

## Mother Lode Union School District

# Indian Creek Elementary School

## 2009-10 School Accountability Report Card

**Ed Watkins,**  
Principal

**6701 Green Valley  
Road  
Placerville, CA  
95667-8984  
(530) 626-0765**



**Tim Smith,**  
Superintendent  
Board of Trustees

**Davia Weiner**  
President

**John Parker**  
Clerk

**Karen Jones**  
Member

**Shawn Verner**  
Member

**Eric Holm**  
Member

**[www.mlusd.net/  
hgschool.php](http://www.mlusd.net/hgschool.php)**

### Principal's Message

In April of 2006, Indian Creek Elementary School was selected as a California Distinguished School. This honor validates that Indian Creek has an outstanding instructional program, as well as support services. Indian Creek is located adjacent to the El Dorado County Office of Education near the intersection of Missouri Flat Road and Green Valley Road in Placerville. The beautifully manicured landscape, gorgeous trees, and student gardens make our school an inviting place to learn. The office, equipped with an old-fashioned school bell, faces the visitors' parking lot and welcomes everyone. A tile mosaic made by the students, parents, staff, and community members gives everyone the impression that this is a place that truly values the concept of a school family.

Besides the rigorous academic program, Indian Creek provides a number of successful programs and activities. A full-day kindergarten program gives the students a strong foundation that contributes to the students' academic and social growth.

Many students participate in the lunch time intramural sports program. Parents and community members play an important role in the success of Indian Creek students. The partnership between the dedicated and hard working volunteers and staff is phenomenal. Over 300 volunteers clocked approximately 5,000 hours last year. Our students are involved and supported in many ways. Field trips to Apple Hill, Folsom Dam, Marshall Gold Discovery Park, and other areas are all part of the adventure of learning. Students explore the rich history of our area throughout their school career at Indian Creek.

### School Profile

Indian Creek Elementary School is one of is one of two schools in the Mother Lode Union School District.

During the 2009-10, 436 Kindergarten through fifth grade students were enrolled at the school, with classes arranged on a traditional calendar. The table displays the school's enrollment broken down by ethnicity.

#### Student Enrollment by Ethnic Group

2009-10

	Percentage
African American	1.4%
American Indian	2.5%
Asian	0.2%
Filipino	-
Hispanic or Latino	27.5%
Pacific Islander	0.5%
White	67.2%
Two Or More	0.7%
None Reported	-

### Discipline & Climate for Learning

Students at Indian Creek Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through grade level newsletters, Back-to-School-Night, and the School Messenger. The school has developed a rubrik of awards and consequences for student behavior.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

#### Suspensions & Expulsions

	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	42	2	25	189	19	39
Suspension Rate	8.0%	0.4%	5.7%	13.0%	1.4%	2.9%
Expulsions	2	0	0	13	3	2
Expulsion Rate	0.4%	0.0%	0.0%	0.9%	0.2%	0.1%

### Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include the extended day afterschool program, and Opportunity Class. The Placerville Parks and Recreation department offers various sports programs for all grade levels.

### Student Recognition

The school recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are awarded Eagle and Recognition Awards in awards assemblies throughout the year.

### Class Size

The table indicates the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	08	09	10	08	09	10	08	09	10	08	09	10
K	19	20	23	4	4	-	-	-	3	-	-	-
1	19	19	24	5	5	-	-	-	3	-	-	-
2	18	19	23	5	3	-	-	-	3	-	-	-
3	19	18	20	6	4	3	-	-	-	-	-	-
4	30	29	26	-	-	-	3	3	3	-	-	-
5	29	30	29	-	-	-	3	3	3	-	-	-
K-3	-	20	23	-	1	-	-	-	12	-	-	-

### Instructional Time (Includes Minimum Days)

For the 2009-10, Indian Creek Elementary offered 180 days of instruction, comprised of 165 regular days. The additional 15 minimum days were utilized for staff development. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	54,060
1st	50,400	54,060
2nd	50,400	54,060
3rd	50,400	54,975
4th	54,000	54,975
5th	54,000	54,975

### Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2007-08	2008-09	2009-10
K	78	79	69
1st	77	77	76
2nd	93	68	69
3rd	97	82	59
4th	91	88	77
5th	87	91	86

### Parent Involvement

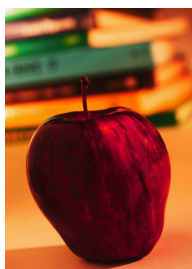
Indian Creek Elementary greatly benefits from its supportive parents who volunteer in the classroom and serve in the Parent Teacher Association (PTA). The school also benefits from several community partnerships, including the local Rotary and Lion's Club, as well as WalMart and Target.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Indian Creek Elementary staff at (530) 626-0765.

### Data Sources

Data within the SARC was provided by Mother Lode Union School District, retrieved from the 2009-10 SARC template, and/or located on DataQuest (<http://data1.cde.ca.gov/dataquest>). DataQuest is a dynamic system that provides reports for accountability. It includes Academic Performance Index (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Language Learners (ELLs).



### Counseling & Support Staff

It is the goal of Indian Creek Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Indian Creek Elementary. **The counselor to pupil ration is 1:436.**

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.5
Counselor Intern	2	0.5
English Learner (EL) Support Teacher	1	0.5
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	2	1.0
SDC Aide	5	4.9
Special Day Class (SDC) Teacher	2	2.0

The district offers psychologist, as well as speech and language specialist services on an "as-needed" basis.

English Language Learner (ELL) students are offered enrichment before school and pull-out opportunities throughout the school day. Morning Enrichment Club occurs before school once a week. During these sessions, students work on projects centered around science, math and language arts. Students are taken on annual field trips.

## Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers 15 staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. The staff addresses the needs of all students, especially those that are in the high-risk group. Time is also devoted to building a school-wide discipline plan.

## Teacher Assignment

Mother Lode Union School District recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, Indian Creek Elementary had 23 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	26	24	23	68
Without Full Credentials	1	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

## Federal Intervention Program

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 (English/language arts 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.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2010-11)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period.

California Standards Test (CST)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	64	68	65	62	65	66	46	50	52
Mathematics	76	76	71	67	66	69	43	46	48
Science	66	64	63	72	65	69	46	50	54
History/Social Science	*	*	*	64	67	68	36	41	44

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	66	69	69	68
School	65	71	63	*
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	47	53	24	*
Pacific Islander	*	*	*	*
White	73	78	73	*
Males	63	76	65	*
Females	67	66	61	*
Socioeconomically Disadvantaged	58	59	48	*
English Learners	33	45	*	*
Students with Disabilities	39	50	*	*
Migrant Education	*	*	*	*

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to achieve.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's statewide and similar schools' API ranks and API point changes by student group.

API School Results			
	07-08	08-09	09-10
Statewide Rank	8	9	9
Similar Schools Rank	9	10	9
All Students			
Actual API Change	25	15	-8
Hispanic or Latino			
Actual API Change	47	23	-21
White			
Actual API Change	7	11	-3
Socioeconomically Disadvantaged			
Actual API Change	80	19	2

\* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank reflects testing from Spring 2007.)



The second table displays, by student group, the 2010 Growth API at the school, district, and state level.

Growth API			
	School	District	State
All Students	864	849	767
Hispanic or Latino	791	810	715
White	891	863	838
Socioeconomically Disadvantaged	822	802	712

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/Language Arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- 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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	No	Yes
Percent Proficient	No	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

## Physical Fitness

In the spring of each year, Indian Creek Elementary is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ). **\*Note: 2009-10 fitness data was not available from the CDE at the time of publication.**

## Instructional Materials

Mother Lode Union School District held a public hearing on September 15, 2010, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-3	History/Social Science	Harcourt	2001	Yes	0.0%
4th-5th	History/Social Science	Harcourt Brace	2001	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2001	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Science	Houghton Mifflin	2001	Yes	0.0%

## Library Information

The school's library, staffed by a full-time librarian, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library once a week with their classes and are encouraged to visit before and after school. Two computer workstations within the library are connected to the Internet so students are able to access resources and information online.

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Placerville and Cameron Park, which contain numerous computer workstations.

## Computer Resources

All classrooms have one teacher station computer connected to the Internet. Indian Creek Elementary School also has one computer lab with at 30 computers. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained in Success Maker and Education City programs.

## Safe School Plan

The school provides a safe, clean environment for students, staff, and volunteers. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and disaster drills are held regularly throughout the school. The School Site Safety Plan was last reviewed and updated in October 2010 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Students are supervised before-and-after school and during lunch by classified staff. There is a designated area for student drop off and pick up. Visitors must sign-in and receive a badge at the front office.

## School Facilities

Indian Creek Elementary School was originally constructed in 1984 and is comprised of 26 permanent classrooms, six portables, one multipurpose room, one library, one staff lounge, one computer lab, and one playground. Two new portables were added at the beginning of the 2010-11 school year.

School Facility Conditions				
Date of Last Inspection: 09/10/2010				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Indian Creek ES - Campus - For Lower Field - fountain not hooked up.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Indian Creek ES - Campus - Re-roofed Rm. 24 - Old Door Removed.
External (Grounds, Windows, Doors, Gates, Fences)	X			Indian Creek ES - Campus - Ordering fiber.

### Cleaning Process

The principal works daily with the custodial staff of three (two full-time and one part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year the district did not participate in the deferred maintenance program.

## Teacher & Administrative Salaries

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, [www.cde.ca.gov](http://www.cde.ca.gov).

## School Site Teacher Salaries

The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on fiscal year 2008-09 financial statements).

Average Teacher Salaries	
School & District	
School	\$54,719
District	\$55,989
Percentage of Variation	2.27%
School & State	
All Elementary School Districts	\$64,193
Percentage of Variation	14.76%

## Average Salary Information

### Teachers - Principal - Superintendent

2008-09

	District	State
Beginning Teachers	\$32,000	\$41,154
Mid-Range Teachers	\$47,717	\$63,517
Highest Teachers	\$65,000	\$80,951
Elementary School Principals	\$95,400	\$102,080
Middle School Principals	\$101,816	\$105,643
High School Principals	-	\$111,347
Superintendent	\$142,511	\$150,626

### Salaries as a Percentage of Total Budget

Teacher Salaries	38.7%	41.4%
Administrative Salaries	7.7%	6.2%

## District Expenditures

The expenditures per pupil data is based on 2008-09 fiscal year audited financial statements. The table reflects the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$10,448
From Restricted Sources	\$3,755
From Unrestricted Sources	\$6,693
District	
From Unrestricted Sources	\$6,745
Percentage of Variation between School & District	0.77%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	17.81%

## District Revenue Sources

In addition to general state funding, Indian Creek Elementary receives state and federal funding for the following categorical funds and other support programs:

- Title 1
- School Library Improvement Plan
- EIA
- MAA

