

Laton High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Laton High School
Street	6449 DeWoody
City, State, Zip	Laton, CA 93242
Phone Number	(559) 922-4080
Principal	Lucio Cortez
Email Address	lcortez@latonunified.org
School Website	www.latonunified.org
County-District-School (CDS) Code	10622811033950

2023-24 District Contact Information

District Name	Laton Joint Unified
Phone Number	(559) 922-4015
Superintendent	Lupe G. Nieves
Email Address	lnieves@latonunified.org
District Website	www.latonunified.org

2023-24 School Description and Mission Statement

Laton Unified School District

MISSION STATEMENT

Our mission at Laton Unified School District is to inspire students to become creative, independent learners who are empowered to lead and positively impact society.

VISION STATEMENT

Our vision at LUSD is to foster a culture of collaboration, communication, and professional growth in which all stakeholders feel valued and empowered.

Laton High School

Serving the community of Laton for over 110 years, Laton High School prides itself on its ability to deliver a quality education to approximately 160 ninth through twelfth graders. Surrounded by agriculture, Laton High students are able to draw connections to the communities rich agri-heritage and the world around them as a result of a prospering Agriculture ROP/CTE program, FFA and a faculty that takes every opportunity to present real world application to the curriculum taught. The vision of the faculty, staff, parents and community is for every graduate of Laton High School to be college and/or career ready with the necessary skills to be successful, contributing members in a global community. Laton High School is able to do this through the partnerships it makes with the local community, its articulation to higher institutions and the bonds forged with students and parents. Laton high School understands that we not only push students to understand the issues but analyze the circumstances and reasons for things as well. In doing so, Laton High school develops the future leaders of our community and world around us.

SCHOOL MISSION STATEMENT: To create an environment of respect and inclusion, making data-driven decisions that empower all students to embrace learning and innovation.

SCHOOL VISION STATEMENT: Our vision is for all students to reach their fullest potential and become contributing members

2023-24 School Description and Mission Statement

of society, able to communicate, lead and be lifelong learners.

Our core values consist of reading, writing, and problem-solving. We prioritize learning through exploration and discovery, taking risks, embracing trial and error, and acting with a growth mindset.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	55
Grade 10	38
Grade 11	25
Grade 12	41
Total Enrollment	159

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3%
Male	49.7%
Asian	1.3%
Black or African American	0.6%
Hispanic or Latino	88.7%
White	9.4%
English Learners	23.3%
Homeless	3.8%
Migrant	0.6%
Socioeconomically Disadvantaged	85.5%
Students with Disabilities	16.4%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.00	74.94	31.00	81.90	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	7.43	2.50	6.59	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	6.39	1.80	4.90	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	2.64	12115.80	4.41
Unknown	1.50	11.15	1.50	3.95	18854.30	6.86
Total Teaching Positions	13.40	100.00	37.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.60	71.38	33.10	83.90	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	1.27	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	3.72	1.50	3.80	11953.10	4.28
Unknown	3.30	24.83	4.30	11.00	15831.90	5.67
Total Teaching Positions	13.40	100.00	39.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.80	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.80	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.50
Total Out-of-Field Teachers	0.00	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.2	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt McDougal Literature / California Collections / Houghton Mifflin Harcourt	Yes	0%

Mathematics	Core Connections I, II, III	Yes	0%
Science	Prentice Hall, California Inspire Chemistry/Biology	Yes	0%
History-Social Science	TCl History Alive! TCl Geography Alive! Government Alive! The American Pageant Econ Alive!	Yes	0%
Foreign Language	Pearson Realidades I & II Heinle & Heinle Sendas Literarias Vista Higher Learning Tamas	Yes	0%
Health	Holt Health	Yes	0%
Visual and Performing Arts	Houghton Miffling Harcourt Introduction to Art Techniques McGraw Hill/Glencoe Art Talk The Art of Floral Design Delmar, Cengage Learning	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Laton High School, as part of the Laton Unified School District Facilities Master Plan has planned for and completed upgrades to include air conditioning, exterior painting and fascia repair. Prior to the school's Williams Act Visit, all facility related issues are documented and planned for immediate repair in order to ensure compliance.

Year and month of the most recent FIT report

October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Loose faucets, Drinking fountain shut off, Toilet valve leak
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	50	25	20	20	47	46
Mathematics (grades 3-8 and 11)	15	13	8	14	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	24	24	100.00	0.00	25.00
Female	--	--	--	--	--
Male	14	14	100.00	0.00	21.43
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	22	22	100.00	0.00	22.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	22	100.00	0.00	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	24	24	100.00	0.00	12.50
Female	--	--	--	--	--
Male	14	14	100.00	0.00	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	22	22	100.00	0.00	9.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	22	100.00	0.00	13.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	19.61	19.57	11.90	16.22	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	47	46	97.87	2.13	19.57
Female	24	24	100.00	0.00	16.67
Male	23	22	95.65	4.35	22.73
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	41	40	97.56	2.44	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	37	97.37	2.63	16.22
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

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, Small Animal Care and Management, Video Production and Broadcasting, Ag Construction & Maintenance and Ag Welding Fabrication and Application. 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	153
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	96.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.37
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	48.28

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	96	100	100	100	100

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Laton High School understands the importance of parent involvement in a child's education and development. We encourage parents and guardians to actively participate in any way they can and often look for ways to build partnerships with our parents knowing that working together is always better for the growth of our students. Parent and community involvement is always welcomed by Laton High School. Whether serving as a member of the School Site Council, or the English Learners Advisory Committee or just attending the meeting to share your views, your input is not only wanted but encouraged. Parents and guardians are pivotal in the success of the students at Laton High School. Additional opportunities for involvement include: The Expanded Learning Program, Ag/ROP Advisory Committees, and LHS Athletics. Please contact the front office for details. Training for parent's.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3.1	0	0	2.6	2.9	0	9.4	7.8	8.2
Graduation Rate	90.6	100	94.7	84.2	91.4	95.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	38	36	94.7
Female	19	18	94.7
Male	19	18	94.7
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	33	31	93.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	11	10	90.9
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	33	31	93.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	163	161	30	18.6
Female	82	81	17	21.0
Male	81	80	13	16.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	2	100.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	145	143	24	16.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	15	15	4	26.7
English Learners	44	44	6	13.6
Foster Youth	0	0	0	0.0
Homeless	6	6	3	50.0
Socioeconomically Disadvantaged	141	139	25	18.0
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	26	26	2	7.7

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	2.47	10.76	11.04	1.03	9.17	10.84	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.04	0
Female	6.1	0
Male	16.05	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	10.34	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	20	0
English Learners	13.64	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	11.35	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	19.23	0

2023-24 School Safety Plan

Laton High School is a safe, clean and healthy campus. The staff leadership team, headed by the Principal monitors the daily events of the campus. Supervision begins immediately as students arrive, continues through each passing of classes, the campus break and lunch and onto after school events and activities. Supervision is assisted through the use of technology such as particulate and decibel sensors in restrooms and the use of cameras across the campus. Laton High School follows the district-wide safety plan, reviewing and practicing for the unforeseen possibility of a major campus or community incident. The district safety plan is reviewed with staff each academic year. Last review and revision: February 2023.

As a continuing effort to ensure school safety, Laton Unified School District has expanded partnerships with local enforcement offices and provides private security on all of our school campus'. Additionally, the plan will meet the requirements of Assembly Bill 1747 which requires schools to consult with "other first responders." The District's plan will focus on procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school related functions.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	13	1	
Mathematics	13	11		
Science				
Social Science	17	7	2	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	12		
Mathematics	12	10		
Science				
Social Science	15	9		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	9	3	0
Mathematics	14	9	1	0
Science	0	0	0	0
Social Science	16	9	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	159

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	3277	552	2725	49,991.
District	N/A	N/A	10481	\$61,834
Percent Difference - School Site and District	N/A	N/A	-117.5	-16.2
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	-83.0	-37.4

Fiscal Year 2022-23 Types of Services Funded

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,018	\$47,616
Mid-Range Teacher Salary	\$68,264	\$75,580
Highest Teacher Salary	\$97,048	\$100,485
Average Principal Salary (Elementary)	\$109,012	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$114,284	\$125,386
Superintendent Salary	\$130,000	\$157,977
Percent of Budget for Teacher Salaries	24.86%	27.82%
Percent of Budget for Administrative Salaries	5.33%	5.78%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	11.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	3

Professional Development

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 5 school days dedicated to staff development in addition to the Monday minimum days. There is also additional training provided for new staff.

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5