

**Miller's Hill School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Miller's Hill School
Street	7900 South Shingle Road
City, State, Zip	Shingle Springs, CA 95682
Phone Number	(530) 677-0260
Principal	Natalie Miller
Email Address	nmiller@latrobeschool.com
Website	www.latrobeschool.com
County-District-School (CDS) Code	09-61911-6103857

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Latrobe School District
Phone Number	(530) 677-0260
Superintendent	Natalie Miller
Email Address	nmiller@latrobeschool.com
Website	www.latrobeschool.com

### School Description and Mission Statement (School Year 2020-2021)

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Miller's Hill is one of two schools in the Latrobe School District.

Latrobe School District is a small, rural K-8 district covering 35 square miles located in the southwest corner of El Dorado County. Miller's Hill serves approximately 97 students in grades 4-8. Miller's Hill has been recognized as a 2015 Gold Ribbon School, a 2015 California Association of School Boards Golden Bell Award winner and six times as California Distinguished School. Most recently, Miller's Hill was recognized in the Sacramento region for the high level of student success on the state's 2018 CAASPP English Language Arts and Math tests. The school was rated nineteenth in the region. Dedicated staff and students have made this school a model of success, both academically and socially. The Latrobe School District's educational mission is to provide a place to learn, a place to grow, a place to be safe, a place to be proud, and a place to work together. Our small size enables us to know and appreciate each individual student's abilities and needs. Students are encouraged to become the best that they can be, meet or exceed state standards, and help each other achieve individual and group goals. In 2016 an Elective Wheel was added to the curriculum for sixth through eighth graders. Instrumental music for all students was a new addition in 2018. Students in grades 6-8 currently have the option of taking eight weeks of these enrichment classes; Art, Culinary Arts, Instrumental Music, Spanish and STEM. Sports is also part of student life at Miller's Hill. Students participate in the county sports league in the following sports: Cross Country, Boys and Girls Basketball, Boys and Girls Volleyball, and Track. \*Both electives and sports have been impacted by COVID restrictions. Elective offerings for 2020-2021 include: Art, Music, Forensic Science, and Coding. Sports may return in the spring.

Parents are encouraged to become actively involved in the educational process. Parents readily volunteer in the classrooms, help with special events, serve on the Parent Advisory Committee / School Site Council, Parent Teacher Club, and perform other countless acts of service making the schools the center of the community. The PTC brings the community together through well-planned regular events that involve both parents and students. \*Due to COVID restrictions, parent volunteers are not currently allowed on campus. Volunteers are finding other helpful ways to support the school.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 4	18
Grade 5	16
Grade 6	21
Grade 7	11
Grade 8	17
<b>Total Enrollment</b>	<b>83</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	2.4
Asian	3.6
Filipino	1.2
Hispanic or Latino	9.6
White	75.9
Two or More Races	7.2
Socioeconomically Disadvantaged	12
Students with Disabilities	15.7
Homeless	

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	6	6	6	9
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

Latrobe School District held a public hearing on September 15, 2020, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync - McGraw Hill (6-8) Adoption Year 2015 Benchmark (4-5) Adoption Year 2017	Yes	0.0%
Mathematics	Big Ideas (6-8) McGraw-Hill/Pearson My Math (4-5) Adoption Year 2014	Yes	0.0%
Science	Prentice Hall (6-8) Scott Foresman (K-5) Adoption Year 2007	No	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Pearson (4-6) My World Interactive Adoption Year 2018 TCI (7-8) Adoption Year 2018	Yes	0.0%

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

## School Facility Conditions and Planned Improvements

Miller's Hill was originally constructed in 1983. In 2002 a major addition of a new library and 3 classrooms was built. Today there are 9 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 staff room, 1 playground and 1 field. The district has developed policies regarding campus safety, fire drills, and playground supervision. Buildings are kept clean and well maintained. The Superintendent/Principal works daily with the custodial staff of one full-time employee to ensure that the cleaning of the school is maintained to provide for a clean and safe school. A school building maintenance plan is followed ensuring that the schools are upgraded and maintained properly; Latrobe School District has one full-time maintenance employee. Our facilities are more than adequate to serve our student population.

Miller's Hill School is wired and Internet access is provided in every classroom. Thanks to a committed community and parents who volunteer support, the school continues to be a place of pride for our community. In 2015 School's Insurance Authority conducted a campus inspection. The report was positive in all regards. In 2016 an energy efficiency project was undertaken. All the lights on campus were replaced with more energy efficient lights and bulbs. All efforts to ensure building safety, cleanliness, and adequacy have been successful. During 2020 a generator was added to the campus. The generator ensures that the water treatment plant will remain functional in case of a power outage.

## School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	86	N/A	85	N/A	50	N/A
Mathematics (grades 3-8 and 11)	74	N/A	76	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	59	N/A	59	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)

Latrobe School District greatly benefits from its supportive parents. The school has a strong base of parent volunteers. Parents are encouraged to join the Latrobe Parent Teacher Club. The PTC meets monthly to plan events and fundraising opportunities. Through their help and the support of our parents we are able to maintain one to one technology in every classroom. Parents also serve on the Parental Advisory Committee/Site Council which helps to oversee and monitor our LCAP and Single Plan for Student Achievement. As part of our LCAP process parents and other stakeholders are invited to participate in the annual spring Parent Feedback Survey.

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.7	3.6	4.2	1.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.56	2.56	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

Safety of students and staff is a primary concern of Miller's Hill. The school strives to be in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed at the first staff meeting of the year. Additional reviews of the plan are held following drills and/or other events as necessary. The plan is updated as needed by the School Safety Committee and the staff members. All revisions are communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, evacuation, lockdown and earthquake drills are conducted throughout the school year. Students are supervised before and after school by certificated staff and by classified staff during lunch. There is a designated area for student drop off and pick up. Visitors must check in at the office.

In 2016 all staff members participated in Active Shooter Training. As a result of this training our procedures and protocols were updated across the district.

Additional security cameras and alarms have been added to the Miller's Hill campus. Two are directly connected to our new water treatment plant.

All staff members have been trained in Positive Behavior Interventions and Strategies (PBIS). This professional development focuses on school climate and the social emotional well-being of our students which a component of our Safety Plan as well as our Local Control Accountability Plan.

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

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	20	2			17.5	2			14	2		
Mathematics	20	2			17.5	2			14	2		
Science	20	2			17.5	2			14	2		
Social Science	20	2			17.5	2			14	2		

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.3
Psychologist	.03
Social Worker	
Nurse	.03
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	.5
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,815	\$4,289	\$11,526	\$67,803
District	N/A	N/A	\$15,500	\$72,621
Percent Difference - School Site and District	N/A	N/A	-29.4	-6.9

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,750	\$71,448
<b>Percent Difference - School Site and State</b>	N/A	N/A	39.2	-5.2

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

### Types of Services Funded (Fiscal Year 2019-2020)

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.

Latrobe School District is a community-based funding district. In addition to community (local) funding, Miller's Hill receives federal funding for categorical and other support programs from the following sources:

- Federal Title IV
- Title IIA
- REAP

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,860	\$46,965
Mid-Range Teacher Salary	\$67,250	\$67,638
Highest Teacher Salary	\$90,219	\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$139,160	\$128,853
Percent of Budget for Teacher Salaries	34.0	30.0
Percent of Budget for Administrative Salaries	10.0	6.0

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	19	13	15

Using data from LCAP and the CA Dashboard, district staff members identified School Climate as an area of focus. The district was awarded MTSS grant funds and a team of staff members worked throughout the 2018-2019 school year reviewing data, procedures, programs and policies that related to school climate and environment. In the second year grant funds were used for staff members to attend the Positive Behavior Interventions and Strategies (PBIS) conference in Sacramento and participate in PBIS on site trainings. Staff members continue to make adjustments and improvement in our procedures relating to school climate and student success. This is an ongoing process and will continue to be a focus of our Professional Development next year. Also, as the district moves into implementation of New Generation Science Standards, teachers will participate in local training at the county office and off site training offered by vendors.