

# **Indian Diggings Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	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
Email Address	gcoffin@idschool.org
Website	indiandiggingschool.com
County-District-School (CDS) Code	09618956000000

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Indian Diggings Elementary School District
Phone Number	530-620-6546
Superintendent	Grant Coffin
Email Address	gcoffin@idschool.org
Website	idschool.org

### School Description and Mission Statement (School Year 2020-2021)

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. We envision a school that blends the tools of our emerging technological society with the educational tools of the past. We use educational skills and concepts in the real world.

1. Students will be provided with CCSS based curriculum in ELA that supports their needs and prepares them to communicate in a global economy
2. Students will participate in Mathematics curriculum that provides them with mastery of the skills needed to have choice in their future careers.
3. Students will be provided with a social/emotional environment that supports their needs and prepares them to be a caring and productive citizen in our community.
4. Students will participate in the arts and humanities, a broad variety of activities that prepare them for a life in a diverse world and enriches their school experience.

5. 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, and off campus experiences.
6. 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.
7. Our facility will be maintained in a way that promotes a safe and enriching environment for students, staff, and community.
8. 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 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	1
<b>Grade 1</b>	2
<b>Grade 2</b>	2
<b>Grade 3</b>	2
<b>Grade 4</b>	2
<b>Grade 5</b>	3
<b>Grade 6</b>	4
<b>Grade 7</b>	4
<b>Grade 8</b>	2
<b>Total Enrollment</b>	22

#### **Student Enrollment by Student Group (School Year 2019-2020)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Hispanic or Latino</b>	9.1
<b>White</b>	68.2
<b>Two or More Races</b>	22.7
<b>Socioeconomically Disadvantaged</b>	54.5
<b>Students with Disabilities</b>	27.3
<b>Homeless</b>	

## **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 2018-19	School 2019-20	School 2020-21	District 2020-21
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	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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.	No	0
Mathematics	K-8: 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.		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

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

## School Facility Conditions and Planned Improvements

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 conducted an energy efficiency upgrade with California Proposition 39 funds that includes new HVAC units, furnace, hot water eater, and lighting in the summer of 2018.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 12/08/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Fair	Counters have missing laminate and paint is chipping.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Poor	Exterior lights do not always work.
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Poor	Extensive dry rot damage in exterior walls. Roof paint is flaking and beginning to rust.

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Widening cracks in blacktop and concrete crumbling on porch. Playground is aged and plastic parts are cracking. Swing chains need replacement. Dry rot has compromised the shed roofs, walls and doors.
Overall Rating	Poor	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	--	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2020-2021)

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.5	4.5	3.5	4.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.5	4.5	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

The Comprehensive School Safety Plan is on file at the district office and on the district website at [www.idschoool.org](http://www.idschoool.org). 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.

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

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	12	1										
6					9	1						
Other**									8	2		

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,000	\$3,319	\$12,681	\$85,627
District	N/A	N/A	\$12,681	\$85,627
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	48.3	18.1

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

### Types of Services Funded (Fiscal Year 2019-2020)

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. The District employs a part time Educational Specialist. 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,985	\$46,965
Mid-Range Teacher Salary	\$55,198	\$67,638
Highest Teacher Salary	\$74,031	\$88,785
Average Principal Salary (Elementary)	N/A	\$112,524
Average Principal Salary (Middle)	N/A	\$117,471
Average Principal Salary (High)	N/A	

Category	District Amount	State Average For Districts In Same Category
<b>Superintendent Salary</b>	\$21,407	\$128,853
<b>Percent of Budget for Teacher Salaries</b>	25.0	30.0
<b>Percent of Budget for Administrative Salaries</b>	6.0	6.0

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	

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. The district also has collaboration days each week on Fridays where staff meet to train and improve their skills from noon till the end of the day.