Laytonville High School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
• For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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 https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Laytonville High School
Street	250 Branscomb Rd.
City, State, Zip	Laytonville, Ca, 95454-0325
Phone Number	707-984-6108
Principal	Mr. Tim Henry
Email Address	mr.tim.henry@gmail.com
Website	http://www.lusd.us/laytonville-high-school
County-District-School (CDS) Code	23739162332260

Entity	Contact Information
District Name	Laytonville Unified School District
Phone Number	(707) 984-6414
Superintendent	Joan Potter
Email Address	jvpotter@mcn.org
Website	www.lusd.us

School Description and Mission Statement (School Year 2019-20)

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 our five CTE pathways to rock band students have rich elective choices to complement their rigorous core content classes. This includes Trigonometry, Chemistry, Physics, and Advanced Placement English Literature and Language.

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.

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

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	34
Grade 10	22
Grade 11	27
Grade 12	27
Total Enrollment	110

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	18.2
Hispanic or Latino	10.9
White	61.8
Two or More Races	6.4
Socioeconomically Disadvantaged	65.5
English Learners	1.8
Students with Disabilities	10
Homeless	9.1

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	13	10	10	23
Without Full Credential	0	2	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2020

Subject	Textbooks and Other 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 Core Connections Integrated III, Second Edition/2015 Geometry-Integration, Applications, Connections/2003 Mathematics with Business Applications/2007	Yes	0.0 %
Science	Integrated Coordenated 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 Modern World History, Patterns of Interaction/2009 American Government Citizenship& Power/2009 Government in America, Fifteen Edition/2011	Yes	0.0 %
Foreign Language	Realidades 1,2,3/NA Th Ultimate Spanish Review and Practice/1998	Yes	0.0 %
Health	Glencoe Health, ninth edition, 2004	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Laboratory Equipment (grades 9-12)			0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

This community passed a local bond issue sixteen 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 need to be installed to support the septic system. Minor leaks in various buildings get repaired promtly. 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.

Seven 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)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Older heating and cooling systems are gradually being replaced with newer wall mounted systems as needed.
Interior: Interior Surfaces	Good	Interior surfaces are 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 old water fountains were replaced with a centralized hydration station.
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	The gym drainage system needs to be upgraded and plaster repaired where raingutters have failed.

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	61	50	32	37	50	50
Mathematics (grades 3-8 and 11)	48	38	26	27	38	39

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	26	92.86	7.14	50.00
Male	13	11	84.62	15.38	45.45
Female	15	15	100.00	0.00	53.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	20	19	95.00	5.00	57.89
Two or More Races					
Socioeconomically Disadvantaged	18	16	88.89	11.11	56.25
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	26	92.86	7.14	38.46
Male	13	11	84.62	15.38	18.18
Female	15	15	100.00	0.00	53.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	20	19	95.00	5.00	36.84
Two or More Races					
Socioeconomically Disadvantaged	18	16	88.89	11.11	37.50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

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 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 and our Fire Department class. Most of our CTE pathways may be completed with a Capstone Course through our Community Classroom offering.

During the 18-19 school year new graduation requirments were passed throught the board of education mandating that students complete two of our CTE pathways.

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 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	106
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	58.62

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 physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	20.6	38.2	23.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

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, chaperoning events and field trips, 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 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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	3.7	0	3.2	10.3	7.4	3.2	9.7	9.1	9.6
Graduation Rate	96.3	100	90.3	89.7	92.6	90.3	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	8.3	4.3	7.6	7.2	6.8	5.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.5	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 semi-annual health events 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. The student Nutrition Liaison position 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 secesion 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 six 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	6	22			6	18			6	21		
Mathematics	6	21	1		5	24			5	21		
Science	6	17			6	14			6	10		
Social Science	4	18			7	13			8	13	1	

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	275.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

Title	Number of FTE* Assigned to School
Other	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	18,789.58	4,144.06	14,292.90	57,296
District	N/A	N/A	10,837.61	$57,272.00
Percent Difference - School Site and District	N/A	N/A	27.5	0.0
State	N/A	N/A	$7,506.64	$64,732.00
Percent Difference - School Site and State	N/A	N/A	62.3	-12.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The Laytonville Unified School District provides general education services, special education services and alternative education services to children in grades K-12. 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 (2018-19):
The district receives 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 Federal, State and local performance standards and growth targets. The administrative team works collaboratively to maximize the impact the funds have on the educational programs that support student achievement.

TITLE I Part A, Basic Grants: $180,150
Purpose: to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education, and reach minimum proficiency on the state content standards and assessments.
Uses: Instructional materials, Professional Development, Salaries

TITLE II: $21,120
Purpose: Improve professional development of teachers and administrators
Uses: Staff Development, including substitute costs

TITLE VI Part B: Rural Education: $29,140
Purpose: To provide educational opportunities to students in rural low-income communities.
Uses: Instructional Support Materials

TITLE VI: Indian Education Grant $17,170
Purpose: To provide educational and cultural opportunities for American Indian students.
Uses: Salaries for liaison and event coordinators, materials for cultural events

STATE FUNDED PROGRAMS:

Local Control Funding Formula provides for funds for the majority of the programs offered at Laytonville Elementary School which include the general education program and its staff and materials, textbooks and supplemental materials in order to meet the goals of the district's Local Control Accountability Plan.

The Local Control Funding Formula Supplemental Concentration funds the ELL program, teacher retention and incentives, instructional materials, health technician time increase, field trips, after school tutoring, summer school, class reduction, paraprofessionals, computer lab technician, social-emotional counselor, library open during lunch, increase in yard supervision.

After School Program: $71,662

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$45,396	$43,574
Mid-Range Teacher Salary	$55,531	$63,243
Highest Teacher Salary	$83,804	$86,896
Average Principal Salary (Elementary)	$100,038	$103,506
Average Principal Salary (Middle)	$0	$108,961
Average Principal Salary (High)	$95,668	$108,954
Superintendent Salary	$133,347	$136,125
Percent of Budget for Teacher Salaries	29%	30%
Percent of Budget for Administrative Salaries	8%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	1	14.6

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Staff members of Laytonville High School have three days of paid professional development during the contracted school year and conduct Professional Development during our 1.5 hours of weekly staff meetings. We also encourage our teachers to seek out relevant training's that occur during the course of each year. During the 19-20 school year our staff worked on a self study to improve instruction, we took part in a school to prison pipeline workshop, our health teacher attended teen talk training. During the 18-19 school year we have focused all day staff training's in conducting Socratic Seminars and Project Based Learning. Socratic Seminar training was selected because it is directly linked to achieving Common Core Standards and promoting critical thinking and listening skills across all of the content areas. We have conduct Socratic Seminar staff meetings to keep our skills fresh during selected staff meetings. We selected PBL for another all day staff training to bring newer teachers up to speed in the methodology and to learning new planning techniques for PBL lessons. We regularly share out about our projects during our weekly staff meetings to discuss what went well and what we learned from it. During the 17-18 school year our staff attended many off site training's including five day CTE trainings for Information Technology and Culinary Arts pathways, our counseling staff attended multi-day workshops for counselors, our science teacher attended many days of STEM training, our ELA teacher attended a day long PBL workshop, and our whole staff did a cultural awareness training. 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 each year, discussion during staff meetings, collaboration, teacher mentorships, and formative observations in order to improve instruction and cement the learnings of the professional development.