Latrobe Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Latrobe Elementary School
Street	7680 South Shingle Road
City, State, Zip	Shingle Springs, CA 95682
Phone Number	(530) 677-0260
Principal	Natalie Miller
E-mail Address	nmiller@latrobeschool.com
Web Site	www.latrobeschool.com
CDS Code	09-61911-6005581

District Contact Information	
District Name	Latrobe School District
Phone Number	(530) 677-0260
Superintendent	Natalie Miller
E-mail Address	nmiller@latrobeschool.com
Web Site	www.latrobeschool.com

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

Latrobe Elementary is one of two schools in the Latrobe School District.

Latrobe School District is a small, rural TK-8 district covering 35 square miles located in the southwest corner of El Dorado County. Latrobe Elementary serves approximately 70 students in grades TK-3. Latrobe Elementary School is an inviting campus with a focus on the academic and social success of every student.

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.

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.

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

Grade Level	Number of Students
Kindergarten	7
Grade 1	19
Grade 2	13
Grade 3	13
Total Enrollment	52

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	1.9
Asian	3.8
Filipino	0.0
Hispanic or Latino	9.6
Native Hawaiian or Pacific Islander	0.0
White	78.8
Socioeconomically Disadvantaged	11.5
English Learners	1.9
Students with Disabilities	11.5
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	4	4	4	10
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	2016-17	2017-18	2018-19
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 Instructional Materials (School Year 2018-19)

Year and month in which data were collected: December 2018

Latrobe School District held a public hearing on September 18, 2018, 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Adoption Year 2017	Yes	0.0%
Mathematics	McGraw Hill / My Math Adoption Year 2015	Yes	0.0%
Science	Scott Foresman Adoption Year 2007	Yes	0.0%
History-Social Science	Pearson / My World Interactive Adoption Year 2018	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Latrobe Elementary was originally constructed in 1915. It has grown from a one room school over the years to include 5 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 staff room/kitchen, 1 playground and 1 artificial turf 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 Director of Maintenance and the full-time custodian to ensure that the routine maintenance and the cleaning of the school is maintained to provide for a healthy and safe environment. A school building maintenance plan is followed ensuring that the schools are upgraded and maintained properly. A School's Insurance Authority inspection was conducted in November, 2016. Minor findings from the inspection have been addressed. During the summer of 2016 a paving project added new a new parking area and improved the existing driveway and parking areas. A lighting project was completed in the spring of 2017. Energy efficient lights were installed across the district. The Board of Trustees surveyed both schools during an October Study Session. Priorities were set for short and long term improvements. Our facilities are in good repair, clean and more than adequate to serve our student population.

Latrobe Elementary 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. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report:** December 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	94.0	100.0	81.0	84.0	48.0	50.0
Mathematics (grades 3-8 and 11)	88.0	100.0	65.0	66.0	37.0	38.0

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	13	13	100.00	100.00
Male	11	11	100.00	100.00
Female	--	--	--	--
White	12	12	100.00	100.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	13	13	100	100
Male	11	11	100	100
Female	--	--	--	--
White	12	12	100	100
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--

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

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

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

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

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

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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/Site Council. These two groups serve both schools in the district. The Parent Teacher Club meets monthly and plans and provides numerous events for our students and families. The PAC/Site Council meets three times per year. They provide oversight of our LCAP, and Site Plan, monitoring our progress on each goal. Through the LCAP process parents are also invited to give us feedback through our annual 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	1.6	0.0	0.0	3.4	4.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Safety of students and staff is a primary concern of Latrobe Elementary. The school strives to be 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 August 1, 2018. 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 on a monthly basis 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 January 2013 security gates and an intercom system were installed at Latrobe Elementary. The front door and both gates are kept locked during school hours. Visitors check in via intercom at the front door and are buzzed in by the school secretary. Gates are unlocked after school. In 2016 all district staff members were trained in active shooter procedures and strategies.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	14	1			20	1			7	1		
1	12	1			11	1			19	1		
2					13	1			13	1		
3	26		1		18	1			13	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.10	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.35	N/A
Psychologist	.032	N/A
Social Worker		N/A
Nurse	.032	N/A
Speech/Language/Hearing Specialist	.10	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$13,863	$2,552	$11,341	$72,822
District	N/A	N/A	$13,554	$64,167
Percent Difference: School Site and District	N/A	N/A	-17.8	12.6
State	N/A	N/A	$7,125	$63,218
Percent Difference: School Site and State	N/A	N/A	45.7	14.1

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

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

Types of Services Funded (Fiscal Year 2017-18)

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 I
- Title IIA

- REAP

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,754	$44,375
Mid-Range Teacher Salary	$62,792	$65,926
Highest Teacher Salary	$84,238	$82,489
Average Principal Salary (Elementary)	$38,626	$106,997
Average Principal Salary (Middle)	$0	$109,478
Average Principal Salary (High)	$0	
Superintendent Salary	$128,752	$121,894
Percent of Budget for Teacher Salaries	33.0	32.0
Percent of Budget for Administrative Salaries	10.0	7.0

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

Professional Development (Most Recent Three Years)

The major focus of our district staff development has centered on the new adopted materials Social Studies. On site discussions with publisher representatives as well as collaboration time with K-5 teachers have been part of the new adoption. We continue to expand our use of the Measures of Progress (MAP). The Superintendent attended a spring training that resulted in the additional of a Reading Fluency program for grades 1-3. Two teachers attended a MAP training in the fall and shared their information with other staff members at our November staff development day. Follow up meetings for teachers to implement new versions and updates of the system was led by our Technology Liaisons. These two teachers keep their colleagues up to date on hardware and software updates during monthly staff meetings and on a one to one basis. 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. Two more teachers attended training for Guiding Language Acquisition and Design. Now all teachers in grades K- 6 have completed GLAD training.