

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

2023-24 District Contact Information

District Name	Latrobe School District
Phone Number	(530) 677-0260
Superintendent	Dave Scroggins
Email Address	dscroggins@latrobeschool.com
District Website	www.latrobeschool.com

2023-24 School Description and Mission Statement

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 100 students in grades 4-8. Miller's Hill has been recognized seven times as a California Distinguished School, most recently in 2021. Miller's Hill was also a 2015 Gold Ribbon School, and a 2015 California Association of School Boards Golden Bell Award winner. 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 class size (ideally 20 students or less) 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. Students in grades 6-8 rotate through eight week enrichment classes including American Sign Language, Culinary Arts, Spanish, and Video Production. We also employ a PE teacher so that every child receives 80 minutes of Physical Education from a credentialed specialist each week. Sports is a big part of our culture at Miller's Hill, and students participate in the county sports league in the following sports: Cross Country, Boys and Girls Basketball, Football, Soccer, Boys and Girls Volleyball, and Track.

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 Parent Teacher Club brings the community together through well-planned regular events that involve both parents and students.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	18
Grade 5	11
Grade 6	24
Grade 7	26
Grade 8	17
Total Enrollment	96

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.8%
Male	56.3%
American Indian or Alaska Native	2.1%
Asian	2.1%
Hispanic or Latino	10.4%
Two or More Races	6.3%
White	78.1%
English Learners	3.1%
Foster Youth	1%
Homeless	1%
Socioeconomically Disadvantaged	11.5%
Students with Disabilities	11.5%

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)	5.50	100.00	10.00	100.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	5.50	100.00	10.00	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)	5.70	100.00	10.40	100.00	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	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)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	5.70	100.00	10.40	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	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	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	0.00
Total Out-of-Field Teachers	0.00	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.

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)	0	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)	0	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

Latrobe School District held a public hearing on September 19, 2023, 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.

Year and month in which the data were collected	September 2023
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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	StudySync (TK-8) Adoption Year 2022	Yes	0.0%
History-Social Science	Pearson (4-6) My World Interactive Adoption Year 2018 TCI (7-8) Adoption Year 2018	Yes	0.0%
Health	Positive Prevention Plus Adoption Year 2018	Yes	0%

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. Our facilities are more than adequate to serve our current 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.

Year and month of the most recent FIT report

December 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			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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)	71	70	73	71	47	46
Mathematics (grades 3-8 and 11)	56	67	63	71	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	94	90	95.74	4.26	70.00
Female	41	38	92.68	7.32	78.95
Male	53	52	98.11	1.89	63.46
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	73	70	95.89	4.11	67.14
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
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	94	91	96.81	3.19	67.03
Female	41	39	95.12	4.88	66.67
Male	53	52	98.11	1.89	67.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	73	71	97.26	2.74	64.79
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
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)	55.56	53.85	55.56	53.85	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	26	26	100.00	0.00	53.85
Female	--	--	--	--	--
Male	16	16	100.00	0.00	56.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	56.52
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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 5	100	100	100	91	100
Grade 7	100	100	100	96	96

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

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 and serve on the Parent Advisory Committee/School Site Council. These two groups serve both schools in the district. The Parent Teacher Club meets monthly and plans and hosts numerous events for our students and families. The Parent Advisory Committee/School Site Council meets approximately three times per year. They provide oversight of our LCAP and Single Plan for Student Achievement and monitor progress on goals in each plan. Through the LCAP process parents are also invited to give us feedback through our annual Parent Survey.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	100	99	9	9.1
Female	42	42	4	9.5
Male	58	57	5	8.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	2	2	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	11	10	1	10.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	2	33.3
White	78	78	6	7.7
English Learners	4	3	2	66.7
Foster Youth	1	1	0	0.0
Homeless	2	1	1	100.0
Socioeconomically Disadvantaged	13	12	2	16.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	11	11	1	9.1

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	2.02	0.00	5.00	1.26	0.00	2.92	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	5	0
Female	2.38	0
Male	6.9	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	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5.13	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	7.69	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	9.09	0

2023-24 School Safety Plan

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 (8/10/23). 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.

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

The staff is trained in CPR/First Aid and AED procedures every other year. An AED was installed at Miller's Hill in 2019 and an additional unit was installed at Latrobe Elementary in 2022. In 2016 all staff members participated in Active Shooter Training, and as result of this training our procedures and protocols were updated across the district.

Currently all staff members are actively implementing Positive Behavior Interventions and Supports (PBIS). PBIS 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.

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	17	1	1	
Mathematics	17	1	1	
Science	17	1	1	
Social Science	17	1	1	

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	20.5	2		
Mathematics	20.5	2		
Science	20.5	2		
Social Science	20.5	2		

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	21.5	1	1	0
Mathematics	21.5	1	1	0
Science	21.5	1	1	0
Social Science	21.5	1	1	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	0

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)	.17
Psychologist	.03
Social Worker	
Nurse	.03
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	.5
Other	

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	16,669	4,500	12,169	79,960
District	N/A	N/A	13,212	
Percent Difference - School Site and District	N/A	N/A	-8.2	-6.9
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	46.1	5.4

Fiscal Year 2022-23 Types of Services Funded

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:

- Title IIA
- REAP

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	51,953	\$48,481
Mid-Range Teacher Salary	74,560	\$73,129
Highest Teacher Salary	100,025	\$99,406
Average Principal Salary (Elementary)	112,710	\$117,381
Average Principal Salary (Middle)		\$128,158
Average Principal Salary (High)		
Superintendent Salary	48,304	\$138,991
Percent of Budget for Teacher Salaries	29.83%	29.34%
Percent of Budget for Administrative Salaries	8.91%	5.99%

Professional Development

Using data from LCAP and the CA Dashboard, district staff members identified school climate, professional development, and attendance as areas 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. This year, staff members will 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 for the foreseeable future. Also, as the district has adopted a new NGSS Science curriculum, StudySync, teachers will participate in ongoing training.

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	13	15	15