

# Indian Diggings Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Indian Diggings Elementary School
<b>Street</b>	6020 Omo Ranch Rd.
<b>City, State, Zip</b>	Somerset, CA 95684-9209
<b>Phone Number</b>	530-620-6546
<b>Principal</b>	Grant W. Coffin
<b>E-mail Address</b>	gcoffin@edcoe.org
<b>Web Site</b>	indiandiggingschool.com
<b>Grades Served</b>	K-8
<b>CDS Code</b>	09618956005524

District Contact Information	
District Name	Indian Diggings Elementary School District
Phone Number	530-620-6546
Superintendent	Grant Coffin
E-mail Address	gcoffin@edcoe.org
Web Site	indiandiggingschool.com

### School Description and Mission Statement (Most Recent Year)

Indian Diggings School is located in the southern end of El Dorado County in the small community of Omo Ranch. It is the only school in the district and has two, multi-grade classrooms. Our enrollment ranges from 15 to 25 students.

#### MISSION:

“Through love, support, and encouragement, we are stewarding the history of Omo Ranch. We are developing and teaching life-long learners who will constructively contribute to the world around them, and will positively affect the lives of others.”

#### VISION:

Indian Diggings School District seeks to preserve the rich cultural, social, and educational history that has emerged in Omo Ranch since the mid-1850’s. We envision a school that blends the tools of our emerging technological society with the proven educational tools of the past two centuries. We see students who are able to use educational skills and concepts in the real world.

Students will be provided with CCSS based curriculum in ELA that supports their needs and prepares them to communicate in a global economy and Mathematics curriculum that provides them with mastery of the skills needed to be competitive in the work force or college.

Students will be provided with social/emotional and enrichment activities that support their needs and prepare them to be a caring and productive citizen in our community.

Our families will be deeply involved in our District by participating in multiple activities including (but not limited to) working in the classroom, helping with activities, family enrichment events, parent classes, and off campus experiences. Communication between home and school will be frequent and conducted in multiple ways so as to keep all stakeholders informed and working as a team.

Our facility will be maintained in a way that promotes a safe and enriching environment for students, staff, and community.

Our administration will attract a balanced number of students each year to support the ongoing operation of the school.

Parent volunteers participate actively and support students by assisting in school activities and helping teachers with classroom instruction. A Parent/Community Club contributes generously to extracurricular activities.

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	1
Grade 1	1
Grade 2	3
Grade 3	2
Grade 4	3
Grade 5	2
Grade 6	2
Grade 7	2
Grade 8	1
<b>Total Enrollment</b>	<b>17</b>

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	5.9
White	88.2
Two or More Races	5.9
Socioeconomically Disadvantaged	17.6
Students with Disabilities	5.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	1	1	1	1
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	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments *</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin (2002-08), Reading. Houghton Mifflin (2002-08), English. Grades 7-8 Glencoe (2002-08). Houghton Mifflin Literary Readers and Literature, grades K-4, supplemental. Scholastic, Inc. Phonetic Skills Program, grades 1-2, supplemental.	Yes	0
Mathematics	K-6: Houghton Mifflin, California GO Math (2014)	Yes	0
Science	Holt Science (2007).	Yes	0
History-Social Science	Houghton Mifflin and Prentice Hall (2007).	Yes	0
Foreign Language	Middlebury Interactive Languages introductory Language Online		N/A
Health	State and locally provided curriculum		N/A
Visual and Performing Arts	Slides, art posters, art guides, curriculum guides, and curriculum materials.		0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

We take pride in our school facility, and it is cleaned daily. Our building was built in 1959, modernized in 1997 and is of adequate size for our current enrollment. A regular maintenance and repair schedule is budgeted annually. The two classrooms, multipurpose room, fields, blacktop, and playground are modern and more than adequate for our present student population.

The single-floor, wood-frame facility with easily accessible classroom exits is very safe in the event of fires or earthquakes. There are safety rules, fire and earthquake preparedness instruction and adequate playground supervision. A comprehensive safe school plan is revised and adopted annually.

In our last parent survey, 100% of the parents felt their children were safe at school and that there is adequate playground supervision and playground equipment. One hundred percent of the parents indicated that the buildings and playgrounds are clean, adequate and safe. An irrigated play field adds to the safety of play areas. The rest rooms, floors, walls, roof, plumbing and electrical systems are clean, adequate, and in excellent condition. All efforts to ensure building safety, cleanliness, and adequacy have been successful. In the fall of 2002, new siding, painting, and water system improvements were made through various funding sources. In 2006, we developed a Community Safety Kiosk and added a 25 KW generator to provide the school with power during emergency incidents. The school was painted during the summer of 2009.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: January 2016				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>English Language Arts/Literacy</b>	73	73	44
<b>Mathematics</b>	73	73	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	3	3	100.0	--	--	--	--
	4	2	2	100.0	--	--	--	--
	5	2	2	100.0	--	--	--	--
	6	1	1	100.0	--	--	--	--
	7	2	2	100.0	--	--	--	--
	8	1	1	100.0	--	--	--	--
Male	3		1	33.3	--	--	--	--
	4		1	50.0	--	--	--	--
	7		1	50.0	--	--	--	--
	8		1	100.0	--	--	--	--
Female	3		2	66.7	--	--	--	--
	4		1	50.0	--	--	--	--
	5		2	100.0	--	--	--	--
	6		1	100.0	--	--	--	--
	7		1	50.0	--	--	--	--
White	3		2	66.7	--	--	--	--
	4		2	100.0	--	--	--	--
	5		2	100.0	--	--	--	--
	7		2	100.0	--	--	--	--
	8		1	100.0	--	--	--	--
Two or More Races	3		1	33.3	--	--	--	--
	6		1	100.0	--	--	--	--
Socioeconomically Disadvantaged	3		1	33.3	--	--	--	--
	6		1	100.0	--	--	--	--
	7		1	50.0	--	--	--	--
Students with Disabilities	7		1	50.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	3	3	3	100.0	--	--	--	--
	4	2	2	100.0	--	--	--	--
	5	2	2	100.0	--	--	--	--
	6	1	1	100.0	--	--	--	--
	7	2	2	100.0	--	--	--	--
	8	1	1	100.0	--	--	--	--
<b>Male</b>	3		1	33.3	--	--	--	--
	4		1	50.0	--	--	--	--
	7		1	50.0	--	--	--	--
	8		1	100.0	--	--	--	--
<b>Female</b>	3		2	66.7	--	--	--	--
	4		1	50.0	--	--	--	--
	5		2	100.0	--	--	--	--
	6		1	100.0	--	--	--	--
	7		1	50.0	--	--	--	--
<b>White</b>	3		2	66.7	--	--	--	--
	4		2	100.0	--	--	--	--
	5		2	100.0	--	--	--	--
	7		2	100.0	--	--	--	--
	8		1	100.0	--	--	--	--
<b>Two or More Races</b>	3		1	33.3	--	--	--	--
	6		1	100.0	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		1	33.3	--	--	--	--
	6		1	100.0	--	--	--	--
	7		1	50.0	--	--	--	--
<b>Students with Disabilities</b>	7		1	50.0	--	--	--	--
<b>Foster Youth</b>	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	--	--	--	--	--	--	59	60	56

Note: Scores are not shown 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.

### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	--
All Students at the School	--
Male	--
Female	--
White	--
Foster Youth	--

Note: Scores are not shown 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 Parental Involvement State Priority (Priority 3):

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

### Opportunities for Parental Involvement (Most Recent Year)

Parents are an essential part of our school program. They may volunteer in classrooms, may correct papers, may teach special interest classes, may participate in the Indian Diggings Volunteer Club which raises money for special field trips and camps. To participate as a volunteer, simply contact either Mr. Coffin or the Volunteer Club President at 530-620-6546.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	5.00	0.00	4.55	5.00	0.00	4.55	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

The Comprehensive School Safety Plan is on file at the district office and on the district website at [www.indiandiggingschool.com](http://www.indiandiggingschool.com). It is revised and re-authorized each year.



## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	N/A	N/A	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

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

Grade Level	2012-13				2013-14				2014-15			
	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					12	1			11	1		
Other	18	1										

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

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

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	N/A	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	N/A	N/A
Psychologist	N/A	N/A
Social Worker	N/A	N/A
Nurse	N/A	N/A
Speech/Language/Hearing Specialist	N/A	N/A
Resource Specialist	N/A	N/A
Other	N/A	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$15,372	\$2,963	\$12,409	\$56,310
District	N/A	N/A	\$12,409	
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	132.0	-4.8

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

### Types of Services Funded (Fiscal Year 2014-15)

Special services provided by the school and county Office of Education are: special education, psychologist for testing and evaluation, school nurse, and an after school program. Due to the small nature of our school all students receive individualized instruction on a daily basis with accommodations as needed. When students are eligible and willing to participate a school lunch program is provided. The teacher serves as the teacher/principal/superintendent. He teaches full time, and performs most administrative duties before and after school hours. He spends approximately 90% of his time teaching grades Kindergarten-8th.

### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$39,948
Mid-Range Teacher Salary		\$57,401
Highest Teacher Salary		\$73,183
Average Principal Salary (Elementary)		\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary		\$112,657
Percent of Budget for Teacher Salaries	30%	35%
Percent of Budget for Administrative Salaries	7%	7%

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 district holds four professional development days per year. Three to four of these days are used to provide opportunities for staff to update skills and to learn about current research and trends in public education. The activities are determined by the staff and administration collaboratively. They discuss their needs and then self select activities for staff development.