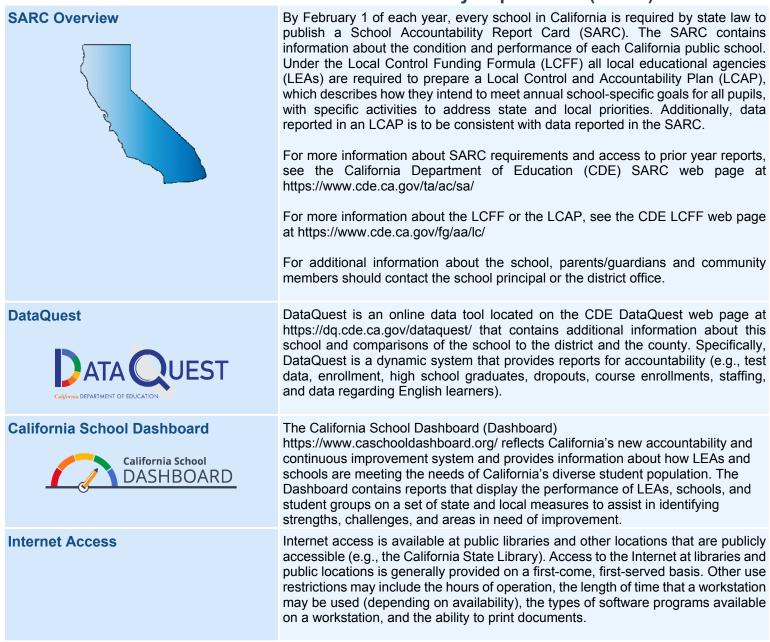# Laytonville Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2022-23 School Contact Information

School Name	Laytonville Elementary School
Street	150 Ramsey Rd.
City, State, Zip	Laytonville, CA 95454
Phone Number	707-984-6123
Principal	Suzie Dunham
Email Address	suziedunham@lhms.us
School Website	lusd.us
County-District-School (CDS) Code	23-73916-6025308

2022-23 District Contact Information

District Name	Laytonville Unified School District
Phone Number	707-984-6414
Superintendent	bpeters@lhms.us
Email Address	lusd@mcn.org
District Website Address	www.lusd.us

2022-23 School Overview

Welcome to Laytonville Elementary School. Laytonville Elementary School is nestled in a small, rural valley located in northern Mendocino County, 157 miles north of San Francisco. The school is located 1/4 mile west of Highway 101 and is part of a rural school district that covers roughly 380 miles. Special programs within the school include Special Education, a Garden Program, School-wide Title 1, High School Peer Counseling, Indian Education, after school academic tutoring and enrichment activities, State Preschool Program and family support through the Healthy Start Family Resource Center. The student population reflects the population of the county and community, with a predominately Caucasian population of 55.6%, 12% of the students being Native American, 20% being Hispanic and 8% being Multi-Ethnic. 68% of the students participate in the Federal Free and Reduced Lunch Program. The credentialed staff include 11 classroom teachers, one .75 FTE math intervention teacher, a Resource Specialist, a School Psychologist, a .25 FTE independent study teacher, part time academic counselor, and a Principal. Support personnel include: an Administrative Assistant, a Health Technician, 9 classroom paraprofessionals, 7 full or part time special education paraprofessionals, a Library technician, 2 custodians, a technology assistant, and a preschool director with 1 preschool teacher, food service director and a cook. The district is proud of the dedicated and experienced staff, the parent support and the continued improvement in student achievement. The school hosts after school care for preschool students and an ASES program for K-8 students for after school care until 5:30 p.m. each day. When able the school provides class size reduction to student in Kindergarten, first, second, and third grades. The school holds high standards for all of the students, both academically and behaviorally; teachers work together collaboratively and creatively to provide a rich, challenging education program that addresses the diverse range of student strengths and needs.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	44
Grade 1	22
Grade 2	22
Grade 3	20
Grade 4	29
Grade 5	25
Grade 6	27
Grade 7	30
Grade 8	34
Total Enrollment	253

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	12.6
Asian	0.8
Black or African American	0.0
Filipino	1.2
Hispanic or Latino	22.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	7.9
White	52.6
English Learners	10.7
Foster Youth	2.4
Homeless	8.7
Migrant	0.0
Socioeconomically Disadvantaged	77.1
Students with Disabilities	12.3

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.90	96.61	19.50	86.49	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	3.39	0.70	3.15	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.60	2.66	12115.80	4.41
Unknown	0.00	0.00	1.70	7.62	18854.30	6.86
Total Teaching Positions	12.30	100.00	22.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.40	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	11/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	K-6:McGraw-Hill Wonders (2015) 7-8:McGraw-Hill Study Sync (2015)	Yes	0
Mathematics	K-5: McGraw-Hill My Math (2015) 6-8: College Preparatory Math (CPM) (2020)	Yes	0
Science	K-5: KnowAtom: Adopted 2017 (Not adopted by the SBOE) 6-8: KnowAtom: Adopted 2015 (Not adopted by the SBOE)	Yes	0
History-Social Science	K-8 Teachers' Curriculum Institute (2020)	Yes	0
Foreign Language	n/a		
Health	n/a		
Visual and Performing Arts	n/a		
Science Laboratory Equipment (grades 9-12)	n/a		

School Facility Conditions and Planned Improvements

The District works hard at maintaining the facility. The buildings require ongoing maintenance and repair. The facility is in good repair. Playground litter is picked up regularly. The staff has a keen eye for graffiti which is removed immediately. Monthly safety reports are completed by the site principal and forwarded to the Superintendent who also serves as the director of maintenance and transportation.

Age of Buildings:
The school has 17 classrooms, a multipurpose room with kitchen, a library/computer lab, counseling and speech services room and an administration building. The District offices are also housed on site. Four classrooms were torn down during the summer of 2016 for new construction. Four new classrooms, two new bathrooms and a custodial closet have been completed and classes started being held in the new rooms at the start of the 2018-19 school year. During the 2020-21 school year an additional classroom was built which houses a staff restroom and custodial storage. The multipurpose room was built in 1957. The kindergarten, administration building, two elementary classrooms and five middle school classrooms were built in 1987. Several re-locatable rooms including the library/computer lab, and four classrooms were added in 1995.

Maintenance and Repair:

District maintenance staff ensures that the repairs are completed in a timely manner. The work order process is understood by all employees and serves as an effective system for promoting efficient service and that emergency repairs are given the highest priority.

The FIT report was completed on 1/2023.

Year and month of the most recent FIT report	1/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			Replace stained ceiling tiles; secure bookshelves and storage shelf; light bulbs replaced, new flooring in office, middle school, multipurpose room and other areas.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None
Electrical		X		Replace missing diffuser on light fixture; extension cord instead of power strip; outlets need replacing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Added filters to interior drinking fountains. Exterior fountains only partially available.
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs		X		Periodic roof leaks repaired but still there are areas with leaks in middle school building. Replace stained ceiling tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		The playground is being replaced in April of 2023.

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	32	N/A	32	N/A	47
Mathematics (grades 3-8 and 11)	N/A	22	N/A	21	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	158	130	82.28	17.72	32.31
Female	74	61	82.43	17.57	22.95
Male	84	69	82.14	17.86	40.58
American Indian or Alaska Native	20	13	65.00	35.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	32	28	87.50	12.50	28.57
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	16	14	87.50	12.50	42.86
White	86	73	84.88	15.12	36.99
English Learners	15	13	86.67	13.33	7.69
Foster Youth	--	--	--	--	--
Homeless	13	10	76.92	23.08	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	131	105	80.15	19.85	25.71
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	19	13	68.42	31.58	0.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	158	136	86.08	13.92	22.06
Female	74	63	85.14	14.86	19.05
Male	84	73	86.90	13.10	24.66
American Indian or Alaska Native	20	14	70.00	30.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	32	30	93.75	6.25	10.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	16	14	87.50	12.50	35.71
White	86	76	88.37	11.63	27.63
English Learners	15	14	93.33	6.67	7.14
Foster Youth	--	--	--	--	--
Homeless	13	10	76.92	23.08	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	131	110	83.97	16.03	18.18
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	19	13	68.42	31.58	7.69

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	37.5	--	34.62	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	48	88.89	11.11	37.5
Female	24	21	87.5	12.5	23.81
Male	30	27	90	10	48.15
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	14	13	92.86	7.14	15.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	25	96.15	3.85	48
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	41	87.23	12.77	29.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	83.33%	83.33%	83.33%	83.33%	83.33%
Grade 7	83.33%	87.5%	87.5%	83.33%	91.67%
Grade 9	--	--	--	--	--

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

The opportunities for community involvement within the school are many and varied. The following represent opportunities for residents to become involved with the district and in the schools.
1. Classroom Volunteer: Volunteer help is always encouraged and welcome in the schools. Parent volunteers often seem to drop as children advance through the grades, although the need for volunteers continues for all grades. Interested parent and community members can contact Suzie Dunham, Principal, at 984-6123 for further information.
2.. School Site Council: The council serves as a primary vehicle for parent/community/staff dialogue. Their responsibilities are defined by state mandates. This advisory council ensures that the school's Single School Plan is being implemented and assesses periodically the effectiveness of each program. The site council meets on the first Wednesday of each month during the school year. Interested residents should contact the school principal, Suzie Dunham at 984-6123.
3. Healthy Start: The Healthy Start Family Resource Center is in its 23rd year of operation. The program is sustained through multiple funding sources and provides services to students, families and community members. Current projects are in the areas of access to health care, economic development, mental health services, capacity building, community education, multi-agency coordination and partnership development. For more information contact the Family Resource Center at 984-8089.
4. Laytonville Unified School District Board Meetings: School Board meetings are always open to the public with agendas posted 72 hours in advance for regular board meetings. Meetings are generally held on the first Thursday of the month. Public input and attendance are encouraged. Contact the district office at 984-6414.
5. District Advisory Committee: This committee is comprised of representatives from 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, school calendar, LCAP and other school policies. Meetings are held once a month on the third Wednesday.
6. Wellness Committee: Meets on an as-needed basis to develop and promote district-wide health, nutrition and physical education activities. This committee serves as a subcommittee of the District Advisory Committee.
7. Book Fair and Family Nights.: Two book fairs are held each year; one in December and the other in April. Volunteers are always needed to help. Each year there are numerous outreach activities held for students and their parents; these include Family Math Night, Family Reading Night, a Winter Performance and a Spring Fling or Fall Fiesta. These events are enjoyed by all who attend.

2022-23 Opportunities for Parental Involvement

8. English Language Acquisition Committee: This committee advises the principal and School Site Council in the development of site plan for English Learners.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	265	263	113	43.0
Female	129	127	49	38.6
Male	136	136	64	47.1
American Indian or Alaska Native	31	31	18	58.1
Asian	2	2	1	50.0
Black or African American	0	0	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	61	61	26	42.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	24	23	10	43.5
White	138	137	55	40.1
English Learners	30	30	10	33.3
Foster Youth	8	8	7	87.5
Homeless	22	22	12	54.5
Socioeconomically Disadvantaged	211	210	97	46.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	37	37	22	59.5

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.56	10.80	2.45
Expulsions	0.78	0.50	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	6.42	0.79	6.93	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.42	0.00
Female	1.55	0.00
Male	11.03	0.00
American Indian or Alaska Native	9.68	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.28	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.70	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	7.58	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.41	0.00

2022-23 School Safety Plan

The Laytonville Elementary School Safety Plan is a document that strives to identify areas of improvement for school climate and school safety. Emergency Response Teams and resources have been identified. Quarterly safety meetings are held as part of the District Advisory Committee's responsibilities. In addition, the safety plan includes emergency preparation and procedures. All students participate in a physical education program that either meets or exceeds the required minutes of instruction. Multiple modules of the California Healthy Kids Survey are administered and the results are used to determine focus areas for health education. The elementary school has access to mental health care for students five days a week and works in conjunction with the local health center for health screenings and mental health needs. The district has implemented the Positive Behavior Intervention Support System to improve school climate. The elementary school teaches character education and a variety of bully prevention curriculums as well as recognizing students' acts of kindness with Kindness Coins. The most current approval by the school board was February 3, 2022. The school Safety Plan is scheduled for review again January 2023.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1		
2	20	1		
3	25		1	
4	21		1	
5	29		1	
6	21	5	7	
Other	18	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	2		
3	20	1		
4	25		1	
5	25		1	
6	13	17		1
Other	13	3	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2	1	
1	11	1	1	
2	14	1		
3	1	1		
4	4	1		
5	11	2		
6	14	6	7	
Other	17	4		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	632.5

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.4

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16,475.87	5,838.13	10,446.68	58,128.54
District	N/A	N/A	11,645.61	$56,609
Percent Difference - School Site and District	N/A	N/A	-10.9	2.6
State	N/A	N/A	$6,594	$73,001
Percent Difference - School Site and State	N/A	N/A	45.2	-22.7

2021-22 Types of Services Funded

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 (2022-23):
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: $154,364
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: $16,381
Purpose: Improve professional development of teachers and administrators
Uses: Staff Development, including substitute costs

Rural Education: $20,689
Purpose: To provide educational opportunities to students in rural low-income communities.
Uses: Instructional Support Materials

TITLE VI: Indian Education Grant $ 16709
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, 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: $ 92,682

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$46,309	$46,419
Mid-Range Teacher Salary	$56,647	$69,902
Highest Teacher Salary	$85,488	$97,912
Average Principal Salary (Elementary)	$105,564	$111,731
Average Principal Salary (Middle)		$122,012
Average Principal Salary (High)	$101,038	$122,212
Superintendent Salary	$139,438	$150,971
Percent of Budget for Teacher Salaries	25%	29%
Percent of Budget for Administrative Salaries	9%	6%

Professional Development

The principal is the instructional leader at Laytonville Elementary School. The district's academic curricula are aligned with the Common Core State Standards. Various state publications emphasizing research-based strategies are used as guidelines for creating curriculum that will help our students be prepared for the future. The Continuous Improvement Team, from the Mendocino County Office of Education, supports staff on creating and implementing curriculum on an
as needed basis. The staff regularly collaborates during weekly meetings devoted to discussing student progress, assessment, curriculum implementation and extracurricular programs. English Language Arts and Math intervention programs are being developed and implemented. Many classes include performance assessment and small cooperative group strategies as regular instructional strategies to teach the standards-based curriculum.

Laytonville Elementary School professional development focuses on strategies to assist all students in meeting or exceeding the Common Core State Standards, including integrating standards based curriculum, instructional practice, assessment and understanding the strengths and needs of the student population. The Professional Development Plan encourages that activities are based on the California Standards for the Teaching Profession. All staff are either CLAD certified or have participated in Specifically Designed Academic Instruction in English (SDAIE) methods where specific teaching strategies are used to meet the needs of English Language Learners. The district supports minimum days on
Tuesdays during the school year. These days allow the staff to meet as teams to plan curriculum, discuss student achievement, revise assessments, discuss school safety and work on other necessary and essential components of the school program. The district staff development program continues to encourage teachers to participate in various professional development opportunities. To start the school year all staff participate in planning meetings which discuss safety, curriculum, and team goals. Some of these may include:

1. Participation in professional development during the three paid teacher in-service training days;
2. Participation in Tuesday common planning time (1:30 dismissal)
3. Participation in Summer Institutes English Language Arts training and math, technology use, science and P.E.;
4. Participation in professional growth conferences with expenses and substitute costs covered by various categorical funds including Title II, Special Education, Title I and others.
5. Participation in academic and instructional strategies through county trainings.
6. Participation in Professional Learning Communities which includes discussion of student progress and developing strategies through staff collaboration.
7. Participation in Accelerating Learning Strategies with support from Mendocino County Office of Education.
8. Participation in teaching strategy coaching through the county office of education.
9. Continued training and collaboration in Multi-tiered Systems of Support and Positive Behavior Intervention System.
10. Participation in the CSEA annual conference.
11. Classified staff participate in classroom management and teaching strategies professional development provided through the county office of education.
12. Emotional Intelligence training for classroom teachers over a two year period supported by Mendocino County Office of Education and the RULER Institute at Yale University.

During the summer of 2022, teachers were offered several professional development opportunities to learn and enhance their abilities for students returning to school after distance learning. Many teachers participated in these workshops offered by the Mendocino County Office of Education. Classified staff participated in the Accelerating Learning professional development with the classroom teachers. Teacher training opportunities throughout the 2022-23 school year continue to be offered and supported by the district administration.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4