



**Laytonville High School  
Mid-Cycle Progress Report  
250 Branscomb Rd.  
Laytonville CA, 95454**

**Laytonville Unified School District  
October 23-24<sup>th</sup>, 2016**

**Accrediting Commission for Schools and Colleges  
Western Association for Schools and Colleges**

## **I. Student/Community Profile Data**

*An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.*

Laytonville High School (LHS) is located in a small town in the heart of redwood country approximately 175 miles north of San Francisco. The culture of the community of approximately 2,000 people is enriched by the involvement of many talented local artists and musicians, and by the presence of the Cahto Indian Reservation. Overall a pioneer spirit pervades the community and independent pride asserts itself in the personality of the local population. Many families have lived in Laytonville for generations and many others came with the back-to-the land movement in the mid 1970's. Traditionally a ranching and logging community, Laytonville has suffered economic uncertainty since the closing of the local Harwood Mill in 2008. The primary revenue sources are now government agencies, tourism, local musical festivals, ranching, and marijuana cultivation.

LHS is one of four public schools in the Laytonville Unified School District. The schools include a K-8 school, a comprehensive high school, a Continuation high school, and a one-room schoolhouse. In addition to the K-12 programs, there is a state preschool program located on the elementary school campus.

The high school is the hub of community activity and a great source of pride. The current facility was built in 2003 after a successful community wide effort to secure both state and local bond funds. Notable demographics include a student population of 115 students, with 13% Native American, 13% Hispanic, 5% multiple races, 1% African American, 1% Asian, and 67% Caucasian; 68% free/reduced lunch rate; and 7 students (6%) are participants in the Gifted and Talented Education program. Of the 115 students enrolled 10 are enrolled in the Independent Study Program.

The school serves students through a traditional seven period academic schedule. There is a faculty of 8 fulltime staff and 7 part time teachers. Since the last WASC review there has been a 33% turnover in teaching staff due to retirements or reassignments. Laytonville High School has had a small but steady decline in

enrollment since the last WASC review. This decline in enrollment has not caused a decline in teaching positions.

The school prides itself in holding high standards for its students to prepare them for postsecondary success. The school staff has an intimate knowledge of students and their families allowing for a collaborative effort in increasing student achievement. 100% of the teaching staff are fully credentialed and are highly educated experts in their fields who share their passion for their subject by creating standards based curriculum that often involves cross content collaboration, the use of 21<sup>st</sup> Century technology, and the skills and the involvement of the learning community.

By the 2015-2016 school year 100% of the school's population was English speaking and 0 students were identified as English Learners. According to CELDT data, 0 students are classified as Early Advanced, 1 student was classified as Intermediate, and 0 as beginning. Five students were reclassified as fluent-English proficient during the past three years.

Laytonville High School offers a Resource Specialist Program (RSP). Five students are eligible for special education services. The school also receives Title II (Teacher Quality), Title VI (Rural Education), ROP/CTE, IDEA, and Medi-Cal funding.

The most significant subgroup is composed of socioeconomically disadvantaged students. Currently, 74 students (or 68%) qualify for free and reduced lunch. This number of socioeconomically disadvantaged students has not changed much in the last three years.

According to enrollment data, LHS students come from homes where 7% of parents attended graduate school, 11% are college graduates, 21% of parents attended some college, 51 % are high school graduates and 1% of the parents are not high school graduates.

***School's analysis of student achievement data (e.g., CAHSEE, AYP, API, AP, College, SAT, graduation rates, and Program Improvement status).***

In 2015 LHS was still in PI. LHS made 2 of 2 AYP criteria and met its 95% participation goal.

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

**Laytonville High School 2015 CAASPP Results**

CAASPP Markers	11 <sup>th</sup> Grade ELA		11 <sup>th</sup> Grade Math	
	2015	2016	2015	2016
Standard Exceeded	4%	13%	0%	9%
Standard Met	29%	22%	32%	13%
Standard Nearly Met	32%	26%	11%	22%
Standard Not Met	36%	39%	57%	57%

AP Courses	Number of AP Courses Offered	Percent of Students in AP Courses
2015-16 AP English	1.0	11.3 %
2016-17 AP English	1.0	18 %

Due to declining enrollment and lack of demand, Laytonville High School is down to one Advanced Placement course offering. Many AP students are taking courses through the local Community College with the financial and counseling support of LHS.

**LHS Students Taking College Classes through Dual and Concurrent Enrollment**

	Freshmen	Sophomore	Juniors	Seniors
2014-2015	0%	0%	3%	32%
2015-2016	4%	10%	21%	30%
2016-2017	18%	10%	42%	42%

***Other pertinent data (e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students).***

<i>Average Daily Rate of Attendance</i>	
2003-14	91.65%
2014-15	92.77%
2015-16	92.29%

Laytonville High School's Average Daily Attendance (ADA) is approximately 92%. As the table below indicates, the ADA rate has stayed steady over the last three years. We continue to strive to raise our ADA to the 95% rate.

### **Current Year Graduation Rates**

<b>Groups</b>	<b>2015 Cohort Graduation Rate (class of 2014-15)</b>	<b>2016 Cohort Graduation Rate (class of 2015-16)</b>
Schoolwide	100	100
American Indian or Alaska Native	100	100
Hispanic or Latino	100	100
White	100	100
Socioeconomically Disadvantaged	100	100
English Learners	100	100
Students with Disabilities	100	NA

Laytonville High School continues to focus on improving graduation rates for all students. In 2015 and 2016 the school exceeded its graduation rate goal of 95% for all subgroups.

### **Suspensions and Expulsions**

<b>Rate*</b>	<b>School 2012–13</b>	<b>School 2013–14</b>	<b>School 2014–15</b>	<b>District 2012–13</b>	<b>District 2013–14</b>	<b>District 2014–15</b>
<b>Suspensions</b>	19.9	18.7	10.8	11.3	12	8.3
<b>Expulsions</b>	0	.8	0	0	.5	0

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

Laytonville High School's Rate of Suspensions and Expulsions have steadily decreased over the past three years.

## University of California and/or California State University Admission

Indicator	Percent
Current Juniors and Seniors Enrolled in Courses Required for UC/CSU Admission	29 % Seniors
	64% Juniors
2015 Graduates Who Completed All Courses Required for UC/CSU Admission	38%
2016 Graduates Who Completed All Courses Required for UC/CSU Admission	18.5 %

Students completing the requirements for UC/CSU admission has fluctuated over the past few years.

A *Student Satisfaction Survey* was administered in 2015-2016 with the following results: A large majority (78%) of students agree that they are getting a quality education and that their teachers actively help them learn and care about them. 78% of students report being sometimes involved with extracurricular activities, while 50% report “always” being involved. 71% of students feel the school grounds are safe. When asked if they know what is required of students in order to attend college after graduation from high school, 74% said “always” or “almost always”. Areas for growth include: 41% of the students reported rarely or never having opportunities to be involved with projects to help make the school grounds a fun place to learn; 66% of the students rarely or never use the library during lunch, and finally, 56% rarely or never take advantage of afterschool tutoring.

A *Parent Survey* was administered in 2015-2016 with the following results: 83% of parents believe their children are receiving a quality education. 57% of parents think that the school prepares students for future college or career paths. 66% of parents know that their child experiences Project Based Learning in the classroom, and 72% of parents believe their child could get extra help if they needed it and 0% thought their child would never or rarely get help if needed. Areas for growth include 17% of parents rating the quality of PE instruction as unacceptable, and 25% of parents rarely or never being provided with materials or training to strengthen their child’s education at home.

### ***An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.***

With the termination of STAR testing three years ago, an attempt was made to use the CAHSEE as the new benchmark to measure proficiency at the high school level. The termination of the CAHSEE has moved the school to look at other factors to use as indicators for school achievement including failure rates, graduation rates and now the CAASPP scores.

- High attendance rates indicate an engaged student body.
- CAASPP scores indicate significant improvement must be made for math and ELA performance.
- Small sample sizes due to small classes have a huge effect on the outcome of the CAASPP data with large fluctuations.
- Two years of data and a new testing protocols make it difficult to tell where the data is going.
- More practice needs to occur using computer driven testing and performance tasks.
- CAASPP scores in Math indicate a need for stronger foundations in Math and an increased breadth of instruction (ie: 3 year math requirement).
- Five different middle school math teachers in the last five years may be a factor in low math scores.

- High college enrollment supported by LHS has eclipsed the importance of AP courses and is showing students a clear path towards completing college coursework and accumulating college credit.
- Credit Recovery programs have supported a consistently high graduation rate.
- Staff dedication to student and community relationships has created a strong support system to help students graduate and succeed.
- High extracurricular involvement contributes to good attendance, and high graduation rates.
- A-G completion fluctuates with class make-up and small sample size.

## **I. Significant School Changes and Developments**

- *Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.*

Since the last full visit LHS enrollment has continued to decline, but the decline has not lead to a decrease in course offerings. As part of LCAP process a need for more CTE offerings was determined. LHS has been able to offer a new Agricultural Science class modeled after Mendocino Colleges fall and spring vegetable production. In 2015-16 two beginning Culinary Arts courses were offered introducing a new career pathway. In 2016-17 an advanced Culinary Arts course was added to our offerings so that interested students can further their training. Starting in the 2015-16 school year LHS partnered with Mendocino College to offer students a building trade's course in which they could receive college credit and training. There has been a 33% turnover in staff including a change in ELA, social studies, and resource teachers. LHS has continued to invest in technology hardware including 60 new chrome books and a new class set of touchscreen computers. LHS has been in the process of transition from offering traditional AP courses to supporting students in taking college classes at Mendocino Junior College.

- *Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.*

- The increase in agricultural science and culinary arts has increased the fresh food offerings at lunch.
- The changeover in state testing has led to a lack of standardized test data.
- Technological upgrades have encouraged staff to utilize new applications and students to become familiarized with computer based testing.
- LCAP feedback from students, parents, and community showed the need for further CTE pathways.
- The school's offerings have helped stem the flow of declining enrollment by attracting and retaining students to our school.
- New course offerings have given expanded career and technical education opportunities and increased student engagement and school pride.
- Common Core Implementation has increased the focus on academic rigor, and college and career readiness.
- Staff turnover has brought new energy and expertise to the offerings, but disrupted some of the continuity for benchmark testing.

## **II. Ongoing School Improvement**

- *Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.*

Over the last three years LHS Site Council has been engaged in the continuous cycle of improvement. Made up of parents, teachers, support staff, and administration, Site Council reviews all possible student data in order to measure effectiveness, identify goals, and define details before getting board approval and implementing the goals schoolwide. Site Council members are actively collecting feedback from the school community through parent teacher conferences, student principal interviews, and counselor interviews. The goals set in the Single Plan for Student Achievement were based off the Action Plan devised during the last full WASC visit. The WASC Action Plan and subsequent Single Plans are continually monitored during staff meetings, staff development days, and during our end of the year evaluation. Information is also gathered from student and parent surveys and analyzed by the District Advisory Council to set school and district goals that get incorporated into the LCAP and School Plans.

- *Describe the process used to prepare the progress report.*

The mid-cycle progress report was prepared through ongoing review of the school programs during Site Council meetings and staff meetings. During these meetings a wide range of data was reviewed as part of the Local Control Accountability Plan. At an all-day staff meeting in August 2016 staff broke up into groups to work on sections of the mid-cycle report and to review and amend the LHS Action Plan. Special meetings were attended by staff to answer critical questions in this progress report. Finally, rough drafts of the Progress Report were brought to LHS Site Council and the staff meeting for further review and revision.

### **III. Progress on Critical Areas for Follow-up /Schoolwide Action Plan**

- *Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.*

**Critical Areas for Follow-up:** *If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement. Note: The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

- **Develop and use a system of formative assessments to identify and track student progress towards proficiency on the CCSS**  
LHS still has work to do to develop and use a system of formative assessments. Following the last WASC visit LHS staff began training on the Illuminate system for data analysis but found it to be lacking and cumbersome. Dialogue has continued to develop a system of consistent formative assessments which will result in collecting the first year of data this school year.
- **Update student progress data (Aeries) to provide frequent and timely information to parents, students, and staff.**  
The staff has made great strides in keeping the Aeries systems updated. Parents and students are more satisfied with being able to access current grades from their teachers. We have conducted parent trainings for Aeries training. Staff meetings have continually emphasized the importance of up to date information on the Aeries over the last three years.

- **Ensure that students are college and career ready by increasing completion of rigorous A-G courses.**

Students are counseled, supported, and encouraged to complete A-G coursework to retain the greatest number to options related to their continued educational options. The entire staff supports students in completing A-G coursework. Students are discouraged from dropping critical classes through mandatory meetings with the principal. In 2015 38% of seniors completed A-G coursework, however that went down to 18.5% in 2016. The 2016/2017 seniors have 29% on track to complete A-G coursework and 64% of the 2017/2018 seniors are on track to complete A-G requirements.

- **Create a culture of academic rigor and high academic expectations to ensure all students achieve proficiency in the Common Core**

Staff meeting time is regularly dedicated to formalize school culture. Since the last WASC visit there is greater buy-in and commitment to raised expectations for all students. The staff has participated in PBIS training and implementation and is committed to productive classroom environments. The focus over the past year has been to reduce distractions of electronic devices in class. A system has been put in place so that before students are allowed to drop classes, they must meet with the principal and counselor. At progress report time, underperforming students are contacted by the principal and are given support and counseled on strategies to succeed in their classes.

### **Goals from Schoolwide Action Plan**

**Goal 1: To improve student's proficiency and mastery in Mathematics while transitioning into the CCSS and**

**Goal 2: To improve student's proficiency and mastery in English Language Arts while transitioning into the Common Core Standards.**

- LHS and LMS have scheduled quarterly articulation meetings from 2013 to 2016 with the 7<sup>th</sup>-12<sup>th</sup> grade Math and ELA teachers. Even with teacher turnover (5 different math teachers over the past 5 years) at the Middle school we've been able to develop consistency between our programs so that students arrive at high school more prepared in Math and ELA
- A two week Freshman Academy has been held during the summer of 2014/2015/2016 where incoming students are presented with tips to high school success and attend intensive ELA and Algebra classes before school starts. Our data from the 2015 Freshman Academy showed that students who attended got a .5 higher GPA than their classmates.
- Placement tests have been given to incoming freshman over the past three years to determine their skill level and math placement.
- Staff Trainings during the past three years have focused on ways to increase Depth of Knowledge in instruction, trainings on conducting Socratic Seminars, and Expository Reading, Writing, and Composition trainings for our English Instructors.
- After school Tutoring schedules have been maintained Monday-Thursday with Credentialed Tutors to offer all students access to tutoring, especially in Math and ELA.
- Intervention systems are in place and utilized for struggling students such as Student Concerns, the SST process, 504 referrals, and the credit recovery process.



**Goal 3: To focus on effective instructional strategies that will support the transition into CCSS, such as Project Based Learning.**

- In-service days have been conducted to create a common understanding of PBL. We are seeking to create goals and projects that use PBL to achieve the CCSS.
- We have increased the number of projects attempted each year by our staff members so that LHS will have a fully implemented PBL program. From 2013-2016 at least 100 PBL lessons have been implemented in classrooms. PBL is an innovative platform in which the CC anchor standards can be fully implemented. PBL also allows provides the perfect format for student assessment of ESLR achievements.
- We have dedicated staff meeting time on a quarterly basis to share out the PBL lessons done in class and allowed time for teachers to ask critical questions about the projects.
- LHS teachers worked Mendocino County wide content area collaborative during the 13/14 school year. Our teachers joined other content area teachers from around the county to discuss and share effective instructional strategies.
- During the 14/15 school year LHS worked with PIVOT learning to increase the Depth of Knowledge levels in the classroom. Work with consultants was continued in the classroom to improve the DOK levels. Continued informal evaluations in this area have continued along with peer observations. Trainings focused on rigor in the classroom, strategies for increasing student engagement, implementing technology, and the Common Core Standards.
- ELA staff attended ERWC trainings, and ERWC curriculum was utilized in ELA class during the 15/16 school year. ELA staff is scheduled to attend further ERWC trainings during the 16/17 school year.
- A Socratic Seminar training was conducted for the entire 6-12 staff during the 2015 summer and Socratic seminars were implemented throughout the high school during the 15/16 school year and 2016 Freshman Academy.

**Goal 4: Create a master schedule that supports a strong instructional program for all students. The schedule will include career tech. ed., college prep, advanced placement, and elective courses that support the school wide vision.**

- The master schedule continues to offer rigorous courses and electives that reflect our current student population in order to meet their needs.
- More core classes have been added into the afternoon portion of the schedule.
- An examination of the Study skills has been made. Students are using study skills to (see agenda)  
Study Skills courses are being used to access technology for students in college classes.  
Study Skills courses give support to students to do homework and research who don't have support and connectivity at home.  
Study Skills classes provide a venue for collaboration with other students taking similar courses.
- In order to address the need for Advanced Placement courses an increased number of students have enrolled in core academic college classes.
- Teacher, student and parent voices are heard about the schedule through interviews, seminars, and surveys conducted through the LCAP process.  
The results reinforced the need for further CTE pathways. A new culinary arts pathway has been added to the master schedule offerings.

- The counselor continues to encourage all students to attempt to complete A-G courses.  
49% of graduates from the class of 2013 were attending college 6 months after graduating. 22% of those were attending a four year college.  
48% of graduates from the class of 2014 were attending college 6 months after graduating. 10% of those were attending a four year college.  
55% of graduates from the class of 2015 were attending college 6 months after graduating. 35% of those were attending a four year college.

**Goal 5: Utilize intervention systems that allow staff and parents to provide academic and emotional support for all students.**

- LHS regularly uses a portion staff meeting time to identify students of concern and strategize methods for teacher support and intervention.
- Students who demonstrate a need for more academic support are discussed during our staff meetings and are frequently placed in the credit recovery and intervention program which allows for more individualized instruction and support.
- We have incorporate the Signs of Safety program to create individual plans and follow through for students of concern. This has been very successful in keeping students from falling through the cracks and getting them the resources that they need.
- Credentialed teachers are available after school daily to provide tutoring as needed.
- Summer school and the Freshman Academy provide additional time for students to improve and get support in their academic skills.
- Teachers have improved the regular input of grades and assignments into the ARIES online system. To help keep students, parents, teachers, and administrators up to date on student's performance in order to give the students the tools and support to improve performance.
- A network of support has been created to offer social and emotional services throughout the school week in order to help students tend to their studies.
- Our school provides a psychologist two days a week, and three different counselors from different agencies provide overlapping coverage the rest of the week. This is an increase in services since the last WASC visit. During the 2015-2016 school year 31% of students utilized counseling services at LHS.

#### **IV. Schoolwide Action Plan Refinements**

*• Comment on the refinements made to the single schoolwide action plan since the last full self-study visit to reflect schoolwide progress and/or newly identified issues.*

- Goals that were connected with the CST and CAHSEE scores have been removed and replaced with other achievement goals such as the CAASPP.
- Monitoring and reporting progress tools of CST and CAAHSEE scores have been removed and replaced with other achievement goals such as the CAASPP.
- The usage of the Illuminate system for data analysis has been scratched and custom benchmarks are being created for formative assessments. Use of AERIES Analytics for data analysis is being explored by the District.
- A new goal of exploring a three year math requirement for graduation has been added to address poor math scores on the CAASPP.
- The goal for arranging the master schedule for rigorous afternoon schedule was met and taken off the Action Plan.
- A goal for supporting and continuing dual and concurrent enrollment strategies was added to the Action Plan.
- A goal was added to coordinate mental health services during monthly mental health meetings.

Chapter V: Revised School Wide Action Plan for Laytonville High School, Laytonville California.

**Goal 1 (Area of Improvement):** Develop and implement a plan to improve student's proficiency and mastery in Mathematics while transitioning into the CCSS.

**Rationale: Critical Need:** The self-study findings indicate a need to improve student achievement in Math for all student groups. State assessments data (CAASPP), student grades, discussions & recommendations from all focus groups & departments, & review of student work support this need.

**Supporting 2013/16 Data:**

In 2015 32% of LHS Juniors met or exceeded the standards on the CAASPP in Math.

In 2016 32% of LHS Juniors met or exceeded the standards on the CAASPP in Math.

**Growth Targets: I**

- |          |   |
|----------|---|
| 2016/17: | -10% more 11 <sup>th</sup> grade students will score standard met or exceeded on the Math portion of the CAASPP tests.<br>-There will be a 5% increase in the CAASPP proficient scores of the economically disadvantaged students.<br>-The number of students attempting Algebra II will increase.    |
| 2017/18: | 10% more 11 <sup>th</sup> grade students will score standard met or exceeded on the CAASPP.<br>-There will be a 10% increase in the CAASPP proficient scores of the economically disadvantaged students.<br>-The number of students Algebra II will increase by 5% from the previous year.            |
| 2018/19: | 10% more 11 <sup>th</sup> grade students will score standard met or exceeded on the CAASPP.<br>-There will be a 20% increase in the CAASPP proficient scores of the economically disadvantaged students.<br>-The number of students attempting Algebra II will increase by 5% from the previous year. |

**ESLRs Addressed:**

All ESLRs will be addressed for the Math Goal with an emphasis on Quality Producer, Constructive Thinker, and Effective Communicator.

**Impact on student learning of academic standards & ESLRs:**

By meeting the CCSS, improving the quality of instruction and improving the skills of incoming students, students will be more prepared to meet academic goals and embody the targeted ESLR's.

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#### Monitor Progress Tools:

- CAASPP
- Number of students participating in Algebra Academy
- Number of Students passing Algebra II
- ESLR rubric
- Benchmark Tests
- Meeting Minutes

#### Report Progress:

- Data Reporting: CAASPP Assessments, subject area benchmarks, pre & post Algebra scores, Algebra placement scores, Algebra II data.
  - Action Plan Progress: Administrators will report progress to Board of Trustees, Site Council, and District Advisory Committee annually & to staff at monthly faculty meetings. Action Plan modified, when necessary at least annually.
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TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
-Provide ongoing Math professional development to support implementation of the CCCS	Principal Math Teachers MCOE staff	School site teacher in-services. County wide and district wide Articulation Meetings. Asilomar trainings. Math symposiums.	Math Benchmark scores. CAASPP math scores. Math Teacher retention rates.	2016-2019	Teacher Participation rates for in-services.
-Schedule quarterly articulation meetings for 7 <sup>th</sup> -12 <sup>th</sup> grade Math teachers.	Principals 7-12 grade Teachers	Staff meeting time.	Improved CAASPP scores. Improved teacher retention. Alignment of Math Instruction.	2016-2019	-Meeting minutes from articulation
-Explore and implement effective instructional strategies for Math	Principal Teachers	Staff Trainings, Asilomar, Symposiums.	Increase in Benchmark scores over time. Increase in CAASPP scores over time.	2016-2019	-Benchmark scores. CAASPP scores.
-Algebra I teachers will implement strategies to increase student homework quality and completion.	Principal Teachers	Uptown lunch passes for two weeks of perfect homework.	Rate of homework complete. The amount of students passing Algebra I	2016-2019	Increase in the % of Algebra I homework grade increase.
-Deliberate Integration of ESLRS and PBL into all Math instruction	Teachers	ESLRS rubric. PBL Professional Development. Inter-curricular coordination.	Completed ESLRS rubric. # of PBL lessons completed.	2016-2017	-Individual student ESLR scores. PBL
-Developed formative assessments	Principal Teachers Tech Support	Existing formative assessments derived from curriculum. In-services which provide information regarding the latest websites and software related to smarter balance testing.	Student usage of computer based benchmark assessments. Participation of Math classes in benchmark system. Year to year improvement in benchmark test scores	2016-2019	-Participation of core classes using computer based benchmarks.
-Administer Math placement tests	Teachers	Pre-Assessment Materials. Incoming Freshman.	Reduction of students failing core math classes. Correct placement of Freshman.	2016-2019	-Math placement scores matched with final grades. Math Placement scores over time.
	Teachers	Using assessments to focus on students. After school tutoring program.	Tracking students who attend after school tutoring.	2016-2019	

<p>-Provide Math Interventions during and after school -Continue running summer algebra academy for incoming freshman and any other students who may benefit.</p> <p>Explore and implement a three year math requirement for Graduation.</p>	<p>Superintendent Principal Teachers</p>	<p>Freshman Academy network.</p>	<p>Recording the % of incoming Freshman participating. Comparing GPA of freshman who attended the Academy.</p>	<p>2016-2019</p>	<p>Participation rates. CAASPP scores. Participation rates. GPA comparison.</p>
	<p>Teachers, Principal, Superintendent, School Board</p>	<p>Research possible course to introduce for CAASPP Math readiness.</p>	<p>Progress towards the implementation of all Juniors being in a Math class.</p>	<p>2016-2019</p>	<p>Percentage of Juniors in a Math class.</p>

Chapter V: Revised School Wide Action Plan for Laytonville High School, Laytonville California.

**Goal 2 (Area of Improvement):** Develop and implement a plan to improve student's proficiency and mastery in ELA while transitioning into the CCSS.

**Rationale: Critical Need:** The self-study findings indicate a need to improve student achievement in ELA for all student groups. CAASPP data, student grades, discussions & recommendations from all focus groups & departments, & review of student work support this need.

**Supporting 2014/16 Data:**

- In 2015 **33%** of juniors met or exceeded the standards on the CAASPP in ELA.
- In 2016 **35%** of juniors met or exceeded the standards on the CAASPP in ELA.
- During the 2015/2016 school year 13% of students failed English 9.
- During the 2015/2016 school years 17% of students received A's in English 9.
- In 2014/2015 11% of students took AP ELA.
- In 2015/2016 18% of students took AP ELA.

**Growth Targets:**

- 2016/17:
  - 10% more 11<sup>th</sup> grade students will score standard met or exceeded on the ELA portion of the CAASPP.
  - There will be a 5% increase in the CAASPP proficient scores of the economically disadvantaged students.
  - The number of students failing English 9 will decrease by 3%
- 2017/18:
  - 10% more 11<sup>th</sup> grade students will score standard met or exceeded on the ELA portion of the CAASPP.
  - There will be a 10% increase in the CAASPP proficient scores of the economically disadvantaged students.
  - The number of students failing English 9 will decrease by 3%
- 2015/16:
  - 10% more 11<sup>th</sup> grade students will score standard met or exceeded on the ELA portion of the CAASPP.
  - There will be a 10% increase in the CAASPP proficient scores of the economically disadvantaged students.
  - The number of students failing English 9 during their first year will fall below 4%

**ESLRs Addressed:**

All of the ESLR's are addressed in the ELA goal, but there will be a particular focus on Quality Producer, Constructive Thinker, and Effective Communicator.

**Impact on student learning of academic standards & ESLRs:**



By meeting the CCSS, improving the quality of instruction and improving the skills of incoming students, students will be more prepared to meet academic goals and embody the targeted ESLR's.

<b>Monitor Progress Tools:</b> <ul style="list-style-type: none"><li>• CAASPP</li><li>• Curriculum related assessments</li><li>• ESLR rubric results</li><li>• Writing rubric results</li><li>• Benchmark Tests</li></ul>	<b>Report Progress:</b> <ul style="list-style-type: none"><li>• Data Reporting: CAASPP Assessments, subject area benchmarks, ESLR's rubric results, writing rubric results, and changes in Master Schedule.</li><li>• Action Plan Progress: Administrators will report progress to Board of Trustees, Site Council, and District Advisory Committee annually &amp; to staff at monthly faculty meetings. Action Plan modified, when necessary at least annually</li></ul>
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TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Provide ELA professional development to continue rigorous implementation of the CCCS	Principal ELA Teacher MCOE Staff	School site teacher in-services, ERWC trainings. County wide and district wide articulation meetings. Other off-site trainings.	Teacher observations, CAASPP scores.	2016-2019	Listing of trainings attended by teachers.
Schedule quarterly articulation meetings for 7 <sup>th</sup> -12 <sup>th</sup> grade ELA teachers.	Principals 7-12 grade teachers.	Content Area Trainings, curriculum, and curriculum mapping. Writing Rubrics. ERWC materials.	Unified programs for writing and curriculum, Improved CAASPP scores.	2016-2019	Meeting Minutes form articulations.
Integration of ESLRS with CCSS and curriculum.	All staff, principal	ESLRS rubric, staff in-services using ESLRS	-Use of ESLRS rubric in student assessments and lesson planning	2016-2019	Evidence of ESLRS rubric usage.
Develop formative assessments	Principal Teachers Tech Support	CAASPP sample performance tasks. ERWC and Socratic Seminar materials. Other curriculum materials.	Consistent Administration of Benchmark Assessments. The number of interventions used to address students not meeting the benchmarks.	2016-2019	Benchmark results.
Help Teachers and students become familiar with technology used to support ELA proficiency and assessment	Principal Teachers Tech Support	In-services which provide information regarding the latest website and software related to smarter balance testing. Chromebook and google software training.	Successful implementation of the CAASPP. The amount of technology used in the English classes to meet CCSS	2016-2019	Technology Readiness, Teacher trainings attended, new hardware/software purchases
Provide ELA Interventions	Teachers	Using Benchmark tests and Student concerns to focus on students weak points. After school tutoring. Teacher staff development in differentiated Instruction.	Improved CAASPP scores, Improved benchmark scores over time, improved instruction.	2016-2019	Tutoring roles. Staff meeting minutes.
Continue supporting the ELA portion of Freshman Academy for all incoming freshman and any other students who may benefit.	Superintendent Principal ELA Teacher	Writing curriculum ERWC. Common core writing standards, Freshman Academy funding.	Improved writing abilities measured by increased scores on LHS writing rubric and the writing portions of the CAASPP tests.	2016-2019	Freshman Academy roles. Comparative GPA's from Freshman.

**Goal 3 (Area of Improvement):** Focus on Project Based Learning as a strategy to support the transition to CCSS.

**Rationale: Critical Need:** The Common Core state standards and the SBAC require that students use higher order thinking skills. In order to prepare our students for success, PBL will be implemented as a strategy to develop critical thinking skills

**Supporting 2014/16 Data:** There were at least 100 recorded PBL lessons between the 2013-2014 and 2015-2016 school years.

**Growth Targets:**

2016/17:        -All teachers will implement one authentic PBL project in the integrating CCSS per quarter in at least three of their classes.  
                     -The ESLRS rubric shall be used as part of the assessment for these projects. Graduating seniors will have participated in at least 25 PBL lessons during their high school career.

2017/18:        -All teachers will implement one authentic PBL project in the integrating CCSS per quarter in at least three of their classes.  
                     -The ESLRS rubric shall be used as part of the assessment for these projects. Graduating seniors will have participated in at least 30 PBL lessons during their high school career.

2018/19:        - All teachers will implement one authentic PBL project in the integrating CCSS per quarter in at least three of their classes.  
                     -The ESLRS rubric shall be used as part of the assessment for these projects. Graduating seniors will have participated in at least 30 PBL lessons during their high school career.

**ESLRs Addressed:** All ESLR's will be addressed by this goal.

**Impact on student learning of academic standards & ESLRs:**

Students will be presented with problems that require higher order thinking, a high level of participation, engagement, and a necessity to work together.

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**Monitor Progress Tools:**

- Number of PBL projects in all core classes
- ESLR rubric usage
- Number of PBL student experiences
- CAASPP scores

**Report Progress:**

- Data Reporting: ESLS rubric scores, CAASPP scores, number of PBL student experiences.
  - Action Plan Progress: Administrators will report progress to Board of Trustees, Site Council, and District Advisory Committee annually & to staff at monthly faculty meetings. Action Plan modified, when necessary at least annually.
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TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Utilize staff in-service time for increasing staff knowledge of PBL instruction.	Teachers Principal	Principal, PBL teachers, Training materials for PBL.	Student Projects. Student scores on performance tasks.	2016-2019	Staff Meetings, Displays of Student Work.
Teachers will continue to use the Common Core Speaking and Listening Standards in order to successfully embed them into PBL experiences.	Teachers, Principal	Principal, Speaking and listening standards MCOE common core trainings. Practice performance tasks.	Teachers will report out how they are meeting the Speaking and Listening standards.	2016-2019	During staff meetings and in-services.
Teachers and students will become familiar with technology used to support CCSS proficiency and PBL implementation.	Teachers, Principal, tech. coordinator	Chromebook and Google App. training, In-services which provide information regarding the latest websites and software related to CCSS.	Are students using technology to research and present and complete projects? Are students able to use technology to approach problems?	2016-2019	Teacher trainings attended. Technology Readiness, Hardware/ Software purchases.
Teachers will implement PBL experiences that are integrated with the CCSS into their content areas.	Teachers Principal	Professional Learning Community MCOE, Outside Trainings, county and district wide articulations.	Teachers will articulate their knowledge of the content standards	2016-2019	During staff meetings and in-services

## Chapter V: Revised School Wide Action Plan for Laytonville High School, Laytonville California.

**Goal 4 (Area of Improvement):** Create a master schedule that supports a strong instructional program for all students. The schedule will include career tech. ed., college prep, advanced placement, and elective courses that support the school wide Vision.

### **Rationale: Critical Need:**

In order for our students to be prepared for their future they must be provided with a high school experience that provides those skills with a rich and diverse schedule.

### **Supporting 2014/16 Data:**

Master schedules from the last 3 years.

96% of seniors completed the Computers CTE pathway in 2016

15% of seniors completed the Graphics Arts CTE pathway in 2016.

26% of seniors completed the Public Safety CTE pathway in 2016

29% of students are on track to meet A-G course requirements with passing grades for the 2017 graduating class.

64% of students are on track to meet A-G course requirements with passing grades for the 2018 graduating class.

18.5% of students met the A-G course requirements in the class of 2016.

38% of students met the A-G course requirements in the class of 2015.

49% of graduates from the class of 2013 were attending college 6 months after graduating. 22% of those were attending a four year college.

48% of graduates from the class of 2014 were attending college 6 months after graduating. 10% of those were attending a four year college.

55% of graduates from the class of 2015 were attending college 6 months after graduating. 35% of those were attending a four year college.

### **Growth Targets:**

2016/17:

- Increase the number of students meeting A-G coursework
- Review the offerings of core classes and continue the successful offerings.
- Sustain new CTE course offerings and existing pathways.
- Explore new concurrent enrollment offerings and facilitate student's access to community college courses.
- Refine the learning plans for LHS to facilitate greater clarity and communication among students and parents and staff about student options in the master schedule.

2017/18:

- Increase the number of students meeting A-G coursework
- Review the offerings of core classes and continue the successful offerings.

- Sustain new CTE course offerings and existing pathways.
- Explore new concurrent enrollment offerings and facilitate student's access to community college courses.
- Refine the learning plans for LHS to facilitate greater clarity and communication among students and parents and staff about student options in the master schedule.

- 2018/19:
- Increase the number of students meeting A-G coursework
  - Review the offerings of core classes and continue the successful offerings.
  - Sustain new CTE course offerings and existing pathways.
  - Explore new concurrent enrollment offerings and facilitate student's access to community college courses.
  - Refine the learning plans for LHS to facilitate greater clarity and communication among students and parents and staff about student options in the master schedule.

**ESLRs Addressed:** This goal helps with students being Self Directed Learners and Community Contributors.

**Impact on student learning of academic standards & ESLRs:**

Students will be offered a more focused and rigorous schedule that facilitates opportunities to complete core classes, career and college readiness, thereby allowing them to become more successful as self-directed learners and community contributors.

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**Monitor Progress Tools:**

- The Master Schedule
- A-G course completers
- CTE course completers
- Student survey results

**Report Progress:**

- Data Reporting: A-G completion rates, Master Schedule, CTE pathway completion, Student survey results.
  - Action Plan Progress: Administrators will report progress to Board of Trustees, Site Council, and District Advisory Committee annually & to staff at monthly faculty meetings. Action Plan modified, when necessary at least annually.
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TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Research and Implement a more user friendly, clear learning plan that lists all possible class offerings on the master schedule	Principal Counselor	The learning plans of other schools, any other examples.	Student feedback will reflect that they understand the purpose of the learning plan. Students will use the learning plan to make thoughtful decisions about their future goals.	2016-2019	Examples of the new learning plans and student feedback.
Collect student data about course offerings	Principal Teachers Students	On-line survey formats. Student Surveys.	Continued survey results showing student perception about course offerings.	2016-2019	Survey results shared with Site Counsel, DAC, and School Board.
Explore the options around staffing models to make master schedule improvements.	Superintendent Principal Teachers	Teacher backgrounds, budget availabilities.	Master Schedule, Expanded offerings. Completed CTE pathways.	2016-2019	Master Schedules for years 2016-2019
Support the offering of existing CTE coursework.	Superintendent Principal Teachers	Teacher backgrounds, budget availabilities.	Are students making use of existing CTE pathways?	2016-2019	Master Schedules for years 2016-2019. Rates of Pathway completion.
Clarify the school wide vision and academic learner outcomes relative to the new CCSS.	Principal Staff	Existing documents, staff meeting time, examples of other school visions and plans for CCSS transitions.	Staff members are clear on the vision of the school and its relationship to the CCSS.	2016-2019	School vision documents.
Continue exploring options for new dual enrollment options for LHS students.	Principal, Community College Staff.	Attend dual enrollment conferences. Meet with community college staff.	The percentage of students taking college courses through dual and concurrent enrollment.	2016-2019	Student Transcripts Master Schedule



Chapter V: Revised School Wide Action Plan for Laytonville High School, Laytonville California.

**Goal 5 (Area of Improvement): Utilize intervention systems that allow staff and parents to provide academic and emotional support for all students.**

**Rationale: Critical Need:**

Interventions are needed because many students lack the critical skills such as work habits, perseverance, responsibility, work ethics, and coping mechanisms to be successful in high school.

**Supporting 2015/16 Data:**

31% of LHS Students have received professional counseling services during the 2015-2016 school year.

At the end of the fall 2015 semester, 13 % of students had received at least one F. Of those students, five of them had multiple F's.

After the spring 2016 semester 11% of students had received at least one F. Of those students, four of them had multiple F's.

During the spring 2015 Semester the failure rate in required classes was 4.6%, 5.5% during the fall 2015 Semester, and 3.7% during the spring 2016.

An average of students use the afterschool tutoring program each week..

How many parents were signed up for the Aeries Portal in 2015, how many more parents were signed up in 2016, and more parents were signed up in 2016. Better yet how many parents using Aeries portal

**Growth Targets:**

2016/17 –

- Teachers will keep grade books up to date on a bi-monthly basis to keep students, parents, teachers, and administrators up to date to allow for interventions to take place.
- Teachers and Administrators will use the SST meetings to address Students of Concern.
- Staff time will be dedicated to addressing Student Concerns on a weekly basis.

2017/18:

- Teachers will keep grade books up to date on a bi-monthly basis to keep students, parents, teachers, and administrators up to date to allow for interventions to take place.

2018/19:

- Gather feedback about the effectiveness of the refined learning plans.
- Teachers will keep grade books up to date on a bi-monthly basis to keep students, parents, teachers, and administrators up to date to allow for interventions to take place.

**ESLRs Addressed:** Self Directed Learner, Community Contributor.

**Impact on student learning of academic standards & ESLRs:**

By successfully supporting students this goal increases the probability of academic success, extended education and the likely hood of being a self-directed learner and community contributor.

<b>Monitor Progress Tools:</b> <ul style="list-style-type: none"><li>• The Master Schedule</li><li>• Aries usage</li><li>• After school Tutoring Sign-ins</li><li>• Learning Plans</li></ul>	<b>Report Progress:</b> <ul style="list-style-type: none"><li>• Data Reporting: Failure Rates, Parents signing up for Aries, Changes in the master schedule and learning plans.</li><li>• Action Plan Progress: Administrators will report progress to Board of Trustees, Site Council, and District Advisory Committee annually &amp; to staff at monthly faculty meetings. Action Plan modified, when necessary at least annually.</li></ul>
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TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Review effectiveness of current interventions strategies.	Superintendent Principal Staff	Response to Intervention, staff meeting time, healthy start, SELPA, MCOE, continuing signs of safety training.	Students successfully assisted.	2016-2019	Staff meeting minutes, SST notes.
Use the data from Aries to help identify where interventions are needed.	Principal Staff	Aries support, MCOE, principal, staff.	The amount of time allocated for this.	Starting in 2014 through 2016	Staff meeting minutes.
Create opportunities for parents and staff to receive continued Aeries training.	Principal Staff	MCOE, Aries support, examples from other schools.	% of parents using the Aeries portal.	2016-2017	Staff meeting minutes, site council minutes
Continue support and funding for mental health support	Superintendent	Grants, LCFF.	Improved access by students to counseling.	2016-2019	Annual budget meetings.
Coordinate services for students with monthly mental health meetings.	Administration, mental health providers.	Cooperation between school district, Mendocino Youth Project, Tapestry family services, and Healthy start.	Access to counseling, level of coordination between agencies.	2016-2019	Mental health meeting minutes.