

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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



### Ms. Lorre Stange, Principal

Principal, Laytonville Elementary

#### About Our School

Welcome to Laytonville Elementary School. Laytonville Elementary School is nestled in a small, rural valley located in northern Mendocino County, 157 miles north of San Francisco. The school is located 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 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 61.5 %, 12.5% of the students being Native American, 13.6% being Hispanic and 0.4% being African American with 74.0% 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, 6 Classroom Instructional Assistants, a Librarian, 2 custodians, 5 Special Education Instructional Assistants, a Technology Assistant, and Preschool Director with 4 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 and an ASES program for after school care until 6:00 pm each day. When able the school provides class size reduction to students in kindergarten, first, second, and third 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.

#### Contact

150 Ramsey Rd.  
Laytonville, CA 95454-0325

Phone: 707-984-6123  
E-mail: [lstange@mcn.org](mailto:lstange@mcn.org)



## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	Laytonville Elementary
<b>Street</b>	150 Ramsey Rd.
<b>City, State, Zip</b>	Laytonville, Ca, 95454-0325
<b>Phone Number</b>	707-984-6123
<b>Principal</b>	Ms. Lorre Stange, Principal
<b>E-mail Address</b>	<a href="mailto:lstange@mcn.org">lstange@mcn.org</a>
<b>Web Site</b>	<a href="http://layt.k12.ca.us">http://layt.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	23739166025308

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

*Last updated: 12/22/2014*

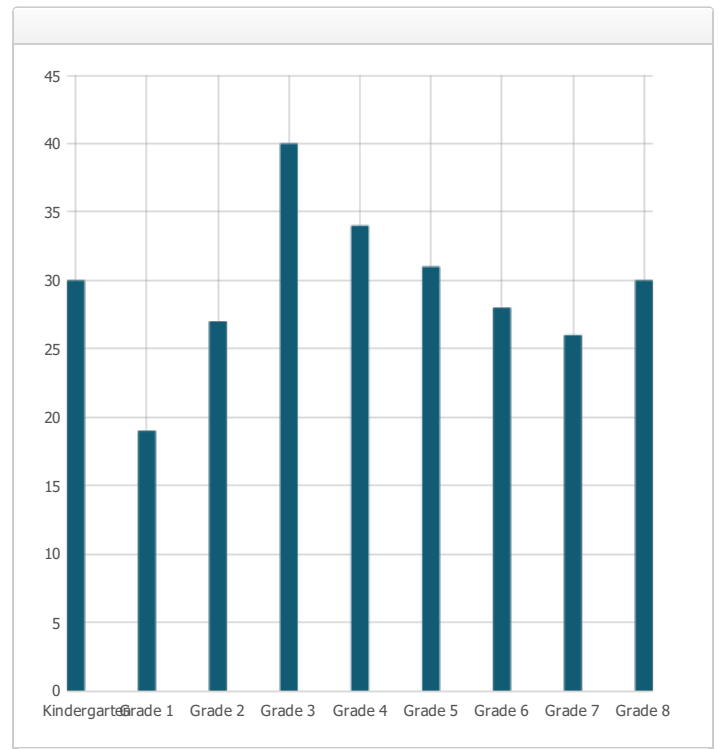
### School Description and Mission Statement (Most Recent Year)

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 61.5%, 12.5% of the students being Native American, 13.6% being Hispanic and 0.4% being African American with 74.0% of our students participating in the Federal Free and Reduced Lunch Program. The credentialed staff include: 11 classroom teachers, a Resource Specialist, a Garden Coordinator, and a Principal. Support personnel include: an Administrative Assistant, Receptionist/Health Technician, 6 Classroom Instructional Assistants, a Librarian, 2 custodians, 5 Special Education Instructional Assistants, a Technology Assistant, and Preschool Director with 4 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.

*Last updated: 12/22/2014*

**Student Enrollment by Grade Level (School Year 2013-14)**

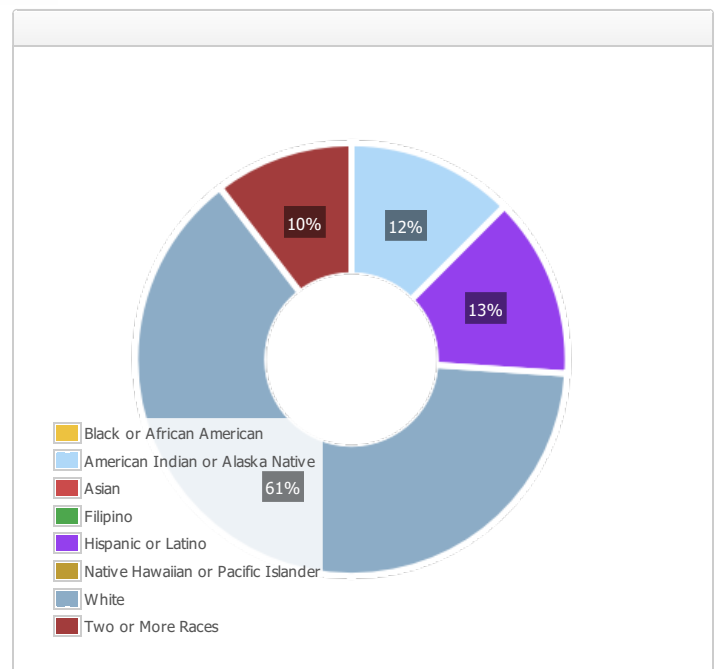
Grade Level	Number of Students
Kindergarten	30
Grade 1	19
Grade 2	27
Grade 3	40
Grade 4	34
Grade 5	31
Grade 6	28
Grade 7	26
Grade 8	30
Total Enrollment	265



Last updated: 12/22/2014

**Student Enrollment by Student Group (School Year 2013-14)**

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	12.5
Asian	0.8
Filipino	0.0
Hispanic or Latino	13.6
Native Hawaiian or Pacific Islander	0.0
White	61.5
Two or More Races	10.2
Socioeconomically Disadvantaged	74.0
English Learners	3.4
Students with Disabilities	11.3



Last updated: 12/22/2014

## A. Conditions of Learning

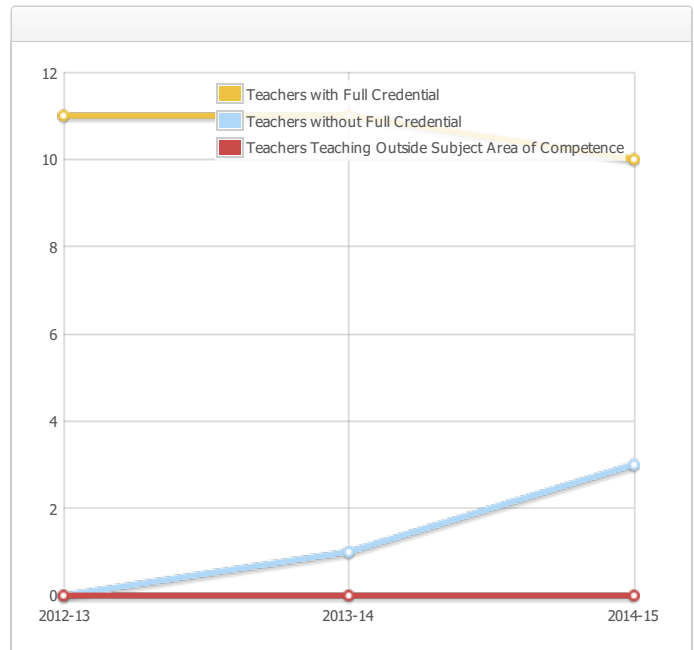
### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

#### Teacher Credentials

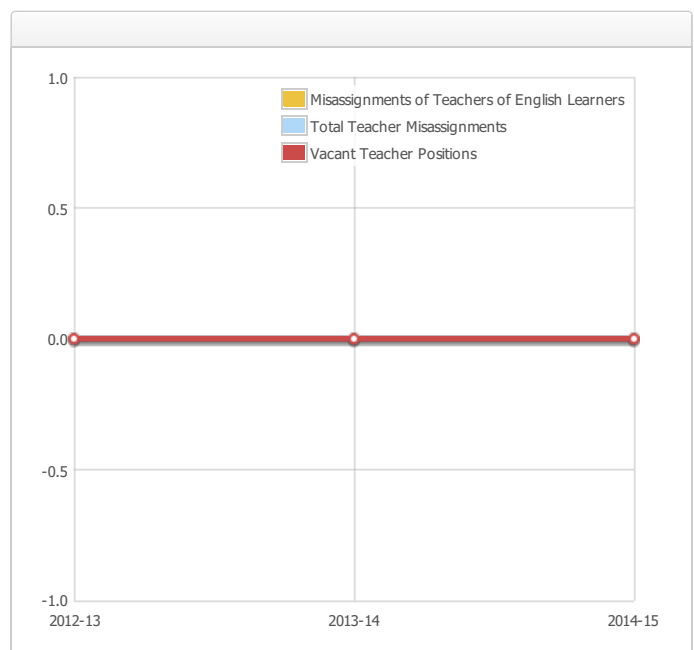
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	11	11	10	
Without Full Credential	0	1	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 12/22/2014

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Last updated: 12/22/2014

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

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	99	1
High-Poverty Schools in District	99	1
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 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: September 2014

Subject	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	0.0
Mathematics	K-6: Scott Foresman 7-8: McDougal Littell  Algebra: McDougal Littell	Yes	0.0
Science	K-6: McMillan McGraw Hill  7-8: Holt	Yes	0.0
History-Social Science	K-5: Houghton Mifflin  6-8: Teachers' Curriculum Institute	Yes	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Lab Eqpmt(9-12)	N/A		0.0

Last updated: 12/22/2014

**School Facility Conditions and Planned Improvements - Most Recent Year**

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

#### Age of 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.

For the 2013-14 school year \$110,829 was spent for district maintenance.

#### 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.

#### Maintenance projects-

In the November 2014 election, the local community voted in favor of a bond to be issued to rebuild the buildings of most need on the elementary school site. Four classrooms and **two** bathrooms are slated to be the first to be rebuilt.

*Last updated: 12/22/2014*

### School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repair or action needed.
Interior: Interior Surfaces	Good	No repairs or actions needed at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Cover plate on stage to electric panel needs replacement. Diffuser missing on light fixture. Replace light bulbs, this happens as needed..
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No repair needed at this time.
Safety: Fire Safety, Hazardous Materials	Good	No repair needed at this time.
Structural: Structural Damage, Roofs	Good	No repair needed at this time.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No repair needed at this time.

### Overall Facility Rate - Most Recent Year

Overall Rating	Good
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*Last updated: 5/11/2015*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

#### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	53	37	43	43	48	43	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

*Last updated: 12/22/2014*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	43
All Students at the School	43
Male	43
Female	42
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	46
Two or More Races	
Socioeconomically Disadvantaged	36
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 12/22/2014

**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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	45%	42%	37%	46%	43%	40%	54%	56%	55%
Mathematics	54%	50%	48%	44%	41%	40%	49%	50%	50%
History-Social Science	26%	14%	36%	34%	20%	34%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 12/22/2014

**Academic Performance Index Ranks – Three-Year Comparison**

API Rank	2011	2012	2013
Statewide	2	2	1
Similar Schools	2	1	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 12/22/2014

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-3	1	-35
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-2	-15	-37
Two or More Races			
Socioeconomically Disadvantaged	5	2	-39
English Learners			
Students with Disabilities			

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.

Last updated: 12/22/2014

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.9%	21.4%	32.1%
7	20.0%	32.0%	28.0%
9	N/A	N/A	N/A

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

*Last updated: 12/22/2014*

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

### Opportunities for Parental Involvement - Most Recent Year

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

3. Healthy Start: The Healthy Start Family Resource Center is in its seventeenth 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.

4. Laytonville Unified School District Board Meetings: School Board meetings are always open to the public with agendas posted 72 hours in advance for regular Board meetings. Meetings are generally held on the first Thursday of each month. Public input and attendance are encouraged. Contact the district office at 984-6414 for more information.

5. District Advisory Committee: This committee is comprised of representatives from throughout the school district. The purpose of the committee is to advise the school board on various shared decision making topics such as the budget, school calendar and other school policies. Meetings are held once a month on the fourth Wednesday.

6. Wellness Committee: Meets on an as-needed basis to develop and promote district-wide health, nutrition and physical education activities. This committee serves as a subcommittee of the District Advisory Committee (DAC).

7. 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.

8. Laytonville Enrichment and Elective Program (LEEP): This program was started to provide sixth through eighth grade students with an opportunity to delve into elective subjects for a six week period. Teachers and community members present workshops in which they have a passion and share this knowledge with the students. Anyone interested in working with a small group of students in the LEEP program, please contact Lorre Stange at 984-6123.

# State Priority: Pupil Engagement

*Last updated: 12/22/2014*

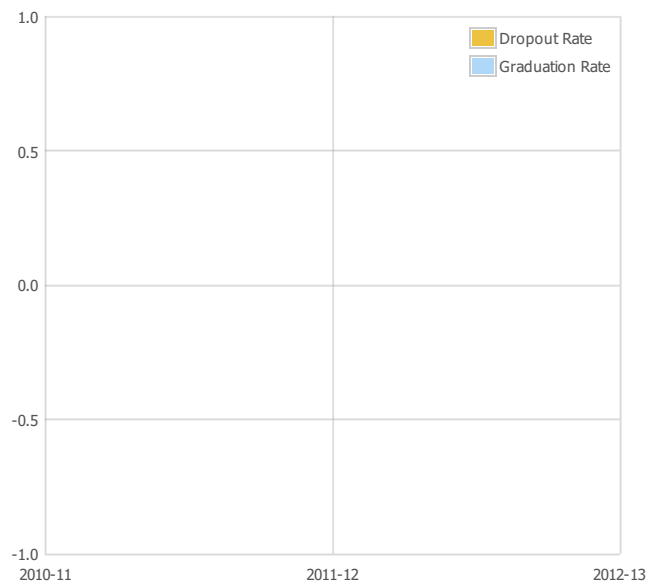
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Dropout Rate	15.6	7.7	4.3			
Graduation Rate	71.88	92.31	93.62	77.14	78.87	80.44

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**

Last updated: 12/22/2014

## Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

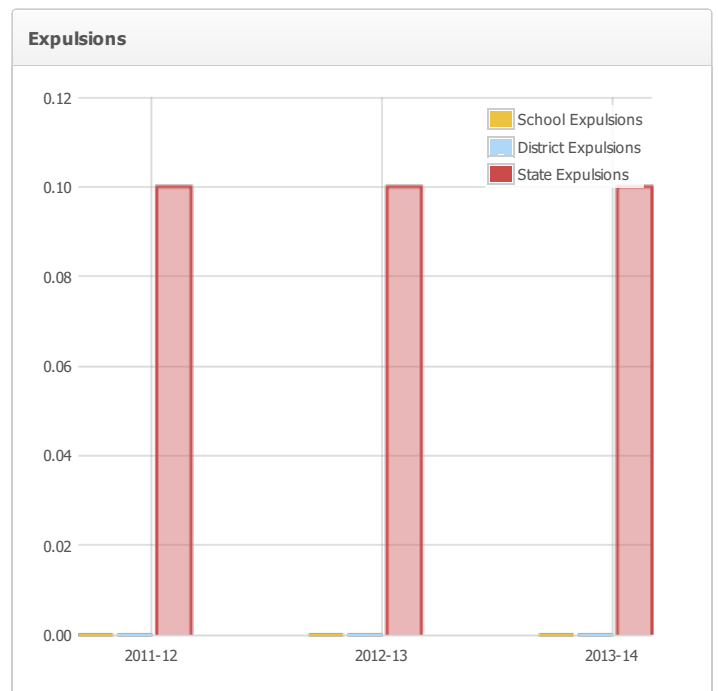
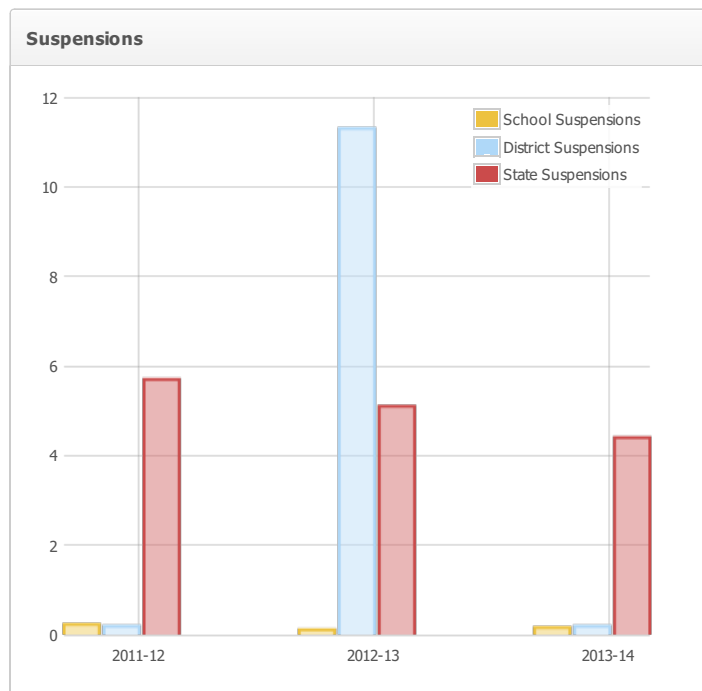
# State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

	School			District			State		
Rate	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.23	0.11	0.16	0.19	11.30	0.19	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 2/20/2015

**School Safety Plan - Most Recent Year**

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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. 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.

*Last updated: 1/27/2015*

## D. Other SARC Information

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate - English-Language Arts	N/A	N/A
Met Participation Rate - Mathematics	N/A	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met Graduation Rate	N/A	N/A

*Last updated: 2/5/2015*

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2013-2014
Year in Program Improvement *	Year 2	Year 1
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 2/5/2015*



**Average Class Size and Class Size Distribution (Elementary)**

2011-12		2012-13							2013-14			
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	1.0	2	0	0	20.0	1			15.0	2		
1	0.0	2	0	0	7.0	3	1		6.0	3		
2	0.5	2	0	0	18.0	2			9.0	3		
3	0.0	1	0	0	26.0		1		20.0	1	1	
4	0.0	2	0	0	15.0	1	1		17.0	1	1	
5	0.0	2	0	0	13.0	1	1		31.0		1	
6	2.0	1	0	0	11.0	1	1		28.0		1	
Other												

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

*Last updated: 1/27/2015*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.6	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

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

*Last updated: 1/27/2015*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6,117	\$741	\$5,376	\$57,434
District	N/A	N/A	\$7,832	\$55,789
Percent Difference – School Site and District	N/A	N/A	45.70%	2.90%
State	N/A	N/A	\$4,690	\$57,912
Percent Difference – School Site and State	N/A	N/A	14.63%	0.80%

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

*Last updated: 2/5/2015*

## Types of Services Funded (Fiscal Year 2013-14)

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 (2012-13)

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.

\$1394.97

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

\$135,953

a high-quality education, and reach minimum proficiency on the state content standards and assessments.

Uses: Instructional materials, Professional development

Title II, Part A, Teacher Quality:

Purpose: Improve professional development of teachers and administrators

\$31,872

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.

\$16,428

Uses: Instructional Support Materials

Title VII Indian Education Grant:

Purpose: To provide educational opportunities for American Indian students.

\$9,439

Uses: Instructional Assistants, Tutoring

Types of Services Funded: The Laytonville Unified School District is committed to providing an excellent, comprehensive education that meets the needs of our students. Because of that commitment, both District general funds and State and Federal categorical funds are used for the following supplemental services: School Psychologist, Library Manager, Special Education Teachers, Speech Therapist, Health Technician, Special Education Assistants, Classroom Instructional Assistants, Yard Duty Supervisors, as well as the Gifted and Talented fine arts program.

*Last updated: 2/5/2015*

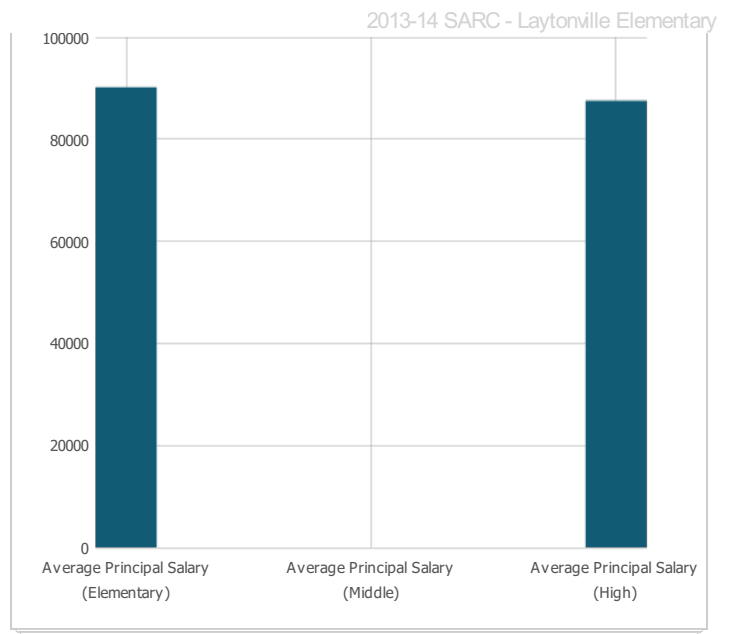
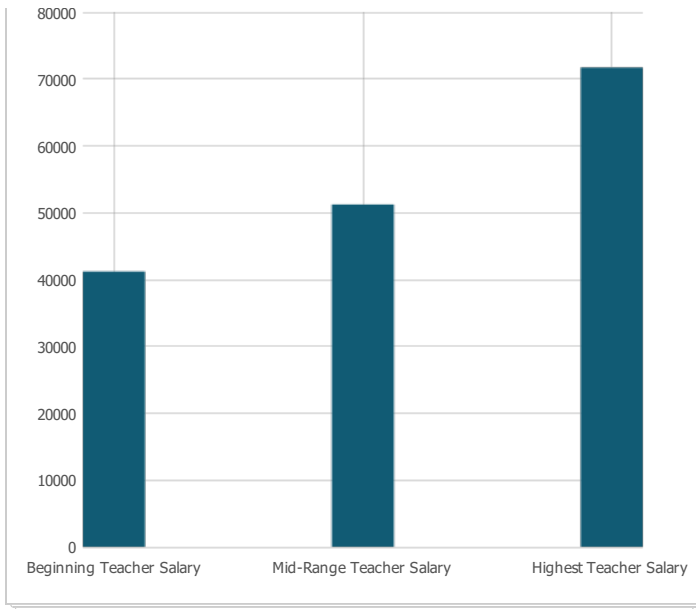
## Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,196	\$38,152
Mid-Range Teacher Salary	\$51,221	\$55,573
Highest Teacher Salary	\$71,723	\$71,908
Average Principal Salary (Elementary)	\$90,177	\$87,660
Average Principal Salary (Middle)	\$00	\$92,424
Average Principal Salary (High)	\$87,550	\$93,606
Superintendent Salary	\$118,450	\$116,538
Percent of Budget for Teacher Salaries	31.0%	34.0%
Percent of Budget for Administrative Salaries	9.0%	7.0%

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

**Teacher Salary Chart**

**Principal Salary Chart**



*Last updated: 2/5/2015*

## Professional Development – Most Recent Three Years

The principal is the instructional leader at Laytonville Elementary School. The district's academic curricula are aligned with the Common Core State Standards. Various state publications emphasizing research-based strategies are used as guidelines for creating curriculum that will help our students be prepared for the future. The Director for Curriculum and Instruction, from the Mendocino County Office of Education, supports staff on creating and implementing curriculum on an as needed basis. The staff regularly collaborates 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 Common Core State Standards, including integrating 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 Tuesdays during the school year. These days allow the staff to meet as teams to plan curriculum, discuss student achievement, revise assessments, discuss school safety and work on other necessary and essential components of the school program. During the 2014-15 school year the district's professional development goal has been to increase the rigor of student work through the use of higher levels of questions using the Depth of Knowledge chart. District teachers have been instructed and guided through this process by Pivot Learning. A coach from Pivot Learning has been hired to visit classrooms four times throughout the year to provide feedback to teachers and guidance to the principal. 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 three paid teacher in-service training days;
2. Participation in Tuesday 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 Title I funds, Title II, Special Education.
5. Participation in academic and instructional strategies through county trainings.
6. Participation in Professional Learning Communities which includes discussions of student progress and developing strategies through staff collaboration.

*Last updated: 2/5/2015*