

Indian Diggings Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

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 W. Coffin
E-mail Address	gcoffin@edcoe.org
Web Site	www.indiandiggingschool.com/index.html
CDS Code	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 one, multi-grade classroom. The one room has grades Kindergarten-8th. Current enrollment is 17.

During the 2013-2014 school year, a committee of parents, board members and staff members developed our Local Control and Accountability Plan. The committee revised our mission statement to focus the students, staff, and parents on our purpose. The district will be conducting a revision in the 2014-2015 school year.

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 2013-14)

Grade Level	Number of Students
Kindergarten	1
Grade 1	3
Grade 2	2
Grade 3	3
Grade 4	4
Grade 5	1
Grade 6	3
Grade 7	2
Grade 8	0
Total Enrollment	19

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	0.0
Native Hawaiian or Pacific Islander	0.0
White	88.9
Two or More Races	11.1
Socioeconomically Disadvantaged	22.2
English Learners	0.0
Students with Disabilities	5.6

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
	2012-13	2013-14	2014-15	2014-15
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	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	0.00	0.00
Low-Poverty Schools in District	100.00	0.00

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 2014-15)

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 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 is 69 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 2014.

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: 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]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	100	75	0	100	75	0	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	0
All Student at the School	0
Male	0
Female	0
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	0
Native Hawaiian or Pacific Islander	0
White	0
Two or More Races	0
Socioeconomically Disadvantaged	0
English Learners	0
Students with Disabilities	0
Students Receiving Migrant Education Services	0

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 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
History-Social Science	NA	NA	NA	NA	NA	NA	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	1	8	9
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	100	100	100
7	100	100	100

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 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. 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.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.0	5.0	0	0.0	5.0	0	5.7	5.1	4.4
Expulsions	0.0	0.0	0	0.0	0.0	0	0.1	0.1	0.1

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

School Safety Plan (Most Recent Year)

The Comprehensive School Safety Plan is on file at the district office. It is revised and re-authorized each year. It was approved in October of 2014.

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 2013-14)

AYP Criteria	School	District
Made AYP Overall	NA	NA
Met Participation Rate: English-Language Arts	NA	NA
Met Participation Rate: Mathematics	NA	NA
Met Percent Proficient: English-Language Arts	NA	NA
Met Percent Proficient: Mathematics	NA	NA

Federal Intervention Program (School Year 2014-15)

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

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12			2012-13			2013-14					
	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	3	1			2	1			1	1		
1	3	1			2	1			3	1		
2	5	1			3	1			2	1		
3	2	1			4	1			3	1		
4	5	1			1	1			4	1		
5	3	1			4	1			1	1		
6	0	1			3	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	2011-12			2012-13			2013-14					
	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	2		
Mathematics	1	1			1	1			1	2		
Science	1	1			1	1			1	2		
Social Science	1	1			1	1			1	2		

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 2013-14)

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: Cells with "----" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,897	\$1,501	\$8,396	\$77,536
District	---	---	\$8,396	\$77,536
Percent Difference: School Site and District	---	---	0.0	0.0
State	---	---	\$4,690	\$57,931
Percent Difference: School Site and State	---	---	79.0	33.8

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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. 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 2013-2014, the combined salary is \$97,500.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,229	\$38,970
Mid-Range Teacher Salary	\$53,623	\$56,096
Highest Teacher Salary	\$77,536	\$71,434
Average Principal Salary (Elementary)	\$14,625	\$91,570
Average Principal Salary (Middle)	NA	\$97,460
Average Principal Salary (High)	NA	\$99,544
Superintendent Salary	\$4,875	\$107,071
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	9%	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

The district holds five professional development 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.