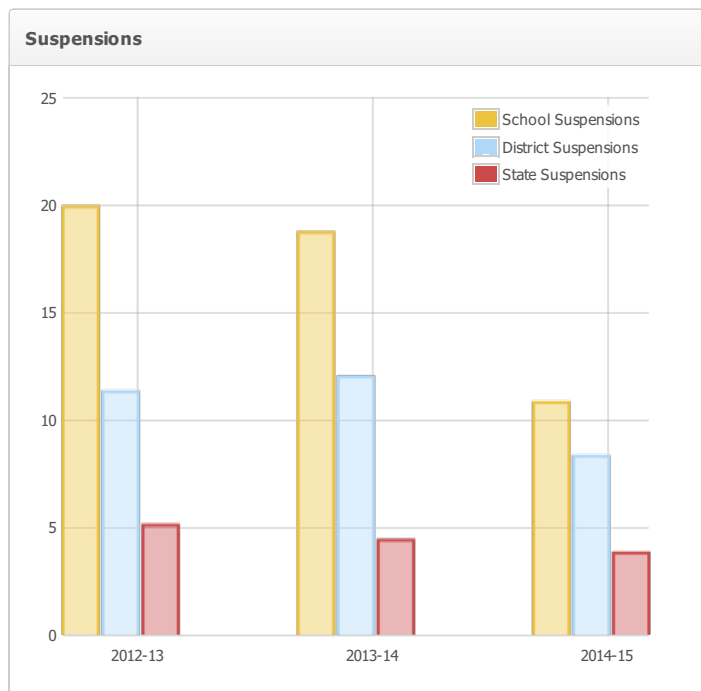
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	19.9	18.7	10.8	11.3	12.0	8.3	5.1	4.4	3.8
Expulsions	0.0	0.8	0.0	0.0	0.5	0.0	0.1	0.1	0.1



Last updated: 2/26/2016

## 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: 2/26/2016

## 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	N/A	

*Last updated: 2/26/2016*

### Federal Intervention Program (School Year 2015-16)

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.

*Last updated: 2/26/2016*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2012-13				2013-14				2014-15			
	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	6.0	21	1	0	8.0	15	2	0	6.0	21	0	0
Mathematics	5.0	23	1	0	5.0	23		0	6.0	21	1	0
Science	8.0	11	0	0	9.0	9	2	0	8.0	9	1	0
Social Science	8.0	12	1	0	9.0	8	2	0	8.0	10	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.

Last updated: 2/26/2016

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	302.5
Counselor (Social/Behavioral or Career Development)	0.6	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: 2/26/2016

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7989.0	\$1144.0	\$6845.0	\$56264.0
District	N/A	N/A	\$8294.0	\$54635.0
Percent Difference – School Site and District	N/A	N/A	18.0%	3.0%
State	N/A	N/A	\$5348.0	\$59460.0
Percent Difference – School Site and State	N/A	N/A	28.0%	21.2%

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

Last updated: 2/26/2016

## Types of Services Funded (Fiscal Year 2014-15)

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 (2014-15)

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

Local Control Funding Formula : \$80,089

The LCFF supplemental concentration pays for ELL program, teacher retention and incentives, instructional materials, health technician time increase, field trips, after school tutoring, summer school, freshman academy, class sized reduction, computer lab technician, social-emotional counselor, building trades instructor, mock trial travel, and open library during lunch.

### Federal Program Amount

Title I, Part A, Basic Grants:

Purpose: To ensure that all children have a fair, equal and significant opportunity to obtain \$121,708

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 \$26,000

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. \$17,533

Uses: Instructional Support Materials

## Title VII Indian Education Grant:

Purpose: To provide educational opportunities for American Indian students. \$9,966

Uses: Cultural Awareness, cultural education, and grade incentives.

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: 2/26/2016

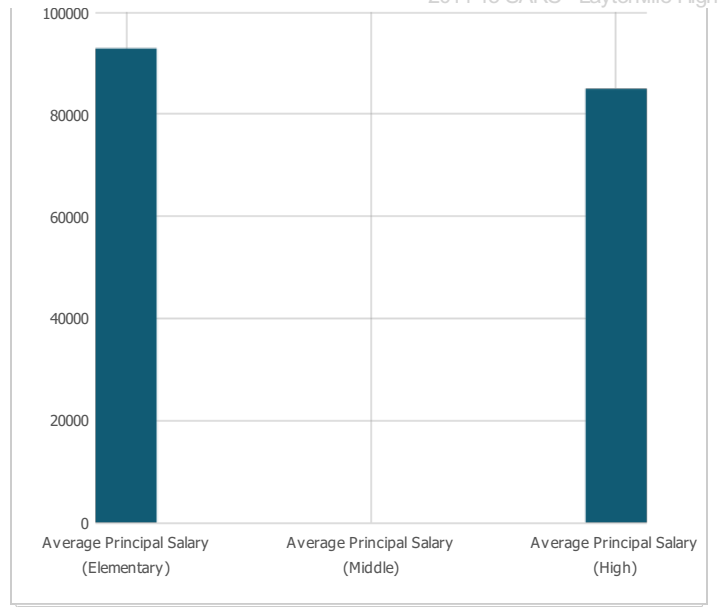
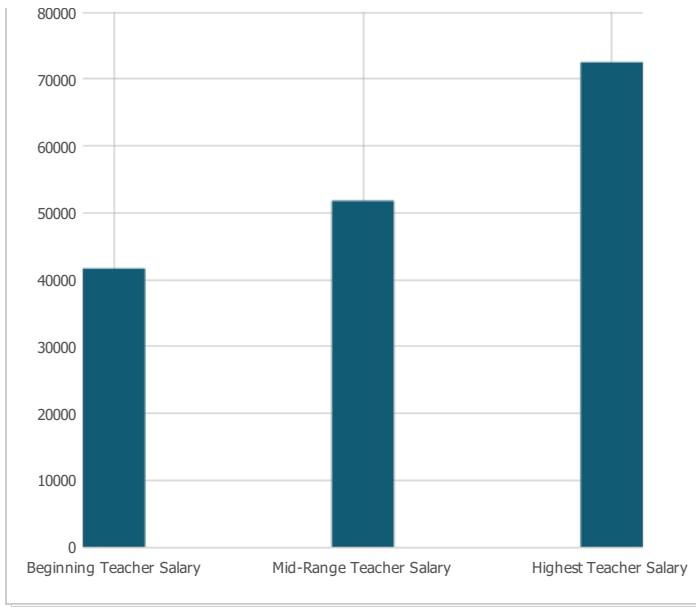
## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,646	\$38,953
Mid-Range Teacher Salary	\$51,781	\$57,103
Highest Teacher Salary	\$72,507	\$74,127
Average Principal Salary (Elementary)	\$92,882	\$90,225
Average Principal Salary (Middle)	--	\$98,146
Average Principal Salary (High)	\$85,000	\$97,758
Superintendent Salary	\$122,004	\$117,803
Percent of Budget for Teacher Salaries	34.0%	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/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 2/26/2016

**Advanced Placement Courses (School Year 2014-15)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	1	0.6%

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

\*Where there are student course enrollments.

Note : AP means Advanced Placement.

*Last updated: 2/26/2016*

**Professional Development – Most Recent Three Years**

Staff members of Laytonville High School have three days of paid professional development during the contracted year. This last year staff development focused on conducting Socratic Seminars and learning how to implement PBIS. Our staff has continued training in Socratic Seminars. Seminars have been held in staff meetings and teachers have done classroom observations to learn how to implement them more effectively. Our main ELA teacher attended ERWC trainings and implemented ERWC in all of his classes. In the 14/15 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 13/14 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. 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 13/14 school year that gets like content area teachers together for regular one day trainings in order to discuss Common Core curriculum and implementation 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 learnings of the professional development.

*Last updated: 2/26/2016*