

Indian Diggings Elementary School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Indian Diggings Elementary School
Street	6020 Omo Ranch Rd.
City, State, Zip	Somerset, CA 95684-9209
Phone Number	530-620-6546
Principal	Grant Coffin
E-mail Address	gcoffin@edcoe.org
CDS Code	09618956005524

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

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

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 one self-contained, multi-grade classroom. The one room has grades Kindergarten-8th. Current enrollment is 18.

Several years ago, the district selected a committee of parents, board members and staff members to develop a Five-Year Long-Range Plan for the district. The committee developed a mission statement to focus the students, staff, and parents on our purpose. The district will be conducting a Five-Year Long-Range Planning process during the 2013-2014 school year.

“Through love, support, and encouragement, we are developing lifelong learners who will constructively contribute to the world around them and will positively affect the lives of others.” They established goals in the following areas: 1) facilities, 2) curriculum, 3) staff development, 4) extracurricular activities, and 5) personnel. The district has made significant gains regarding these goals during the past three years.

There are about a half-dozen (six) families residing in the district having children attending school; however, 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.

Several years ago we conducted a parent survey to find out what parents thought about our school. Surveys were returned by 88% of our families. The purpose of the survey was to determine parents’ attitudes and concerns about the school. We used a survey that was prepared by the County Office of Education. We did this to create an objective evaluation of our school performance based on parent input.

If a grade were given based on the survey, the results would yield a grade of A-. Realizing that surveys are not the only means of evaluating a school, we have conducted Self Reviews and Program Quality Reviews. The results have been positive and they are used to improve the school. We continue to use our five-year plan, School Site Council, and Indian Diggings Volunteer Club to make improvements to our school.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are an essential part of our school program. They may volunteer in classrooms. They may correct papers. They may teach special interest classes. They may participate in the Indian Diggings Volunteer Club which raises money for special field trips and camps. During the 2011-2012 and 2012-2013 school years, we had a large increase in the number of volunteer hours. This trend continues throughout the 2013-2014 school year. To participate as a volunteer, simply contact either Mr. Coffin or the Volunteer Club President at 530-620-6546.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	36	81	67	36	81	67	54	56	55
Mathematics	27	63	80	27	63	80	49	50	50
Science					100	75	57	60	59
History-Social Science				0			48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	67	80		
All Student at the School	67	80		
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian/Pacific Islander				
White	83	100		
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	4	1	8
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-81	184	16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	14	896	14	896	4,655,989	790
Black or African American	0		0		296,463	708
American Indian or Alaska Native	0		0		30,394	743
Asian	0		0		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	0		0		2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	13	900	13	900	1,200,127	853
Two or More Races	1		1		125,025	824
Socioeconomically Disadvantaged	4		4		2,774,640	743
English Learners	0		0		1,482,316	721
Students with Disabilities	1		1		527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	Yes
Met Percent Proficient: Mathematics	Yes	Yes
Met API Criteria	N/A	N/A
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	1
Grade 1	2
Grade 2	3
Grade 3	4
Grade 4	1
Grade 5	4
Grade 6	3
Total Enrollment	18

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.0	White	100.0
American Indian or Alaska Native	0.0	Two or More Races	0.0
Asian	0.0	Socioeconomically Disadvantaged	27.8
Filipino	0.0	English Learners	0.0
Hispanic or Latino	0.0	Students with Disabilities	5.6
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	2	1			3	1			2	1		
1	4	1			3	1			2	1		
2	2	1			5	1			3	1		
3	4	1			2	1			4	1		
4	4	1			5	1			1	1		
5	0	1			4	1			4	1		
6	1	1			0	1			3	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	2010-11			2011-12			2012-13					
	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	1	1			1	1			1	1		
Mathematics	1	1			1	1			1	1		
Science	1	1			1	1			1	1		
Social Science	1	1			1	1			1	1		

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.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Comprehensive School Safety Plan is included in our Single School Plan. It is revised and re-authorized each year at the June School Site Council Meeting. The SSC serves as the advisory committee for the Comprehensive School Safety Plan. It was approved in June of 2009. In July of 2013, the plan was reviewed with all existing and new staff members.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

We take pride in our school facility, and it is cleaned daily. Our building is 55 years old 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 was adopted in 1998 and was amended in the fall of 2002 and again in 2006 and 2009. It was reviewed by all staff in August of 2011.

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 (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 (School Year 2013-14)				
Year and month in which data were collected: July 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	Outdoor Fountain needs repair.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	

School Facility Good Repair Status (School Year 2013-14) Year and month in which data were collected: July 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
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	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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	---
Library Media Teacher (Librarian)	N/A	---
Library Media Services Staff (Paraprofessional)	N/A	---
Psychologist	N/A	---
Social Worker	N/A	---
Nurse	N/A	---
Speech/Language/Hearing Specialist	N/A	---
Resource Specialist	N/A	---
Other	N/A	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2013

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 Math (2008). 7-8: Holt, Pre-Algebra and Algebra I 2008	Yes	0
Science	Holt Science (2007).	Yes	0
History-Social Science	Houghton Mifflin and Prentice Hall (2007).	Yes	0
Visual and Performing Arts	Slides, art posters, art guides, curriculum guides, and curriculum materials.		0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9,897	\$1,501	\$8,396	\$89,786
District	---	---	\$8,396	\$89,786
Percent Difference: School Site and District	---	---	0.0	0%
State	---	---	\$5,537	\$57,720
Percent Difference: School Site and State	---	---	51.6	55.6

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Special services provided by the school and county Office of Education are: special education (including transportation); psychologist for testing and evaluation; school nurse; library services; audiovisual services at the Resource Center; Chapter VI funds for library and reference texts. When students are eligible and willing to participate in the program, a school lunch program is provided by a local deli. This year there are no participants.

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. For 2012-2013, the combined salary is \$125,000.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,760	\$38,719
Mid-Range Teacher Salary	\$52,864	\$55,637
Highest Teacher Salary	\$94,400	\$70,797
Average Principal Salary (Elementary)	\$11,800	\$90,284
Average Principal Salary (Middle)	0	\$94,675
Average Principal Salary (High)	0	\$85,183
Superintendent Salary	\$11,800	\$104,272
Percent of Budget for Teacher Salaries	50%	35.5%
Percent of Budget for Administrative Salaries	12.5%	6.5%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

The district holds between 6-8 minimum days per year. Three to five of these days are used to provide opportunities for staff to update skills and to learn about current research and trends in public education. Many of these days are set aside to work on Multiple Measures as a method to determine student success and eligibility for acceleration, promotion, and retention. The activities are determined by the staff and administration collaboratively. They discuss their needs and then self-select activities for staff development. Weekend workshops and "Learning Communities" are used as a method for delivering some of the activities. Teachers are supported through mileage reimbursement, food, fees, and materials needed to participate in the various activities.