# Branscomb Elementary

## Ms. Lorre Stange, Principal

📍 Principal, Branscomb Elementary

**About Our School**

Welcome to Branscomb Elementary School. This rustic one room school house is located 13 miles west of the town of Laytonville. Branscomb School is a K-3 grade school with 9 students this school year. The school meets the needs of a small, but significant population of students. The small class size allows the teacher to work in with each grade level in small groups this situation also allows students to work at their own pace.

**Contact**

*14320 Branscomb Rd.*
*Laytonville, CA*
*95454-0325*

*Phone: 707-984-6123*
*E-mail: lstange@mcn.org*
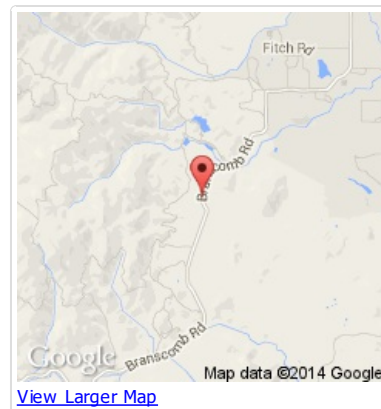
View Larger Map

# Data and Access

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.
- For additional information about the school, parents 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 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.

# Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page.

# About This School

## Contact Information (School Year 2012-13)

| School | |
|---|---|
| **School Name** | Branscomb Elementary |
| **Street** | 14320 Branscomb Rd. |
| **City, State, Zip** | Laytonville, Ca, 95454-0325 |
| **Phone Number** | 707-984-6123 |
| **Principal** | Ms. Lorre Stange, Principal |
| **E-mail Address** | lstange@mcn.org |
| **County-District-School (CDS) Code** | 23739166109631 |

| District | |
|---|---|
| **District Name** | Laytonville Unified |
| **Phone Number** | (707) 984-6414 |
| **Web Site** | http://layt.k12.ca.us |
| **Superintendent First Name** | Joan |
| **Superintendent Last Name** | Potter |
| **E-mail Address** | jvpotter@mcn.org |

*Last updated: 1/27/2014*

## School Description and Mission Statement (School Year 2012-13)

The mission of Laytonville
Unified School District is to:

Provide a safe environment in which our young people can achieve the knowledge, skills and attitudes necessary for success now, and in the future, recognizing that varied needs require varied programs;

Insure that our students will be prepared to pursue any avenue of their choosing secure in the knowledge that they can meet any challenge;

Establish from the earliest grades that students will be guided towards self-fulfillment, a sense of community and service to humanity.

The school prides itself in having high standards for its students. The school staff has an intimate knowledge of students and their families allowing for a collaborative effort in increasing student achievement. The school has received federal, state, county and private grants to fund various academic, fine arts and extra-curricular
programs. The school receives a tremendous level of support from the community and is a hub of activity for families.

*Last updated: 1/27/2014*

## Opportunities for Parental Involvement (School Year 2012-13)

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 our 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. Healthy Start: The Healthy Start Family Resource Center works in partnership with the schools. 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 topic such as the budget, school calendar and other school policies. Meetings are held once a month on the fourth Tuesday.

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.

*Last updated: 1/27/2014*

# 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.
- **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.
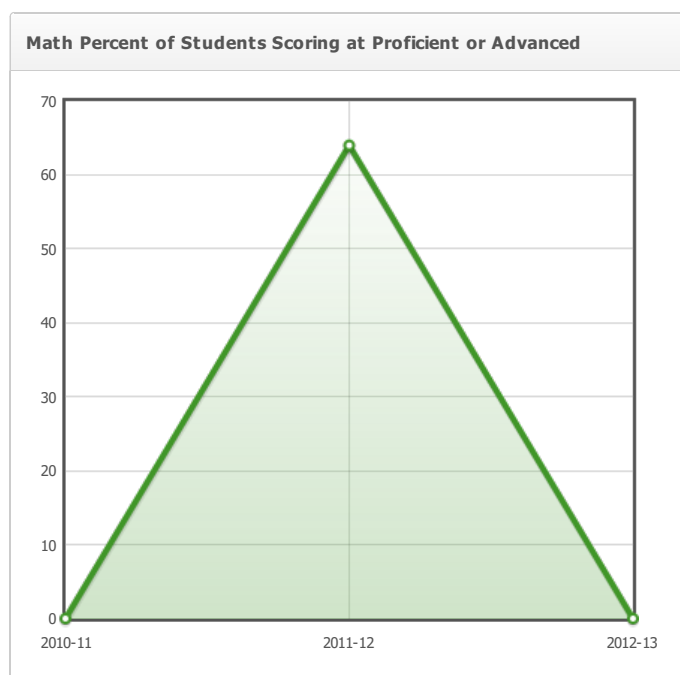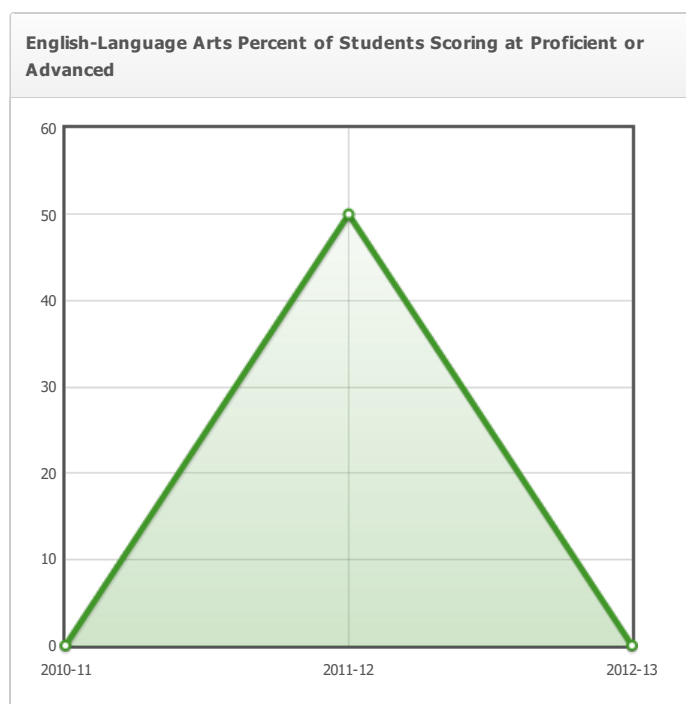
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.
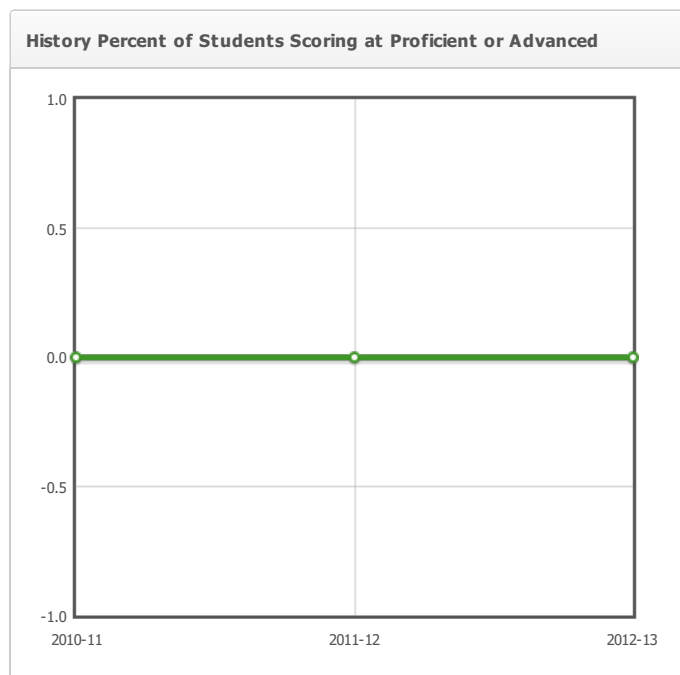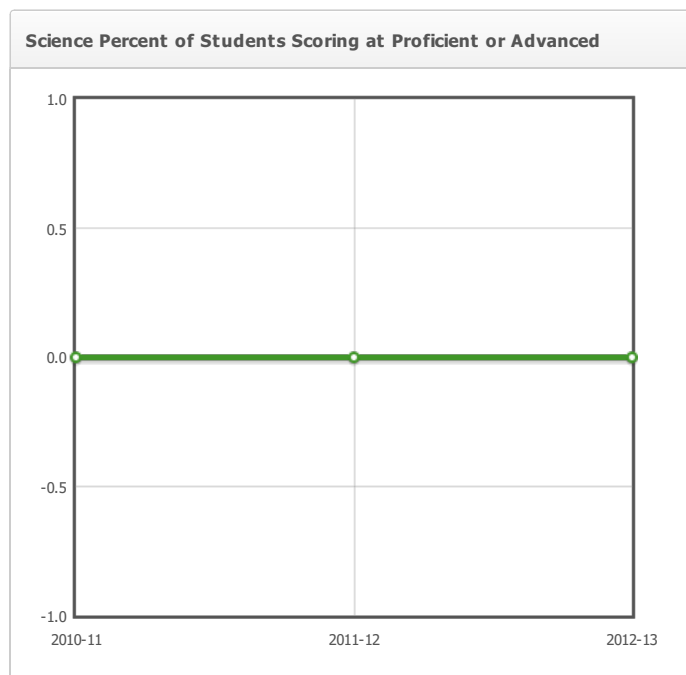
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site.

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

| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| Subject | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | N/A | 50% | N/A | 46% | 43% | 40% | 54% | 56% | 55% |
| Mathematics | N/A | 64% | N/A | 44% | 41% | 40% | 49% | 50% | 50% |
| Science | N/A | N/A | N/A | 53% | 43% | 48% | 57% | 60% | 59% |
| History-Social Science | N/A | N/A | N/A | 34% | 20% | 34% | 48% | 49% | 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.

**English-Language Arts Percent of Students Scoring at Proficient or Advanced**



**Math Percent of Students Scoring at Proficient or Advanced**

**Science Percent of Students Scoring at Proficient or Advanced**



**History Percent of Students Scoring at Proficient or Advanced**



*Last updated: 1/27/2014*

# 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 | 40% | 40% | 48% | 34% |
| All Students at the School | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | 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.

*Last updated: 1/27/2014*

# 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.

## 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 | 2010-11 | 2011-12 | 2012-13 |
|---|---|---|---|
| Statewide | | | 5 |
| Similar Schools | | | |

*Last updated: 1/27/2014*

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

| Group | Actual API Change 2010-11 | Actual API Change 2011-12 | Actual API Change 2012-13 |
|---|---|---|---|
| All Students at the School | | B | |
| 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 | | | |

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: 1/27/2014*

# Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

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

| Group | Number of Students | School | Number of Students | LEA | Number of Students | State |
|---|---|---|---|---|---|---|
| All Students at the School | | | 252 | 722 | 4,655,989 | 790 |
| Black or African American | | | 4 | | 296,463 | 708 |
| American Indian or Alaska Native | | | 33 | 699 | 30,394 | 743 |
| Asian | | | 3 | | 406,527 | 906 |
| Filipino | | | 0 | | 121,054 | 867 |
| Hispanic or Latino | | | 27 | 710 | 2,438,951 | 744 |
| Native Hawaiian or Pacific Islander | | | 0 | | 25,351 | 774 |
| White | | | 175 | 725 | 1,200,127 | 853 |
| Two or More Races | | | 10 | | 125,025 | 824 |
| Socioeconomically Disadvantaged | | | 169 | 679 | 2,774,640 | 743 |
| English Learners | | | 8 | | 1,482,316 | 721 |
| Students with Disabilities | | | 22 | 618 | 527,476 | 615 |

*Last updated: 1/27/2014*

# Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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.

| AYP Criteria | School | District |
|---|---|---|
| Made AYP Overall | Yes | No |
| Met Participation Rate - English-Language Arts | Yes | Yes |
| Met Participation Rate - Mathematics | Yes | Yes |
| Met Percent Proficient - English-Language Arts | Yes | No |
| Met Percent Proficient - Mathematics | Yes | No |
| Met API Criteria | N/A | No |
| Met Graduation Rate | N/A | N/A |

*Last updated: 1/27/2014*

# Federal Intervention Program (School Year 2013-14)

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 .

| Indicator | School | District |
| --- | --- | --- |
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2013-2014 |
| Year in Program Improvement | | 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 shaded in black or with N/A values do not require data.

Last updated: 2/11/2014

# School Climate

## Student Enrollment by Grade Level (School Year 2012-13)

| Grade Level | Number of Students |
| --- | --- |
| Kindergarten | 2 |
| Grade 1 | 4 |
| Grade 2 | 1 |
| Grade 3 | 3 |
| Total Enrollment | 10 |
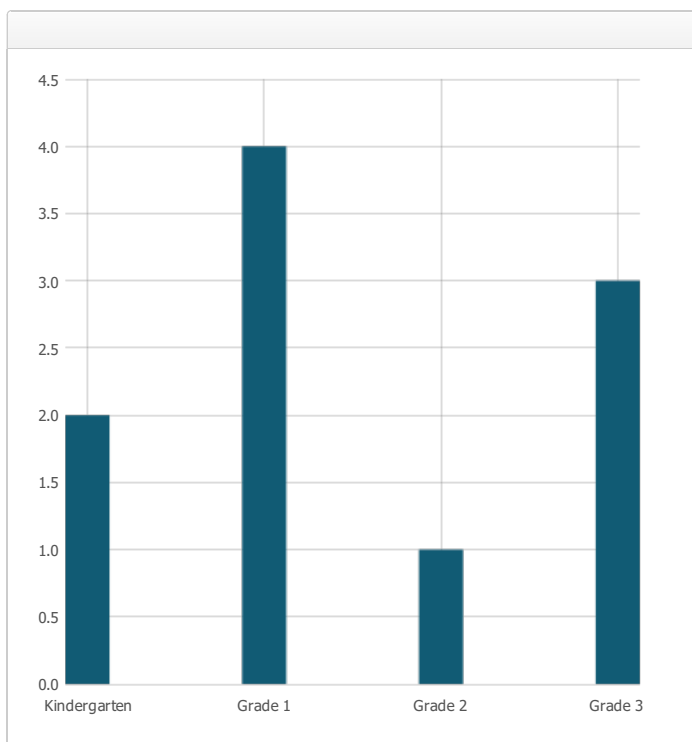


*Last updated: 1/27/2014*

## Student Enrollment by Student Group (School Year 2012-13)

| Group | Percent of Total Enrollment |
| --- | --- |
| Black or African American | 0.0 |
| American Indian or Alaska Native | 0.0 |
| Asian | 0.0 |
| Filipino | 0.0 |
| Hispanic or Latino | 60.0 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 40.0 |
| Two or More Races | 0.0 |
| Socioeconomically Disadvantaged | 60.0 |
| English Learners | 30.0 |
| Students with Disabilities | 0.0 |
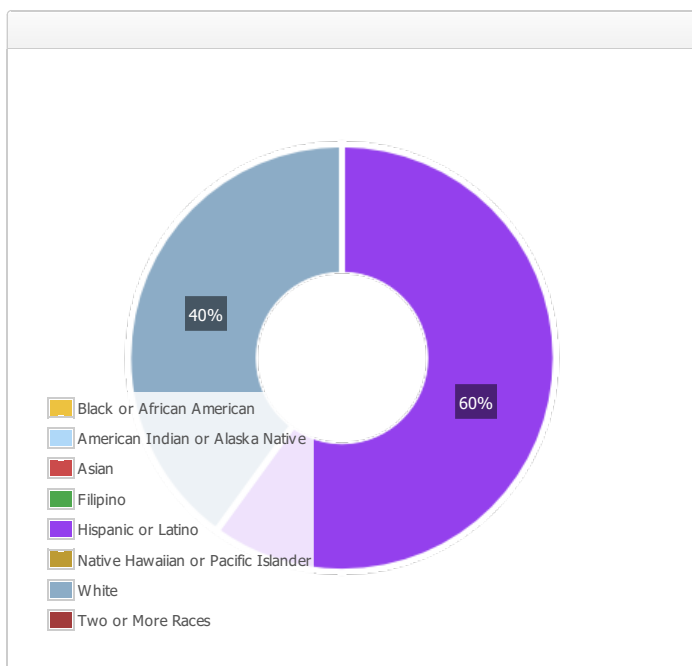


*Last updated: 1/27/2014*

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

| | 2010-11 | | | | 2011-12 | | | | 2012-13 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
| Grade Level | Average Class Size | 1-20 | 21-32 | 33+ | Average Class Size | 1-20 | 21-32 | 33+ | Average Class Size | 1-20 | 21-32 | 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 3.0 | 1 | | | 3.0 | 1 | 0 | 0 | 2.0 | 1 | | |
| 1 | 6.0 | 1 | | | 3.0 | 1 | 0 | 0 | 4.0 | 1 | | |
| 2 | 5.0 | 1 | | | 6.0 | 1 | 0 | 0 | 1.0 | 1 | | |
| 3 | 0.0 | | | | 5.0 | 1 | 0 | 0 | 3.0 | 1 | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| Other | | | | | | | | | | | | |

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

*Last updated: 1/27/2014*

## School Safety Plan (School Year 2012-13)

The Branscomb Elementary School Safety Plan is a living document that strives to identify areas of improvement for school climate and school safety. 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 quarterly. A district wide nutrition grant focuses on serving healthier foods. All students participate in a physical education program that either meets or exceeds the required minutes of instruction.

*Last updated: 1/27/2014*

# Suspensions and Expulsions

| | School | | | District | | |
|---|---|---|---|---|---|---|
| Rate * | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| Suspensions | 0.00 | 0.00 | 0.00 | 27.00 | 0.19 | 11.30 |
| Expulsions | 0.00 | 0.00 | 0.00 | 1.00 | 0.00 | 0.00 |

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

| Suspensions | Expulsions |
|---|---|
|  |  |
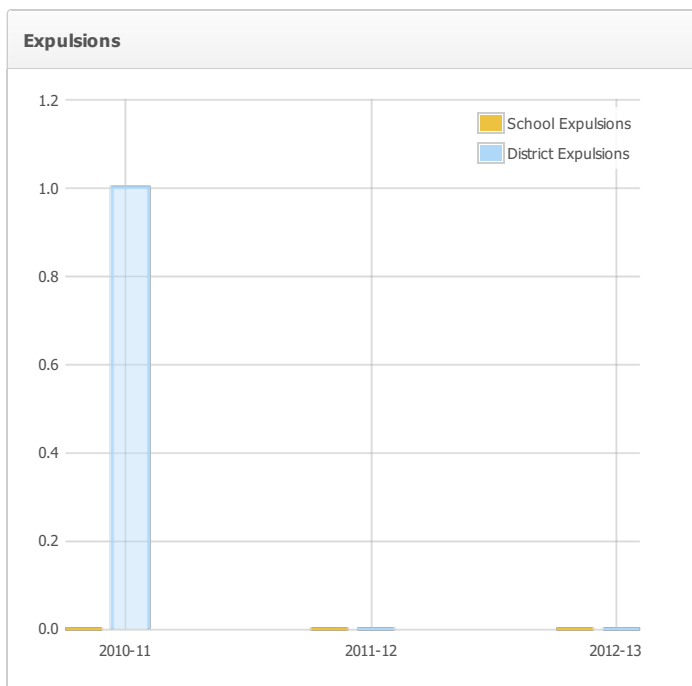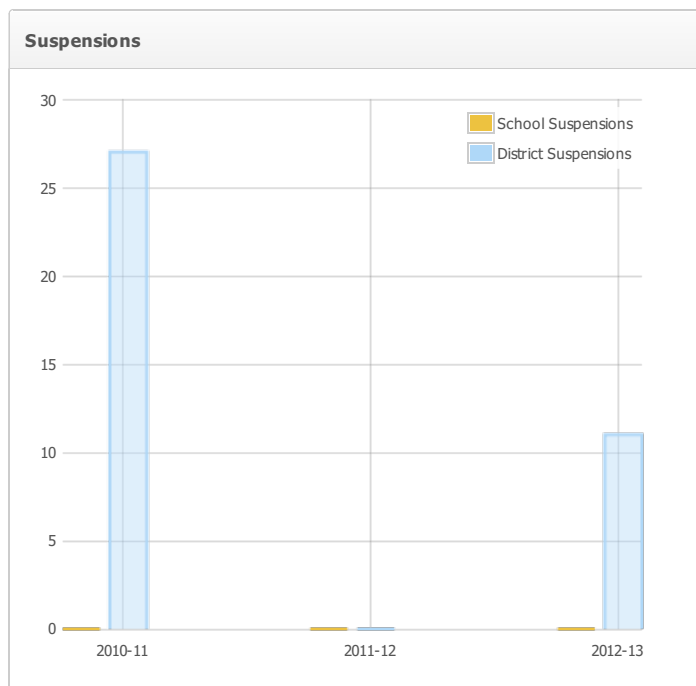
*Last updated: 2/11/2014*

# School Facilities

## School Facility Conditions and Planned Improvements (School Year 2013-14)

General: The District works hard at maintaining the aging facility. The building requires ongoing maintenance and repair. However, the facility is maintained in good repair. The building has had several windows replaced, upgrades made to the kitchen with the addition of a new stove and significant exterior repair work done to the aging structure. Playground litter is picked up daily. The staff has a keen eye for needed maintenance. Monthly safety reports are completed by the site principal/or designee and forwarded to the Superintendent who also serves as the director of maintenance and transportation.

Age of school buildings: The school is located in a rustic, leased building that is over 50 years old. The school is securely fenced and the playground is well maintained.

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 ensuring efficient service and that emergency repairs are given the highest priority.

Cleaning process and schedule: The classroom, 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 district with expenditures for major repair or replacement of existing school building components.

*Last updated: 1/27/2014*

## School Facility Good Repair Status (School Year 2013-14)

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|---|---|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | Propane permits need to be obtained from the propane company and posted. |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | Some branches over hang the roof, removal of these is planned. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Playground equipment is maintained by district personnel. Currently, a piece of the play structure needs new bolts. Stairs need non-slip paint. |

# Overall Facility Rate (School Year 2013-14)

| Overall Rating | Good |
| --- | --- |

# Overall Facility Rate (School Year 2013-14)

| Overall Rating | Good |
| --- | --- |

# Teachers

## Teacher Credentials

| Teachers | School | | | District |
|---|---|---|---|---|
| | 2010-11 | 2011-12 | 2012-13 | 2012-13 |
| With Full Credential | 1 | 1 | 1 | 23 |
| Without Full Credential | 0 | 0 | 0 | 2 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |
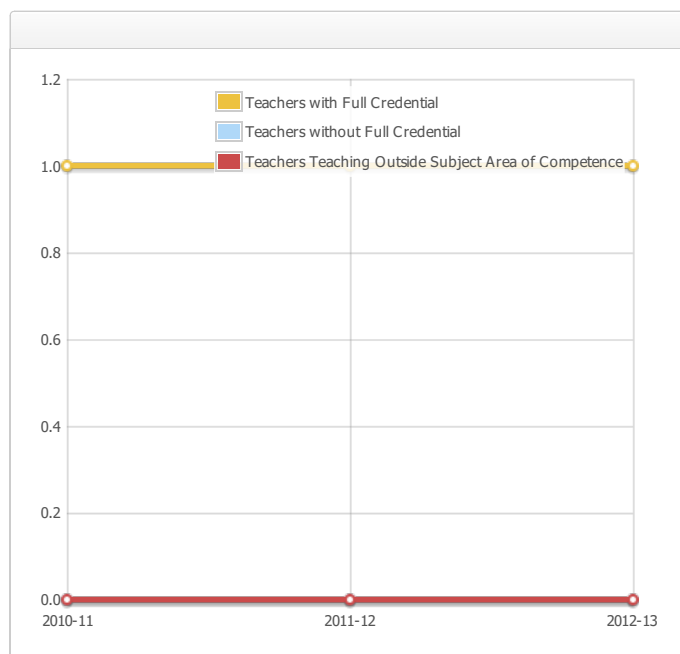
## Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |
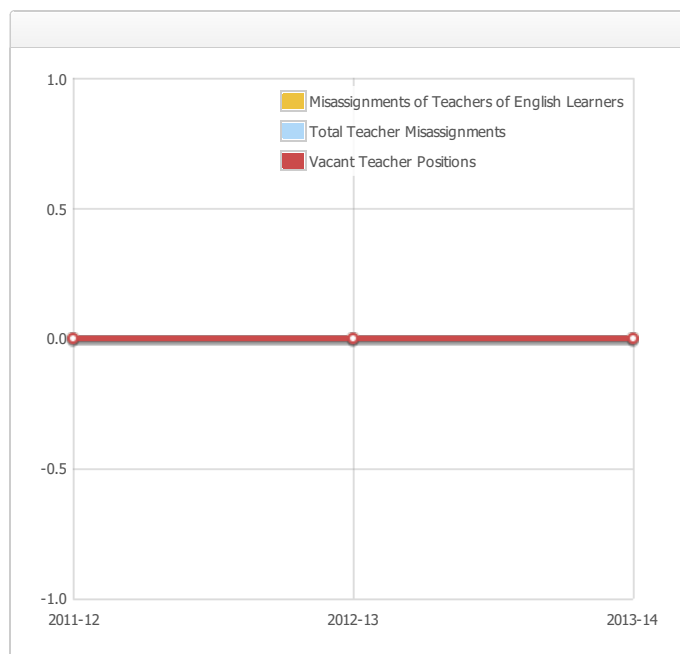


Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as 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.

| 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 39 percent or less in the free and reduced price meals program.

Last updated: 1/28/2014

# Support Staff

## Academic Counselors and Other Support Staff (School Year 2012-13)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| Academic Counselor | 0.0 | |
| Counselor (Social/Behavioral or Career Development) | 0.4 | N/A |
| Library Media Teacher (librarian) | 0.0 | N/A |
| Library Media Services Staff (paraprofessional) | 0.5 | N/A |
| Psychologist | 0.0 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.0 | N/A |
| Speech/Language/Hearing Specialist | 0.2 | N/A |
| Resource Specialist (non-teaching) | 0.0 | N/A |
| Other | 0.0 | N/A |

Note: Cells shaded in black or 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: 1/27/2014

# Curriculum and Instructional Materials

## Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

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 instruction 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: September 2013

| Core Curriculum Area | Textbooks and instructional materials | From most recent adoption? | Percent students lacking own assigned copy |
|---|---|---|---|
| Reading/Language Arts | K-6: Houghton Mifflin<br><br>The district has not adopted a new ELA curriculum due to the implementation of the Common Core State Standards and the upcoming adoption of aligned materials. Most recent adoption was 2005 | No | 0.0 |
| Mathematics | K-6: Scott Foresman<br><br>These textbooks were adopted in 2008. | Yes | 0.0 |
| Science | K-6: McMillan McGraw Hill<br><br>These textbooks were adopted in 2008. | Yes | 0.0 |
| History-Social Science | K-5: Houghton Mifflin<br><br>These textbooks were adopted in 2007. | Yes | 0.0 |
| Foreign Language | N/A | | 0.0 |
| Health | N/A | | 0.0 |
| Visual and Performing Arts | N/A | | 0.0 |
| Science Laboratory Equipment (grades 9-12) | N/A | | 0.0 |

*Last updated: 2/11/2014*

# School Finances

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $5,789 | $134 | $5,655 | $54,357 |
| District | N/A | N/A | $8,585 | $55,194 |
| Percent Difference – School Site and District | N/A | N/A | 34.00% | 1.50% |
| State | N/A | N/A | $5,537 | $58,606 |
| Percent Difference – School Site and State | N/A | N/A | 2.00% | 7.00% |

Note: Cells shaded in black or with N/A values 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. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site.

Last updated: 2/14/2014

## Types of Services Funded (Fiscal Year 2012-13)

The Laytonville Unified School District provides general education services, special education services and alternativeeducation 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.                    $48,301

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           $148,752

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

Uses: Title I intervention teacher, Instructional materials, Professional development

Title II, Part A, Teacher Quality:

Purpose: Improve professional development of teachers and administrators                    $35,137

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.           $16,969

Uses: Instructional Support Materials

Title VII Indian Education Grant:

Purpose: To provide educational opportunities for American Indian students.                    $10,307

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: 3/19/2014*

# Teacher and Administrative Salaries (Fiscal Year 2011-12)

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $41,196 | $38,390 |
| Mid-Range Teacher Salary | $51,221 | $55,793 |
| Highest Teacher Salary | $71,723 | $72,306 |
| Average Principal Salary (Elementary) | $87,550 | $88,846 |
| Average Principal Salary (Middle) | $00 | $92,801 |
| Average Principal Salary (High) | $85,000 | $95,916 |
| Superintendent Salary | $115,000 | $116,026 |
| Percent of Budget for Teacher Salaries | 30.0% | 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.

**Teacher Salary Chart**



**Principal Salary Chart**
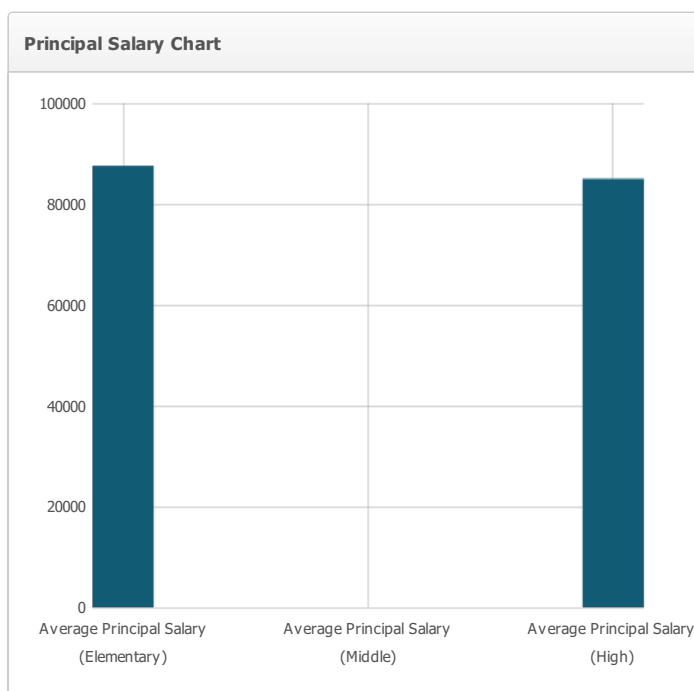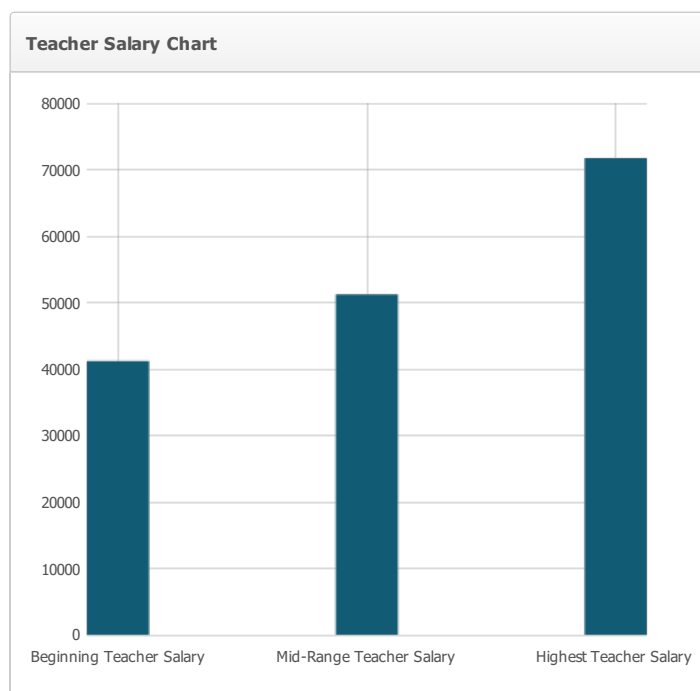


*Last updated: 2/14/2014*

# 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.

**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.

# Dropout Rate and Graduation Rate

| | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| **Indicator** | **2009-10** | **2010-11** | **2011-12** | **2009-10** | **2010-11** | **2011-12** | **2009-10** | **2010-11** | **2011-12** |
| Dropout Rate | | | | | | | 16.6 | 14.7 | 13.1 |
| Graduation Rate | | | | 94.87 | 71.88 | 92.31 | 74.72 | 77.14 | 78.73 |

**Dropout/Graduation Rate Chart**
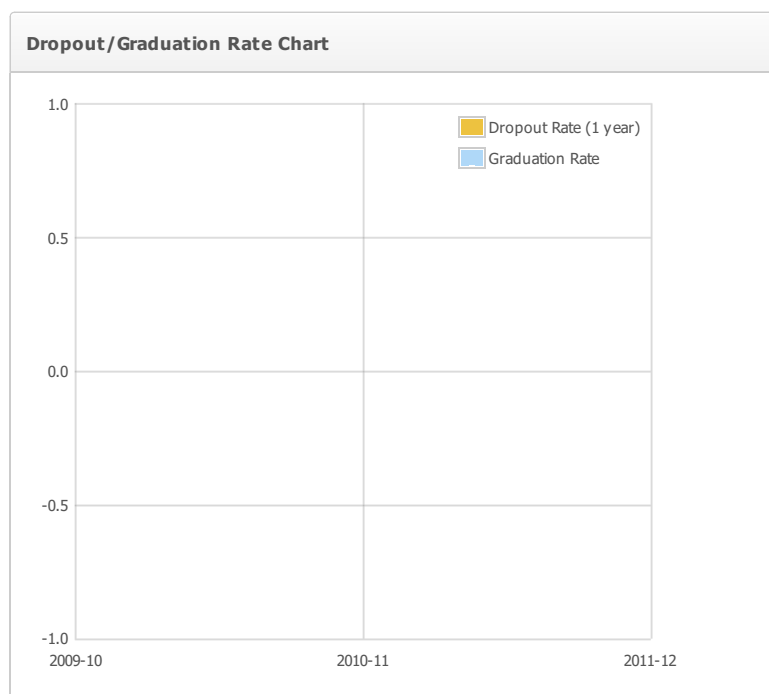


*Last updated: 1/28/2014*

# 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 Branscomb 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 the students be prepared for the future. English Language Arts and Math intervention programs are being developed and implemented. The class includes performance assessment and small cooperative group and structured engagement strategies as regular instructional strategies to teach the Common Core State Standards curriculum.

Branscomb School professional development focuses on strategies to assist all students in meeting or exceeding the California Common Core State Standards, including integrating standards based curriculum, instructional practice, assessment, and understanding the strengths and needs of our 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 teachers 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 three paid teacher in-service training days;

2. Participation in Friday common planning time (1:30 dismissal);

3. Participation in Summer Institutes including English Language Art training and math, technology use.

4. Participation in professional growth conferences with expenses and substitute costs covered by various categorical funds including Title I funds, Title II, and Special Education.

5. Participation in academic and instructional strategies coaching with the education specialists at the Mendocino County Office of Education.

During the 2013-14 school year the teaching staff have been participating in professional developement focused on implementing new teaching strategies to support the Common Core State Standards.

*Last updated: 3/26/2014*