

# Laton High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

#### **DataQuest**

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

#### **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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Laton High School
<b>Street</b>	6449 DeWoody
<b>City, State, Zip</b>	Laton, CA 93242
<b>Phone Number</b>	(559) 922-4080
<b>Principal</b>	Lupe Nieves
<b>E-mail Address</b>	lnieves@latonunified.org
<b>Web Site</b>	www.latonunified.org
<b>CDS Code</b>	10622811033950

<b>District Contact Information</b>	
<b>District Name</b>	Laton Joint Unified
<b>Phone Number</b>	(559) 922-4015
<b>Superintendent</b>	Victor M. Villar
<b>E-mail Address</b>	vvillar@latonunified.org
<b>Web Site</b>	www.latonunified.org

### School Description and Mission Statement (School Year 2018-19)

Laton High School is a comprehensive high school with approximately 180 students. Surrounded by agriculture, Laton High is strongly connected to the Ag community through our FFA program and offers a robust master schedule that is student and teacher driven. Our students will strive to become college and career ready guided by the Common Core state standards and by becoming creative-real world problem solvers. Our students will be equipped with the necessary skills and knowledge to be successful for a post-secondary transition into society and or higher education. Students will be involved in learning experiences that require the use and application of technology. Students will be able to analyze, and evaluate information to solve problems creatively and through critical thinking. Students will develop leadership skills that promote the common good and demonstrate awareness of global views, belief systems, and cultures.

Our Mission Statement: Laton High School will provide an academically challenging and safe environment in which student become proficient in the content standards and develop civic responsibility.

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	53
<b>Grade 10</b>	44
<b>Grade 11</b>	55
<b>Grade 12</b>	39
<b>Total Enrollment</b>	191

### Student Enrollment by Group (School Year 2017-18)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	1.6
<b>American Indian or Alaska Native</b>	0.0
<b>Asian</b>	0.0
<b>Filipino</b>	0.0
<b>Hispanic or Latino</b>	84.3
<b>Native Hawaiian or Pacific Islander</b>	0.0
<b>White</b>	8.4
<b>Socioeconomically Disadvantaged</b>	89.5
<b>English Learners</b>	18.8
<b>Students with Disabilities</b>	15.7
<b>Foster Youth</b>	0.0

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	13	10	12	35
Without Full Credential	2	4	3	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Miffling California Collection / 2016-2017	Yes	0%
Mathematics	Carnegie Integrated Math I / 2017-2018 Carnegie Integrated Math II / 2017-2018 Carnegie Integrated Math III / 2017-2018 Larson Pre Calculus / 2017-2018 Larson Calculus / 2017-2018	Yes	0%
Science	Prentice Hall, Pearson Chemistry	Yes	0%
History-Social Science	TCI History Alive TCI / 2016-2017 TCI History Alive / 2016-2017 TCI Geography Alive / 2016-2017 Cengage American Pageants / 2016-2017	Yes	0%
Foreign Language	Prentice Hall Realidades I & II Vista Higher Learning Temas Prentice Hall/Pearson Momentos Cumbres de las Literaturas Hispanicas McDougal Littell Tu Mundo	Yes	0%
Health	Spark PE / 2018-2019	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	DK Publishing An Introduction to Art Techniques / 2018-2019 McGraw Hill/Glencoe Art Talk The Art of Floral Design 4th Edition	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Laton High School as part of the the Laton Unified School District has developed a Facilities Master Plan which has been board approved. The Master Plan includes air conditioning upgrades for Laton High School's centralized office building. Air conditioning upgrades will take place in the Summer of 2019. Minor repairs will be conducted as needed throughout the facility.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Some lights are out. Replace missing outlet covers.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Water fountain needs low pressure.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: November 2018	
Overall Rating	Good

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	55.0	27.0	29.0	23.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	10.0	2.0	20.0	10.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	53	51	96.23	27.45
<b>Male</b>	29	29	100.00	24.14
<b>Female</b>	24	22	91.67	31.82
<b>Hispanic or Latino</b>	44	43	97.73	25.58
<b>White</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	46	44	95.65	27.27
<b>English Learners</b>	27	26	96.30	15.38
<b>Students with Disabilities</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	53	51	96.23	1.96
Male	29	29	100	3.45
Female	24	22	91.67	0
Hispanic or Latino	44	43	97.73	2.33
White	--	--	--	--
Socioeconomically Disadvantaged	46	44	95.65	2.27
English Learners	27	26	96.3	0
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**Career Technical Education Programs (School Year 2017-18)**

Laton High School offers five different Career Technical Education/Regional Occupation Program (ROP) Courses in five different fields of interest: Art & History of Floral Design, Veterinary Science, ROP Microsoft Office, Ag Construction & Maintenance, and Ag Welding Fabrication A & B. All CTE/ROP students who demonstrate proficiency in their course competencies will receive a certificate at the end of the course. CTE/ROP courses are a graduation requirement at Laton High School.

**Career Technical Education Participation (School Year 2017-18)**

Measure	CTE Program Participation
Number of pupils participating in CTE	74
% of pupils completing a CTE program and earning a high school diploma	91%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.5
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	38.9

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.7	23.5	15.7

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

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2018-19)**

Laton High School places a high value on parent involvement opportunities. We exercise an open door priority policy to parents who would like to be involved in contributing to the learning of their students. We also welcome walk-on volunteers who may help in a variety of ways which includes finding scholarships, sporting events, classroom assistance and many other avenues of involvement. We also have our parent volunteers on our School Site Council, ELAC Committee, Home and School Club, Ag Advisory, and ROP Advisory Committees. Please contact Cristina Soto to volunteer your time at 559-922-4080.

**State Priority: Pupil Engagement**

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	12.2	0.0	0.0	12.2	0.0	0.0	10.7	9.7	9.1
Graduation Rate	73.5	97.2	97.3	73.5	97.2	97.3	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

Group	Graduating Class of 2017		
	School	District	State
All Students	94.7	94.7	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	93.3	93.3	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	100.0	92.1
Two or More Races	0.0	0.0	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	85.7	85.7	56.7
Students with Disabilities	100.0	100.0	67.1
Foster Youth	0.0	0.0	74.1

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1	8.5	11.1	0.0	6.8	6.8	3.7	3.7	3.5
Expulsions	1	1.0	0.0	0.0	0.3	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

Laton High School (LHS) has a safe, clean campus. The LHS administrative team monitors the campus during and between classes. A district-wide safety plan was developed in 1999 and is reviewed and updated each July. The plan is reviewed with staff each August and as needed throughout the school year during staff meetings and staff development days and was last reviewed in September 2017. The plan is currently being revised to comply with the California Education Code.

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

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14.0	14	1		16.0	14	1		15.0	14	2	
Mathematics	19.0	4	3		16.0	4	1		19.0	6	4	
Science					20.0	4	2		16.0	5	1	
Social Science	17.0	7	2		19.0	5	3		19.0	6	3	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	180
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.33	N/A
Social Worker	0	N/A
Nurse	.33	N/A
Speech/Language/Hearing Specialist	.33	N/A
Resource Specialist (non-teaching)	1	N/A
Other		N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	3277	552	2725	49,991
District	N/A	N/A	10481	\$54,129
Percent Difference: School Site and District	N/A	N/A	-117.5	-7.9
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	-89.3	-23.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

- Title I Part A - Basic Grants Low Income and Neglected
- Migrant Education
- Special Education
- Title IIA - Improving Teacher Quality
- Title III - Limited English Proficient Students
- Title VI - Rural and Low Income Schools
- Carl Perkins Vocational Education
- Agriculture Education Incentive Grant
- R.O.P. - Regional Education Program
- LCFF - Local Control Funding Formula
- Educator Effectiveness

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,717	\$42,990
Mid-Range Teacher Salary	\$62,281	\$61,614
Highest Teacher Salary	\$87,127	\$85,083
Average Principal Salary (Elementary)	\$94,966	\$100,802
Average Principal Salary (Middle)	\$0	\$105,404
Average Principal Salary (High)	\$94,917	\$106,243
Superintendent Salary	\$115,500	\$132,653
Percent of Budget for Teacher Salaries	26.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

**Advanced Placement (AP) Courses (School Year 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All courses	2	14.6

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

Laton High School has a systematic training program to develop the capacity of our teachers in research based instructional strategies, classroom management, and teacher/student/community relations. A thorough staff development program is a high priority among administration and staff. Every Monday is a minimum day where staff development and collaboration takes place after school is dismissed. There are 4 school days dedicated to staff development in addition to the Monday minimum days. There is also additional training provided for new staff.