

The Single Plan for Student Achievement 2022-2023

District: Latrobe School District
School: Miller's Hill
CDS Code: 09-61911-6103857
School: Latrobe Elementary
CDS Code: 09-61911-6005581
Superintendent/Principal: Dave Scroggins
Revision Date: December 15, 2022

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Dave Scroggins
Position: Superintendent/Principal
Telephone Number: 530-677-0260
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The District Governing Board approved this revision of the School Plan on: January 17, 2023

School Vision and Mission

Mission Statement:

Latrobe School District is committed to providing for the intellectual, physical and social needs of each child. We will provide a healthy and safe environment in which students can learn and grow.

District Motto:

A Place to Learn

A Place to Grow

A Place to Be Safe

A Place to Be Proud

A Place to Work Together

School Profile

Latrobe School District is committed to providing for the intellectual, physical and social needs of each child. We provide a healthy and safe environment in which students can learn and grow. The Latrobe School District is a small, rural, K-8 school district in the southwest corner of El Dorado County. The district encompasses approximately 35 square miles. There is a full time staff of 18: a Superintendent/Principal, nine regular teachers, one special education teacher, two paraprofessionals, one district secretary, two school secretaries, one Director of Maintenance and one custodian. The District also employs a PE teacher for two days per week and contracts with It Takes The Village for counseling services one day per week. This year, we have also hired an additional teacher to work two days per week to release a teacher to provide instruction and professional development related to Social Emotional Learning.

The staff is professional and cohesive in its collaborative approach to planning and refining new and existing curriculum. California State Standards are being implemented in every classroom for every grade level. Latrobe Schools continue to emphasize student use of technology. Individualized computing has been introduced in all classrooms with a 1:1 ratio of either iPads (TK-1) or Chromebooks (2-8). The Accelerated Reader Program is used to encourage students to read appropriately leveled books and to enable staff to track progress through testing on classroom workstations. The program is very successful and has markedly increased circulation of library books. District funds and donations are used to regularly update the library collection and purchase hardware and software as needed. Parent and community involvement at Latrobe Schools is positive and broad in scope. Parents volunteer in their children's classrooms and in many other ways. Two parent groups that provide continuous and valuable support to the schools are the Parent Advisory Committee/School Site Council and our Parent Teacher Club

(PTC). Ongoing support of staff, students, and improvements to the physical plant ensure school site safety, accessibility, and a positive school climate. Latrobe School District is a place where every student counts and students are seen as a unique individual.

Instructional Minutes

Grade Level	State Requirements	Latrobe School District
TK/K	36,000	56,160
1	50,400	51,570
2	50,400	51,570
3	50,400	51,570
4	54,000	56,790
5	54,000	56,790
6	54,000	56,790
7	54,000	58,590
8	54,000	58,590

Parent / Teacher Input and Conclusions from Student Performance Data

The Latrobe School District conducted a needs assessment, from which the following conclusions have been drawn.

The Latrobe School District will continue our goals for high academic achievement. Academic goals are based upon an analysis of verifiable data from local assessments and results from the CAASPP system of assessments.

Results from the spring 2022 CAASPP Administration show that 73% of 3rd – 8th grade students are meeting or exceeding the standards for English language Arts and 63% of students are meeting or exceeding grade level standards for mathematics. District benchmark assessments, including NWEA MAP, confirm that most students in the Latrobe School District are making remarkable academic progress, even in light of a higher than normal chronic absenteeism rate in 2021-2022 due to required COVID quarantines and isolations.

It is also our desire to improve school climate and reduce the number of student suspensions. To address our goal for fewer suspensions, all staff members receive ongoing training on, and opportunities to collaborate around, Positive Behavior Interventions and Strategies (PBIS). We also look for other ways to address student discipline, including counseling and restorative practices.

Another very important continuing goal is to improve attendance at every grade level, especially in light of the COVID Pandemic and the impact that quarantines and isolations had on student attendance in the 2021-2022 school year. School officials will be exploring strategies to incentivize positive attendance, while still adhering to practices that reduce the spread of communicable illness.

All students, including English language learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs receive targeted remediation and/or enrichment depending on individual areas of need. The current goals mirror the district's LCAP goals. Input from the school community; staff, students and parents, is gathered through surveys. Based upon this analysis, the council is continuing the following performance improvement goals, actions, and expenditures.

Goal 1

Educational Services

The Latrobe School District will provide a relevant, rigorous, and integrated curriculum designed to engage all students and ensure that they are college and career focused upon completion of eighth grade. Staff will utilize best educational practices and multiple assessment measures to equip every student with the skills necessary to be successful in an ever-changing world.
(Priority 1, Priority 2, Priority 4)

Metrics and Expected Outcomes

CAASPP English Language Arts Assessment – 85% Met or Exceeded

CAASPP Mathematics Assessment – 75% Met or Exceeded

CAASPP Science Assessment (CAST) – 75% Met or Exceeded

NWEA Trimester Assessments (ELA) – 85% Met or Exceeded

NWEA Trimester Assessments (Math) – 75% Met or Exceeded

Accelerated Reader - 90% of K-3 students reaching individual goals

California Physical Fitness Test – 75% Met or Exceeded Fitness Standards

Actions

1. Use Accelerated Reader program to increase reading levels for all students in grades K-3.
2. Receive training and implement newly adopted NGSS-aligned STEMScopes Science Curricula .
3. Provide supplemental math supports, including ST Math.
4. Provide after school tutoring at Latrobe Elementary and Miller's Hill School.
5. Provide a Physical Education program for all students.
6. Provide CA Framework-aligned health curriculum.
7. Use paraprofessionals to administer diagnostic testing and intensive academic support for at risk students that may include English Learners, Foster Youth and Low Income students and lower the ratio of staff to TK Students.
8. Use assessment data to make needed modifications to improve the program and plan for staff development.
9. Provide academic staff development for teachers and paraeducator (Title II, Part A)

Goal 2

School Climate

The Latrobe School District will create and sustain a positive and respectful school environment that supports and promotes teaching and learning. Partnering with families and stakeholders, we will promote a climate and culture for students to set positive goals, make responsible and purposeful choices that support an atmosphere of physical and emotional safety. (Priority 3, Priority 5, Priority 6)

Metrics and Expected Outcomes

End of year suspension Rates - Less than 2%.

End of Year office referral data – Less than 4%.

Attendance rates – Overall attendance > 95%

Chronic Absenteeism – Chronic absenteeism < 5%

Student Survey Results – Students will rate school climate as positive

Actions

1. Continue to implement the PBIS program.
2. Employ a counselor, one days per week, to support the social emotional development of students.
3. Release a teacher specialist two days per week to provide instruction and professional development related to social emotional learning.
4. When appropriate, provide alternative to suspensions, including restorative practices and counseling
5. Track overall student attendance rates and meet with parents/students to improve attendance when students are truant.
6. Track chronic absenteeism and meet with parents/students to improve attendance.
7. Utilize the School Attendance Review board as a means to improve attendance
8. Increase awareness for parents on the negative effects of absenteeism.

Goal 3

Support Services and Infrastructure

All students will have access to basic educational services. All teachers will be fully credentialed in the subject areas and grade levels they are teaching. Students will have access to standards aligned instructional materials. Facilities will be maintained in good repair. (Priority 1, Priority 7, Priority 8)

Metrics and Expected Outcomes

Facility Inspection Toolkit (FIT) Report – All facilities will be in good repair or higher

Parent Survey Results – Students will rate school communication as positive

Staff Survey Results - Staff will report technology support to be satisfactory or better

Actions

1. Provide 1:1 technology to help advance mastery of grade level and technology standards.
2. Provide technology training for staff based on expressed need and requirements for the new adopted curriculum.
3. Provide technical support liaisons to support staff.
4. Contract with EDCOE to support IT needs.
5. Keep facilities in good repair.
6. Use ParentSquare to communicate general information to our stakeholders.
7. Use classroom newsletters, email updates and or websites as an additional form of communication.
8. Publish dates of the Board of Trustees' meetings.
9. Keep the district website current and calendar up to date.
10. Encourage parent volunteers to be on campus.

Estimated Federal Funding for Latrobe School District

The following federal categorical funds are estimated to be awarded to this school through the Consolidated Application and Reporting System.

<u>Federal Programs 2022-23</u>	<u>Amount</u>
Title I: Improving the Academic Achievement of the Disadvantaged Purpose: Support efforts to improve teaching and learning for students farthest from meeting state academic standards. A portion of our special education teacher's salary is covered with these funds.	\$6,972
Title II, Part A: Professional Development Title II funds are allocated to provide the following professional development opportunities: ELA Training Peer Observations and Mentoring PBIS Training	\$3,402
	<u>Total</u>
Total amount of federal categorical funds allocated to this District:	\$10,374

School Site Council Membership

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). (Education Code 52012)

Staff Members:	Parents/ Community Members:
Glenda Custard <i>Classified Staff</i>	Sarah Milton <i>Parent</i>
Cheryl Weidert <i>Certificated Staff</i>	Stacey Medina <i>Parent</i>
Samantha Gautschi <i>Certificated Staff</i>	Sherry Xue <i>Parent</i>

Annual Revision 2021-2022

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council.

Latrobe School District



Dave Scroggins	PAC/SSC Approval Date	Board Approval Date
Superintendent/ Principal	12/15/2022	1/17/2023

Recommendations and Assurances

The school site council (SSC) recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

- 1. The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- 3. The school site council sought and considered all recommendations from other groups or committees, including the special education advisory committee and technology advisory committee, before adopting this plan.
- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on: December 15, 2022.

Attested:

Dave Scroggins		1/10/23
Typed name of Superintendent	Signature of Superintendent	Date
Sarah Milton		1/10/23
Typed name of PAC/SSC Chairperson	Signature of PAC/SSC Chairperson	Date