

Laytonville High 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 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
School Website	https://www.lusd.us/laytonville-high-school
County-District-School (CDS) Code	23739162332260

2022-23 District Contact Information

District Name	Laytonville Unified School District
Phone Number	(707) 984-6414
Superintendent	Bruce Peters
Email Address	bpeters@lhms.us
District Website Address	www.lusd.us

2022-23 School Overview

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. Due to our six CTE pathways our students have elective choices to complement their rigorous core content classes. This includes Trigonometry and Advanced Placement English Literature and Language.

Our current WASC and SPSA goals for improvement are to update and adopt new course materials in math, science and history, to systematically screen and identify students who need mental health services, and to implement methods such as PBIS and Restorative Justice to improve school culture to decrease behaviors that lead to referrals and suspensions which negatively affect the learning environment. We are currently involved in our Mid term WASC review to update goals.

The progress indicators for our goals will be more current course materials , increased use of screening methods, and a decrease in referral and suspension rates along with more positive school climate ratings. 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

2022-23 School Overview

humanity.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	20
Grade 10	29
Grade 11	28
Grade 12	26
Total Enrollment	103

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6
Male	54.4
American Indian or Alaska Native	11.7
Asian	1.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	18.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	10.7
White	56.3
English Learners	7.8
Foster Youth	1.0
Homeless	7.8
Migrant	0.0
Socioeconomically Disadvantaged	78.6
Students with Disabilities	14.6

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)	6.50	71.89	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)	0.20	3.09	0.70	3.15	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	5.84	0.60	2.66	12115.80	4.41
Unknown	1.70	18.96	1.70	7.62	18854.30	6.86
Total Teaching Positions	9.00	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	0.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.20	

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	0.50	
Total Out-of-Field Teachers	0.50	

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)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.00	

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		January 2021	
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	Core Connections Algebra, Second Edition/ 2013 Algebra & Trigonometry, Structure & Method/2003 Calculus with Analytic Geometry/2003 Core Connections Integrated III, Second Edition/2015 Core Connections Geometry, Second Edition 2016 Mathematics with Business Applications/2007	Yes	0.0 %
Science	Integrated Coordinated Science for the 21st Century/2004 Biology, Pearson/2017 Chemistry-California/2007 Earth Science/2007 Must Know High School Physics, McGraw-Hill/ 2020 Living in the Environment 17th edition/2012	Yes	0.0 %
History-Social Science	Principles of Economics-McGraw Hill 2019 United States History and Geography, Continuity and Change - McGraw Hill 2019 World History, Culture and Geography, The Modern World-McGraw Hill 2019 Principles of American Democracy - McGraw Hill 2019	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

This community passed a local bond issue 20 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, culinary arts 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 Committee) 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 promptly. 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.

Ten 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. During the end of 2020 the Culinary arts room has been completely remodeled to better serve that pathway with up dated floors, sinks, stoves, a gas connection, and electrical upgrades to support a washer dryer and other equipment. All classrooms and individual offices have been upgrades with air purifiers to improve air quality during extreme fire events and pandemic. During the spring of 2021 new floors were installed in the gym lobbies, and the administration buildings. In 2022 the LHS Gym was repainted, the ridge cap replaced, and new floors were installed in the counseling office, the staff room, the copy room, and the principal's office.

Year and month of the most recent FIT report

January 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Older heating and cooling systems are gradually being replaced with newer wall mounted systems as needed.
Interior: Interior Surfaces	X			Interior surfaces are in good condition.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Continuous trapping of field mice is being conducted to keep rodents out of buildings and maintenance areas. We have elk that damage trees on campus periodically.
Electrical	X			Good condition, the sewage pump wires were damaged by rodents but replaced and pest preventing wire installed to avoid future issues.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			The old water fountains were replaced with a centralized hydration station and filling stations in their place.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			The gym drainage system needs to be upgraded and plaster repaired where rain gutters have failed. It has been repainted this past summer. Heavy rain this year has not increased the issue.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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	27	N/A	32	N/A	47
Mathematics (grades 3-8 and 11)	N/A	14	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	26	22	84.62	15.38	27.27
Female	--	--	--	--	--
Male	17	15	88.24	11.76	26.67
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	54.55
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	15	13	86.67	13.33	7.69
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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	26	22	84.62	15.38	13.64
Female	--	--	--	--	--
Male	17	15	88.24	11.76	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	18.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	15	13	86.67	13.33	7.69
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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)	--	30	--	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	50	30	60	40	30
Female	20	11	55	45	27.27
Male	30	19	63.33	36.67	31.58
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	17	60.71	39.29	41.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	18	52.94	47.06	22.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

Laytonville High School has six distinct CTE Pathways in Arts, Building Trades, Culinary Arts, Technology, Emergency Response and Welding and Materials Joining. 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 basics and continues with fire fighting occupations and our Fire Department class. Our Welding and Materials Joining Pathway has a combined introduction and advanced course that is expected to expand another period next year. 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 requirements were passed through the board of education mandating that students complete two of our CTE pathways or one pathway and their A-G requirements.

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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	91
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	40
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.03
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	27.27

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 9	95.24%	90.48%	90.48%	95.24%	95.24%

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

School Site Council (SSC): 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 helping with transportation, 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. Additionally, staff assists parents in getting onto the student grade portal 3 times a year and our academic counselor holds senior college and financial aide nights for parents of seniors.

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 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. A text and email system, Apptegy, is now being used to inform parents about upcoming events and is able to contact parents when students are missing from school. Apptegy is also being used to communicate with parents about school events and happenings. Apptegy is connected with our district website and is available to parents through a downloadable application.

English Language Learner (ELL) Counselors: We have an ELL Counselor who works with students and their families. Part of their purpose is to help parents become more involved at school and to help give them a voice in school policy.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0	7.4		0	7.4		8.9	7.8
Graduation Rate		100	92.6		100	92.6		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	27	25	92.6
Female	15	13	86.7
Male	12	12	100.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	17	16	94.1
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	22	21	95.5
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	110	105	49	46.7
Female	49	48	22	45.8
Male	61	57	27	47.4
American Indian or Alaska Native	13	13	9	69.2
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	19	19	10	52.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	13	11	7	63.6
White	62	59	22	37.3
English Learners	8	8	5	62.5
Foster Youth	1	1	0	0.0
Homeless	8	8	5	62.5
Socioeconomically Disadvantaged	87	84	41	48.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	19	17	9	52.9

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	16.15	10.80	2.45
Expulsions	0.00	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	2.33	8.18	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	8.18	0.00
Female	4.08	0.00
Male	11.48	0.00
American Indian or Alaska Native	7.69	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.26	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.69	0.00
White	9.68	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.20	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.53	0.00

2022-23 School Safety Plan

In previous 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 secession 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 eight 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. Many of our safety efforts since 2020 have focused on keeping students and staff safe with the Covid 19 Prevention Plan reviewed by the site council and the school board on a regular basis.

The most current approval of the Comprehensive School Safety Plan by the school board was February 3, 2022. The high school site council members reviewed and approved the safety plan on February 2, 2022. The school board will have a public hearing on January 12, 2023.

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	28		
Mathematics	5	36		
Science	6	10		
Social Science	5	22		

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	16		
Mathematics	4	17		
Science	7	7		
Social Science	3	19		

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	28		
Mathematics	4	23		
Science	3	20		
Social Science	4	20		

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	206

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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	18,789.58	4,144.06	14,292.90	57,296
District	N/A	N/A	10,837.61	\$56,609
Percent Difference - School Site and District	N/A	N/A	27.5	1.2
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	73.7	-24.1

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 (2020-21):

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

TITLE VI Part B: 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 \$16,709

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.

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%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	5.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	1

Professional Development

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. This has gotten even easier as many teachers have been able to engage in virtual trainings. This year our trainings have focused on cultural literacy and working with Native Youth. Last year our staff was participating in PBIS trainings on a monthly bases (two of them were full days) with an outside facilitator helping our staff improve school climate and decrease disciplinary issues and we plan on revisiting that this spring. During the 20-21 school year distance learning strategies were the bulk of our Professional Development. It has focused on teachers training in zoom calls, how to administer on-line learning like Edgenuity, learning how to manage Canvas learning, and training in AERIES student information systems. Many teachers continued training in their content areas like AP literature training, ERWC training, Health based teen talk training, and of course, our new teachers participating in the teacher induction programs. 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 conducted 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 Teacher Induction Program program is an integral part of staff development for the four beginning teachers and their mentors. The teachers 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.

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	3	3