

Executive Summary School Accountability Report Card, 2011–12

For Laytonville Elementary

Address:	PO Box 325, Laytonville, CA, 95454-0325	Phone:	(707) 984-6123
Principal:	Ms. Lorre Stange, Principal	Grade Span:	K-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This 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 ¼ mile west of Highway 101 and is part of a rural school district that covers roughly 380 square miles. Special programs within the school include Gifted and Talented Education, Special Education, Garden-Nutrition Program, School-wide Title 1, Peer Counseling, Indian Education, after-school academic tutoring and enrichment activities, State Preschool Program, and family support through the Family Resource Center. The student population reflects the population of the county and community, with a predominately Caucasian population of 66.1%, 16.5% of the students being Native American, 12.1% being Hispanic and 1.3% being African American with 72.2% of the students participating in the Federal Free and Reduced Lunch Program. The credentialed staff include: 10 classroom teachers, a Resource Specialist and a Principal. Support personnel include: an Administrative Assistant, 4 Classroom Instructional Assistants, a Librarian, 2 custodians, 4 Special Education Instructional Assistants, a Technology Assistant, and Preschool Director with 3 preschool assistants, 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 kindergarten and preschool students. When able the school provides class size reduction to students in first and second grades. The school holds high standards for all of the students, both academically and behaviorally; teachers work together very collaboratively and creatively to provide a rich, challenging educational program that addresses the diverse range of student strengths and needs.

Student Enrollment

Group	Enrollment
Number of students	224
Black or African American	1.3%
American Indian or Alaska Native	16.5%
Asian	1.3%
Filipino	0.0%
Hispanic or Latino	12.1%

Native Hawaiian or Pacific Islander	0.0%
White	66.1%
Two or More Races	2.7%
Socioeconomically Disadvantaged	72.3%
English Learners	5.4%
Students with Disabilities	8.5%

Teachers

Indicator	Teachers
Teachers with full credential	10
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	42%
Mathematics	50%
Science	53%
History-Social Science	14%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	745
Statewide Rank (from 2011 Base API Report)	2
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 7 of 13
2012–13 Program Improvement Status (PI Year)	Year 1

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

The District works hard at maintaining the aging facility. The buildings require ongoing maintenance and repair. The Williams Act facility review team stated that the school is in fair repair. The buildings are continually in the process of being repainted, the cracks in the blacktop are repaired as needed during the school year. Playground litter is picked up daily. 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. Safety concerns are discussed quarterly with the District Advisory Committee. When funds become available, the district will modernize the four elementary school student bathrooms. Annually the school district purchases new wood chips for areas around and under play structures.

Repairs Needed

The Williams Act Facility review team noted a few areas of correction. Light bulbs need replacement in classrooms. Ceiling tiles with stains need to be painted. Outside siding needs repair at the middle school. Carpet needs stretching to remove ripples.

Corrective Actions Taken or Planned

Light bulbs and floor tiles are replaced as needed. Carpet stretching will be done in the summer of 2013.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,486
District	\$7,468
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Laytonville Elementary	District Name	Laytonville Unified
Street	PO Box 325	Phone Number	(707) 984-6414
City, State, Zip	Laytonville, CA, 95454-0325	Web Site	http://layt.k12.ca.us
Phone Number	(707) 984-6414	Superintendent	Joan Potter
Principal	Ms. Lorre Stange	E-mail Address	jvpotter@mcn.org
E-mail Address	lstange@mcn.org	CDS Code	23739166025308

School Description and Mission Statement (School Year 2011–12)

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 ¼ mile west of Highway 101 and is part of a rural school district that covers roughly 380 square miles. Special programs within the school include Gifted and Talented Education, Special Education, Garden-Nutrition Program, School-wide Title 1, Kids Club, Peer Counseling, Indian Education, after-school academic tutoring and enrichment activities, State Preschool Program, and family support through the Family Resource Center. The student population reflects the population of the county and community, with a predominately Caucasian population of 66.1%, 16.5% of the students being Native American, 12.1% being Hispanic and 1.3% being African American with 72.2% of our students participating in the Federal Free and Reduced Lunch Program. The credentialed staff include: 10 classroom teachers, a Resource Specialist, a Garden Coordinator, and a Principal. Support personnel include: an Administrative Assistant, Receptionist/Health Technician, 4 Classroom Instructional Assistants, a Librarian, 2 custodians, 4 Special Education Instructional Assistants, a Technology Assistant, and Preschool Director with 2 preschool assistants, Food Service Director and a cook. The district is proud of the dedicated and experienced staff, the parent support and continued improvement in student achievement. The school hosts after-school care for kindergarten and preschool students. When able the school provides class size reduction to students in Kindergarten through third grade. All staff hold high standards for all of the students, both academically and behaviorally; teachers work together very collaboratively and creatively to provide a rich, challenging educational program that addresses the diverse range of student strengths and needs.

Opportunities for Parental Involvement (School Year 2011–12)

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 Lorre Stange, 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 Tuesday of each month during the school year. Interested residents should contact the school principal, Lorre Stange at 984-6123.

3. Indian Education Advisory Council: The Indian Education Parent Advisory Committee meets annually at the Tribal Resource Center. This council advises the coordinator of the Indian Education programs, Title VII, to ensure Indian children receive educational support as well as support in improving self-concept, cultural awareness and respect. Interested residents may contact the program coordinator, Lorre Stange at 984-6123.

4. Healthy Start: The Healthy Start Family Resource Center is in its fifteenth 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, capacity building, community education, multi-agency coordination and partnership development. For more information contact the Family Resource Center at 984-8089.

5. 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 each month. Public input and attendance are encouraged. Contact the district office at 984-6414 for more information.

6. 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 and other school policies. Meetings are held once a month on the fourth Tuesday.

7. 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 (DAC).

8. Book Fair and Family Nights: Two book fairs are held each year; one in early December and the other in May. 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, the Elocution Contest and a performing arts talent show. These events are enjoyed by all who attend.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	25	Grade 8	19
Grade 1	30	Ungraded Elementary	0
Grade 2	23	Grade 9	0
Grade 3	26	Grade 10	0
Grade 4	23	Grade 11	0
Grade 5	25	Grade 12	0

Grade 6	24	Ungraded Secondary	0
Grade 7	29	Total Enrollment	224

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	1.3%
American Indian or Alaska Native	16.5%
Asian	1.3%
Filipino	0.0%
Hispanic or Latino	12.1%
Native Hawaiian or Pacific Islander	0.0%
White	66.1%
Two or More Races	2.7%
Socioeconomically Disadvantaged	72.3%
English Learners	5.4%
Students with Disabilities	8.5%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		1		20.0	1	0	0	22	1	0	0
1	27		1		21.0	0	2	0	17	2	0	0
2	18	1			26.0	0	1	0	11	2	0	0
3	21		1		20.0	1	0	0	25	0	1	0
4	22		1		24.0	0	1	0	20	1	0	0
5	26		1		28.0	0	1	0	23	0	1	0
6	19	1			24.0	0	1	0	24	0	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

III. School Climate

School Safety Plan (School Year 2011–12)

The Laytonville Elementary School Safety Plan is a living 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. The Safe Schools plan is reviewed in staff meetings and in DAC meetings every other month. A district-wide nutrition grant focuses on serving healthier foods in our food service program; students participate in the fruit/vegetable of the month program. All students participate in a physical education program that either meets or exceeds the required minutes of instruction. Multiple modules of the Healthy Kids Survey are administered and the results are used to determine focus areas for health education.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	6.6	26	.23	5.5	27	.19
Expulsions	.4	.004	0	.13	1.0	.002

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

The District works hard at maintaining the aging facility. The buildings require ongoing maintenance and repair. The facility is in fair repair. The buildings are in the process of being repainted. 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 school buildings-

The school has 20 classrooms, an indoor activity room, 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 of the classrooms were a part of the original school built in 1950. The multipurpose room and three of the classrooms were 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, indoor activity room and three 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.

Cleaning process and schedule-

All classrooms, bathrooms and public areas are cleaned daily. The superintendent works closely with the site administrators and maintenance staff to guarantee a safe and clean school.

Deferred maintenance projects-

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. For the 2011-12 school year the district budgeted \$53,473 for the deferred maintenance program.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		x			None
Interior: Interior Surfaces			x		Floor tiles replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			x		Drinking fountain repair needed
Electrical: Electrical				x	Light bulbs replaced as needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains				x	Urinal repair needed
Safety: Fire Safety, Hazardous Materials		x			None
Structural: Structural Damage, Roofs		x			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		x			None
Overall Rating			x		

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	12	11	11	28
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
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Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.05	0
Counselor (Social/Behavioral or Career Development)	.4	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	.5	

Psychologist	0	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	.2	
Resource Specialist (non-teaching)	0	
Other: Garden Coordinator	.5	

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: Sept. 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	K-6: Houghton Mifflin 7-8: Holt	No	0
Mathematics	K-6: Scott Foresman 7-8: McDougal Littell Algebra: McDougal Littell	Yes	0
Science	K-6: McMillan McGraw Hill 7-8: Holt	Yes	0
History-Social Science	K-5: Houghton Mifflin 6-8: Teachers' Curriculum Institute	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,596	\$2,110	\$5,486	\$53,945
District			\$7,468	\$55,381
Percent			26.5%	2.6%

Difference – School Site and District			
State		\$5,455	\$57,948
Percent Difference – School Site and State		.5%	6.9%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

The Laytonville Unified School District provides general education services, special education services and alternative education services to children in grades K-12 in the greater Laytonville community. Library services, counseling, psychological services, child welfare and attendance services, services for English Language Learners, and remedial academic services are provided. Academic support and enrichment is provided through a comprehensive summer school program and the various after school programs.

Restricted Categorical Funds (2011-12)

The district receives State and Federal categorical funding that is legally restricted to the intended programs and purposes. The primary purpose of these funds is to provide supplemental support programs to assist all students to meet State and local performance standards and growth targets. The School Site Council oversees many of the categorical funds and recommends their use to the School Board. The administrative team works collaboratively to maximize the impact the funds have on the educational programs that support student achievement.

State Programs Amount

Economic Impact Aid (EIA):

Purpose: Help educationally disadvantaged students succeed in the regular program. \$44,571

Uses: Instructional materials, Instructional Assistants

Federal Program Amount

Title I, Part A, Basic Grants:

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.	\$148,082
Uses: Title I intervention teacher, Instructional materials, Professional development	
Title II, Part A, Teacher Quality:	
Purpose: Improve professional development of teachers and administrators	\$26,544
Uses: Staff development, including substitute costs	
Title VI, Part B, Rural Education Achievement:	
Purpose: To provide educational opportunities to students in rural low-income communities.	\$12,247
Uses: Instructional Support, Materials and Field Trips	
Title VII Indian Education Grant:	
Purpose: To provide educational opportunities for American Indian students.	\$10,752
Uses: Instructional Assistants, Tutoring	

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,196	\$38,099
Mid-Range Teacher Salary	\$51,221	\$55,582
Highest Teacher Salary	\$71,723	\$71,884
Average Principal Salary (Elementary)	\$85,000	\$88,790
Average Principal Salary (Middle)		\$93,519
Average Principal Salary (High)	\$80,000	\$95,671
Superintendent Salary	\$115,000	\$115,401

Percent of Budget for Teacher Salaries	32.00%	34.00%
Percent of Budget for Administrative Salaries	9.00%	7.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language	49%	45%	42%	50%	46%	43%	52%	54%	56%

Arts									
Mathematics	53%	54%	50%	43%	44%	41%	48%	50%	51%
Science	31%	56%	53%	38%	53%	43%	54%	57%	60%
History-Social Science	13%	26%	14%	38%	34%	20%	44%	48%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	43%	41%	43%	20%
All Students at the School	42%	50%	53%	14%
Male	38%	49%	55%	0%
Female	49%	51%	50%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	25%	50%	0%	0%
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	56%	44%	0%	0%
Native Hawaiian or Pacific Islander				
White	41%	50%	60%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	37%	46%	47%	8%
English Learners	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also

known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	N/A	N/A	N/A	58%	58%	34%	54%	59%	56%
Mathematics	N/A	N/A	N/A	42%	44%	19%	54%	56%	58%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	66%	22%	13%	81%	19%	0%
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.40%	30.80%	26.90%
7	17.40%	26.10%	21.70%

9	0.00%	0.00%	0.00%
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Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	3	3	2
Similar Schools	2	2	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	-1	-3	1
White	-4	-2	-15
Socioeconomically Disadvantaged	-8	5	2

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API
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	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	151	745	244	735	4,664,264	788
Black or African American	4		8		313,201	710
American Indian or Alaska Native	14	677	26	631	31,606	742
Asian	2		3		404,670	905
Filipino	0		0		124,824	869
Hispanic or Latino	16	777	26	739	2,425,230	740
Native Hawaiian or Pacific Islander	0		0		26,563	775
White	106	752	171	752	1,221,860	853
Two or More Races	6		7		88,428	849
Socioeconomically Disadvantaged	119	714	158	702	2,779,680	737
English Learners	8		10		1,530,297	716
Students with Disabilities	6		11	511	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes

Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	No
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		33.3%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page at <http://www.calstate.edu/admission/admission.shtml>*. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		N/A	N/A		2.6	16.1		16.6	14.4
Graduation Rate		N/A	N/A		94.87	74.19		74.72	76.26

Note: Cells shaded in black do not require data.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The principal is the instructional leader at Laytonville Elementary School. The district's academic curricula are aligned with the State Frameworks and Content 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 Director for Curriculum and Instruction, from the Mendocino County Office of Education, regularly collaborates with the staff during the twice monthly 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 and structured engagement 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 California state academic achievement standards (proficient or advanced levels), including integrating standards based curriculum, instructional practice, assessment, and understanding the strengths and needs of the student population. The Professional Development Plan requires 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 Fridays 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. Some of these may include:

1. Participation in professional development during the two paid teacher in-service training days;

2. Participation in Friday common planning time (1:30 dismissal);
3. Participation in Summer Institutes
4. Participation in professional growth conferences with expenses and substitute costs covered by various categorical funds including Indian Education, Title I funds, Title VII, Title II, Special Education, School-Library Block Grant, GATE and others.
5. Participation in academic and instructional strategies through county trainings and the Leadership Network.
6. Participation in Professional Learning Communities which includes discussions of student progress and developing strategies through staff collaboration.

Laytonville Elementary

Laytonville Unified

School Accountability Report Card, 2011-2012

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org