

# Indian Diggings Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

<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>CDS Code</b>	09618956005524

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

### School Description and Mission Statement (School Year 2017-18)

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 2016-17)

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

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	17.6
Native Hawaiian or Pacific Islander	0
White	70.6
Two or More Races	11.8
Socioeconomically Disadvantaged	29.4
English Learners	0
Students with Disabilities	17.6
Foster Youth	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
	2015-16	2016-17	2017-18	2017-18
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	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	K-8: Houghton Mifflin, California GO Math (2014)	Yes	0
<b>Science</b>	Holt Science (2007).	Yes	0
<b>History-Social Science</b>	Houghton Mifflin and Prentice Hall (2007).	Yes	0
<b>Foreign Language</b>	Middlebury Interactive Languages introductory Language Online		N/A
<b>Health</b>	State and locally provided curriculum		N/A
<b>Visual and Performing Arts</b>	Slides, art posters, art guides, curriculum guides, and curriculum materials.		N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		N/A

#### 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.

The school is currently in the process of an energy efficiency upgrade with California Proposition 39 funds to include new HVAC units, furnace, hot water eater, and lighting.

**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: 1/08/2018				
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 of the most recent FIT report: 1/08/2018				
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] 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	36	36	36	36	48	48
<b>Mathematics (grades 3-8 and 11)</b>	36	27	36	27	36	37

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	15	15	100	36.36
<b>Male</b>	--	--	--	--
<b>Female</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--
<b>White</b>	11	11	100	36.36
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	15	15	100	27
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	11	11	100	27.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	--	--	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## 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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

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 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	4.5	0.0	0.0	4.5	0.0	0.0	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>	N/A	N/A
<b>First Year of Program Improvement</b>	N/A	N/A
<b>Year in Program Improvement*</b>	N/A	N/A
<b>Number of Schools Currently in Program Improvement</b>	N/A	N/A
<b>Percent of Schools Currently in Program Improvement</b>	N/A	N/A

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

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

Grade Level	2014-15			2015-16			2016-17					
	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+
<b>Other</b>	17	1			19	1			17	1		

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



**Academic Counselors and Other Support Staff (School Year 2016-17)**

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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$15,372	\$2,963	\$12,409	\$83,654
District	N/A	N/A	\$12,409	\$83,654
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	88.8	35.1

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

**Types of Services Funded (Fiscal Year 2016-17)**

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 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$31,740	\$42,598
Mid-Range Teacher Salary	\$43,160	\$62,232
Highest Teacher Salary	\$61,744	\$80,964
Average Principal Salary (Elementary)	\$20,913	\$102,366
Average Principal Salary (Middle)	NA	\$104,982
Average Principal Salary (High)	NA	
Superintendent Salary	\$20,913	\$117,868
Percent of Budget for Teacher Salaries	35%	32%
Percent of Budget for Administrative Salaries	8%	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.