

# Laytonville High

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<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
<b>E-mail Address</b>	mr.tim.henry@gmail.com
<b>Web Site</b>	<a href="http://www.lusd.us/laytonville-high-school">http://www.lusd.us/laytonville-high-school</a>
<b>CDS Code</b>	23739162332260

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

### School Description and Mission Statement (School Year 2016-17)

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.

### Student Enrollment by Grade Level (School Year 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
Grade 9	26
Grade 10	33
Grade 11	28
Grade 12	28
<b>Total Enrollment</b>	115

### Student Enrollment by Group (School Year 2015-16)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0
American Indian or Alaska Native	14.8
Asian	0.9
Filipino	0
Hispanic or Latino	11.3
Native Hawaiian or Pacific Islander	0
White	67.8
Two or More Races	5.2
Socioeconomically Disadvantaged	67
English Learners	3.5
Students with Disabilities	4.3
Foster Youth	1.7

## 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	14	14	13	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.1	1.9
All Schools in District	98.8	1.2
High-Poverty Schools in District	98.8	1.2
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 (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Literature: The Reader's Choice, 9-12 (Glencoe/2004)	Yes	0.0 %

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	Mathematics CA Alegbra/2008 Algebra & Trigonometry, Structure & Method/2003 Calculus with Analytic Geometry/2003 Core Connections Integrated III, Second Edition/2015 Geometry-Integration, Applications, Connections/2003 Mathematics with Business Applications/2007	Yes	0.0 %
<b>Science</b>	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 %
<b>History-Social Science</b>	Economics-New Ways of Thinking/2007 American Odyssey-The 20th Century and Beyond/2007 Modern World History, Patterns of Interaction/2009 American Government Citizenship & Power/2009 Government in America, Fifteen Edition/2011	Yes	0.0 %
<b>Foreign Language</b>	Realidades 1,2,3/NA Th Ultimate Spanish Review and Practice/1998	Yes	0.0 %
<b>Health</b>	Glencoe Health, ninth edition, 2004	Yes	0.0 %
<b>Visual and Performing Arts</b>			0.0 %
<b>Science Laboratory Equipment (grades 9-12)</b>			0.0 %

### 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.

Four 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.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Older heating and cooling systems are gradually being replaced with newer wall mounted systems as needed.
<b>Interior:</b> Interior Surfaces	X			Interior surfaces are in good condition.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Continous trapping of field mice is being conducted to keep rodents out of buildings.
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			The old water fountians were replaced with a centralized hydration station.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: January 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	32	35	16	23	44	48
Mathematics	32	22	14	16	34	36

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.

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	25	23	92.0	34.8
Male	11	13	12	92.3	33.3
Female	11	12	11	91.7	36.4
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Hispanic or Latino	11	--	--	--	--
White	11	17	16	94.1	43.8
Socioeconomically Disadvantaged	11	18	17	94.4	23.5
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	25	23	92.0	21.7
Male	11	13	12	92.3	16.7
Female	11	12	11	91.7	27.3
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Hispanic or Latino	11	--	--	--	--
White	11	17	16	94.1	18.8
Socioeconomically Disadvantaged	11	18	17	94.4	11.8
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)		37	73		32	47		56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	32	26	81.3	73.1
Male	15	15	100.0	66.7
Female	17	11	64.7	81.8
White	23	19	82.6	68.4
Socioeconomically Disadvantaged	21	17	81.0	64.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

**Career Technical Education Programs (School Year 2015-16)**

Laytonville High School has five distinct CTE Pathways in Arts, Building Trades, Culinary Arts, Technology, and Emergency Response. Each pathway is designed to introduce students to skills that can be applied to future college and career readiness. Our pathways relate to traditional courses and based on the industry needs for our region. Our arts pathway starts with two-dimensional design, then visual arts and related careers, and advanced graphics communications as a capstone course. Our Building Trades Pathway is offered as a dual enrollment class through Mendocino Junior College. Students can take introduction to building trades and construction trades and then residential construction and remodel. Our culinary arts pathway offers food and nutrition, and then food and beverage production and preparation. As a capstone course students will be placed in a food service internship. Our mandatory technology pathway offers office systems and technologies during the 9th grade year and computer repair and support during the Junior year. Students in these courses are encouraged to complete certificate programs as a part of the coursework. Our Emergency Response pathway begins with first responder basic and continues with fire fighting occupations.

Our CTE programs are taught by CTE credentialed teachers and are taught to the Common Core Standards. Data is starting to be collected through the Carl Perkins and CTEIG grants regarding student completion of pathways, comparative scores for students completing pathways, and the eventual employment of students completing pathways in their industry area. Our CTE advisory committee is attended by representatives from culinary, emergency response, and construction pathways.

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	114
% of pupils completing a CTE program and earning a high school diploma	100.0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40.0%

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	38.1



## 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 physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13	34.8	30.4

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.

## 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 (School Year 2016-17)

**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

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Dropout Rate</b>	4.30	10.30	4.20	4.30	12.20	11.50	11.40	11.50	10.70
<b>Graduation Rate</b>	95.65	89.74	95.83	93.62	85.37	88.46	80.44	80.95	82.27

**Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)**

Group	Graduating Class of 2015		
	School	District	State
All Students	88	84	86
Black or African American	100	100	78
American Indian or Alaska Native	67	67	78
Asian	0	0	93
Filipino	0	0	93
Hispanic or Latino	100	100	83
Native Hawaiian/Pacific Islander	0	0	85
White	88	82	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	0	0	66
English Learners	100	100	54
Students with Disabilities	20	19	78

**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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	18.7	10.8	5.0	12.0	8.3	6.0	4.4	3.8	3.7
Expulsions	0.8	0.0	2.5	0.5	0.0	0.9	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

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 five 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.

## 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.

### Federal Intervention Program (School Year 2016-17)

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 N/A values do not require data.

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

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8	15	2		6	21						
Mathematics	5	23			6	21	1					
Science	9	9	2		8	9	1					
Social Science	9	8	2		8	10						

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	305.0
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	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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site				
District	N/A	N/A	\$0.0	\$53,845
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A		

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

**Types of Services Funded (Fiscal Year 2015-16)**

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

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,896	\$40,430
Mid-Range Teacher Salary	\$53,031	\$58,909
Highest Teacher Salary	\$81,304	\$77,358
Average Principal Salary (Elementary)	\$95,668	\$94,634
Average Principal Salary (Middle)		\$97,839
Average Principal Salary (High)	\$87,550	\$100,453
Superintendent Salary	\$125,664	\$123,728
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	9%	6%

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

**Advanced Placement (AP) Courses (School Year 2015-16)**

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

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**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 ERW C 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 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.