

# Indian Creek Elementary School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 web page at <https://www.cde.ca.gov/fq/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.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Indian Creek Elementary School
<b>Street</b>	6701 Green Valley Road
<b>City, State, Zip</b>	Placerville
<b>Phone Number</b>	530.626.0765
<b>Principal</b>	Jennifer Kloczko
<b>Email Address</b>	<a href="mailto:jkloczko@mlusd.net">jkloczko@mlusd.net</a>
<b>School Website</b>	<a href="https://www.mlusd.net/o/ice">https://www.mlusd.net/o/ice</a>
<b>County-District-School (CDS) Code</b>	09 61929 6106678

## 2023-24 District Contact Information

<b>District Name</b>	Mother Lode Union Elementary School District
<b>Phone Number</b>	530.622.6464
<b>Superintendent</b>	Curtis Wilson
<b>Email Address</b>	<a href="mailto:cwilson@mlusd.net">cwilson@mlusd.net</a>
<b>District Website</b>	<a href="http://www.mlusd.net">www.mlusd.net</a>

## 2023-24 School Description and Mission Statement

Indian Creek Elementary is located in Placerville, California, 32 miles east of Sacramento, in the beautiful foothills of the Sierra Nevada Mountain Range. Indian Creek is located adjacent to the El Dorado County Office of Education near the intersection of Missouri Flat Road and Green Valley Road. The beautifully manicured landscape, gorgeous trees, and student gardens make our school an inviting place to learn. All throughout the campus you can find our SOAR logo (Safe, Organized, Accountable, and Respectful) and sensory paths which help to reinforce our rules and de-escalate students. The office, equipped with an old-fashioned school bell, faces the visitors' parking lot and welcomes everyone. Indian Creek Elementary uses the following programs and practices to support our students with specific emphasis on our under-performing students.

- After school tutoring and clubs
- iReady - Intervention and Extension; used with all students to individualize learning paths
- Reflex Math implementation in all grade levels
- Designated ELD small group instruction for all students using Lexia English
- Accelerated Reader - Reading comprehension program 3rd-4th grades
- Focused connections on self-advocacy, goal setting, and strengthening academics supported by Collaborative Classroom.
- Differentiation/remediation strategies within the regular instructional day
- Parent/Community volunteers
- Local Control Accountability Plan (LCAP) Instructional Assistants (3)
- Co-teaching supports for Special Education and English Learner students

We are committed to building an academic foundation that challenges students through curriculum aligned to the Common Core State Standards (CCSS). The use of technology is an integral instructional element. All first through fourth grade classes have class sets of Chromebooks. Our kindergarten and transitional kindergarten classrooms have touch screen chrome books for small group skill practice and for whole class technology instruction. Every student has access to technology every day. There are online components to our curriculum providing students the opportunity to interact with the texts online or through a print copy. Teachers can also administer some assessments online giving students and staff immediate feedback, allowing for real-time adjustment of instruction to meet students' needs. The vast majority of our classrooms have Promethean Boards where teachers are able to present engaging and interactive lessons to all of our students. All students take classes in our Science, Technology, Engineering, Art, and Math (STEAM) Lab, as well as our Visual And Performing Arts (VAPA) rooms.

## 2023-24 School Description and Mission Statement

We have a robust reading, math, and writing intervention plan, providing leveled and strategic phonics support, with regrouping based on assessment data approximately every nine weeks. Local Control and Accountability Plan (LCAP) Instructional Aides assist classroom teachers with academic intervention during called Walk to Learn, a Multi-Tiered System of Support (MTSS) block, and push-in classroom support for every classroom. Our Title 1 Teacher and Intervention Teacher provide strategic, context-embedded pull-out and push-in support for students based on assessment data. i-Ready Diagnostic data is used to help guide first instruction as well as give us baseline data on each of our students.

Parental and community involvement is a critical component at Indian Creek Elementary School. Regular evening events are calendared each year to bring our families together. Reading Nights bring children out in their pajamas once a trimester to hear themed stories, do a craft, and pick out a book to take home. Our monthly outdoor flag salutes bring the entire student body together on the last Friday morning of each month. Every morning all students are encouraged to join the "Walking Club" where we incentivize the number of miles our students accumulate. Several enriching assemblies are also integral to instilling a love of learning and reinforcing the concept that Eagles SOAR. We are Safe, Organized, Accountable, and Respectful. We have a supportive Parent Teacher Club (PTC) that hosts numerous events during the school year including our Harvest Festival, Walk-a-thon, and Pancakes with Santa. Positive student behavior is celebrated with "Eagle Awards", positive postcards home, school and classroom incentives, character awards, personal success awards, Eagle of the trimester awards, and bell ringer opportunities.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	108
Grade 1	69
Grade 2	89
Grade 3	106
Grade 4	94
Total Enrollment	466

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9%
Male	52.1%
American Indian or Alaska Native	1.9%
Asian	0.9%
Filipino	0.9%
Hispanic or Latino	31.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	3%
White	61.8%
English Learners	12.9%
Foster Youth	0.4%

Homeless	4.7%
Migrant	0.2%
Socioeconomically Disadvantaged	53.6%
Students with Disabilities	14.6%

## 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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.00	100.00	30.80	75.05	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.60	3.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	8.60	21.06	18854.30	6.86
<b>Total Teaching Positions</b>	<b>23.00</b>	<b>100.00</b>	<b>41.10</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.60	100.00	35.00	81.43	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	2.32	12001.50	4.30

<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	3.00	6.96	11953.10	4.28
<b>Unknown</b>	0.00	0.00	4.00	9.28	15831.90	5.67
<b>Total Teaching Positions</b>	21.60	100.00	43.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	0.00
<b>Misassignments</b>	0.00	0.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00
<b>Local Assignment Options</b>	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Mother Lode Union Elementary School District held a public hearing and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science equipment pursuant to the settlement of Williams vs. the State of California. All students 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. Curriculum materials are approved for use by the California State Board of Education and were reviewed by teachers and administration before implementation.

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders, May 2015	Yes	0.0%
Mathematics	McGraw-Hill My Math, May 2016	Yes	0.0%
Science	McGraw-Hill Inspire, December 2022	Yes	0.0%
History-Social Science	Pearson, May 2018	Yes	0.0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

## School Facility Conditions and Planned Improvements

Indian Creek Elementary School was originally constructed in 1984 and has a variety of facilities, including 26 permanent classrooms including a STEAM Lab and a VAPA room, six portable buildings, one multipurpose room, one library, one staff lounge, two playgrounds, and three fields. Three modular buildings replaced portable buildings for three of our kindergarten classrooms in the summer of 2018 in addition to other facility enhancements. Siding repairs/replacements to 14 portables were completed during the summer of 2019. The chart displays the most recent facilities inspection.

### Cleaning Process

The school principal and Maintenance, Operations, and Transportation (MOT) team work daily with the staff of three custodians (two full-time and one part-time) to ensure that students and staff have a safe and clean learning environment. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

### Maintenance and Repair

The MOT team ensures that necessary repairs are completed in a timely manner. A work order process is used by all staff to ensure an efficient response time with the highest priority given to urgent repairs. The MOT team meets with the Lead Maintenance worker daily to review all facility needs were completed or are in process.

Year and month of the most recent FIT report

January 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			

## School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer				
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	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			Kindergarten playground to be replaced by February 2023.

## Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	37	29	34	29	47	46
<b>Mathematics</b> (grades 3-8 and 11)	31	30	24	25	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	206	206	100.00	0.00	29.13
<b>Female</b>	95	95	100.00	0.00	32.63
<b>Male</b>	111	111	100.00	0.00	26.13
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	60	60	100.00	0.00	25.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	132	132	100.00	0.00	31.82

<b>English Learners</b>	27	27	100.00	0.00	7.41
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	14	100.00	0.00	28.57
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	124	124	100.00	0.00	25.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	41	41	100.00	0.00	17.07

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	206	206	100.00	0.00	30.10
<b>Female</b>	95	95	100.00	0.00	27.37
<b>Male</b>	111	111	100.00	0.00	32.43
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	60	60	100.00	0.00	23.33
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	132	132	100.00	0.00	35.61
<b>English Learners</b>	27	27	100.00	0.00	14.81
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	14	100.00	0.00	35.71
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	124	124	100.00	0.00	27.42
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	41	41	100.00	0.00	14.63

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)			21.91	18.59	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>					
<b>Female</b>					
<b>Male</b>					
<b>American Indian or Alaska Native</b>					
<b>Asian</b>					
<b>Black or African American</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>					
<b>Native Hawaiian or Pacific Islander</b>					
<b>Two or More Races</b>					
<b>White</b>					
<b>English Learners</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					
<b>Military</b>					
<b>Socioeconomically Disadvantaged</b>					
<b>Students Receiving Migrant Education Services</b>					
<b>Students with Disabilities</b>					

## B. Pupil Outcomes

### 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 area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Parents and community members play an important role in the success of Indian Creek Elementary's students. The partnership between the dedicated and hard working volunteers and staff is commendable. An active Parent Teacher Club coordinates numerous fundraisers over the course of the year to support enrichment, including field trips. Students explore the rich history of our area throughout their school career at Indian Creek.

Back to School Night is held shortly after school starts in the Fall. Parents can meet teachers, learn about classroom routines and policies, as well as get information about classroom volunteer opportunities. Indian Creek Elementary holds parent teacher conferences twice during the school year or throughout the school year if needed. At the end of each year families are invited to Open House in the evening to tour classrooms and see a variety of student work samples. Parents can stay informed through our school website, Student Handbook, and monthly newsletters.

Indian Creek Elementary greatly benefits from its supportive parents who volunteer in the classroom and serve as members of the Parent Teacher Club (PTC), School Site Council/English Language Advisory Committee (SSC/ELAC), and as classroom Art Docents. The school also benefits from several community partnerships, including the local Rotary and Lion's Club, Big Brothers/Big Sisters, Boys and Girls Club, UC Davis Nutrition Program, and receives support from retail merchants such as WalMart, Target, SaveMart, Home Depot, and Raley's.

#### 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	515	502	143	28.5
Female	242	237	63	26.6

Male	273	265	80	30.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	10	10	3	30.0
Asian	4	4	2	50.0
Black or African American	0	0	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	163	162	59	36.4
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	18	15	2	13.3
White	315	306	76	24.8
English Learners	66	66	17	25.8
Foster Youth	5	4	0	0.0
Homeless	30	29	19	65.5
Socioeconomically Disadvantaged	298	292	99	33.9
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	83	83	31	37.3

## C. Engagement

### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.36	0.77	1.36	1.30	4.35	3.77	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.11	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.36	0
Female	0	0
Male	2.56	0
Non-Binary		

<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	1.23	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	5.56	0
<b>White</b>	1.27	0
<b>English Learners</b>	1.52	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	3.33	0
<b>Socioeconomically Disadvantaged</b>	1.34	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	1.2	0

## 2023-24 School Safety Plan

Indian Creek Elementary School provides a safe, clean environment for students, staff, and volunteers. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, lockdown, and evacuation drills are held regularly throughout the school year to prepare students and staff for an emergency.

The Comprehensive School Site Safety Plan was reviewed and updated during the 2021-22 school year and presented to the school board. Revisions were communicated to both classified and certificated staff. The school's emergency preparedness plan includes steps for ensuring student and staff safety during a lockdown or evacuation.

Students are supervised before and after school by classified and certificated staff. Students are also supervised during lunch by classified staff. There is a designated area for student drop-off and pick-up. Visitors must sign-in at the main office and wear a badge while on campus. A campus monitor is also employed to assist with student supervision and ensure campus safety. Emergency response packets detailing what to do in an emergency are available and visible in all classrooms.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4	3	
1	14	4	3	
2	19	2	4	
3	14	7		
4	21	2	3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	3	
1	22	1	3	1
2	24		4	
3	20	1	4	
4	16	2	4	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	5	3	0
1	17	4	1	0
2	18	1	4	0
3	21	1	4	0
4	19	1	4	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
<b>Pupils to Academic Counselor</b>	932

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.5
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	0.4
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	4

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	11897	4029	7868	74201
<b>District</b>	N/A	N/A	7485	\$72,621
<b>Percent Difference - School Site and District</b>	N/A	N/A	5.0	4.3
<b>State</b>	N/A	N/A	\$7,607	\$75,753
<b>Percent Difference - School Site and State</b>	N/A	N/A	17.6	0.2

## Fiscal Year 2022-23 Types of Services Funded

Indian Creek Elementary is committed to student success. Programs which support and assist students at Indian Creek include: Walk to Learn, Read Live, i-Ready, Lexia English, and Title 1 teacher support. Our Morning interventions provide English Learners and underperforming students additional instruction and practice throughout the academic year.

We use Systematic Instruction in Phonics, Phonemes, and Sight-words (SIPPS) for phonics instruction in Kindergarten through third grades and Read Live as a supplemental program for Fourth Grade students. Read Live is used to provide vocabulary, comprehension, and fluency support for targeted students based on assessment data. Lexia English is used to develop English

## Fiscal Year 2022-23 Types of Services Funded

language proficiency in English Learners. Our Title 1 and Intervention teachers use all available data under the direction of the principal to provide specific, targeted instruction and intervention to students during the school day. LCAP instructional aides help to provide support for underperforming students.

Other intervention programs consist of reading, writing and math interventions that target specific student needs. Accelerated Reader is also used to set reading goals for students and determine student performance in reading comprehension. Social skills groups are formed based on school data and are taught by our school counselor. District transportation is provided at no cost to families.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$51,978	\$48,481
<b>Mid-Range Teacher Salary</b>	\$65,492	\$73,129
<b>Highest Teacher Salary</b>	\$90,673	\$99,406
<b>Average Principal Salary (Elementary)</b>	\$121,704	\$117,381
<b>Average Principal Salary (Middle)</b>	\$121,704	\$128,158
<b>Average Principal Salary (High)</b>	\$0	
<b>Superintendent Salary</b>	\$180,000	\$138,991
<b>Percent of Budget for Teacher Salaries</b>	29.85%	29.34%
<b>Percent of Budget for Administrative Salaries</b>	6.13%	5.99%

## Professional 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 early release Wednesdays for Structured Collaboration Time and staff development. Faculty meet each Wednesday to work in grade level teams and as an entire staff to review student data, determine Common Core implementation strategies, explore teaching strategies/methodologies, and to share best practices. Additionally, weekly collaboration allows staff to apply their trainings, analyze data, plan instructional units, and address individual student needs.

The district schedules three minimum days for staff development annually where staff members are provided professional growth opportunities in curriculum, teaching strategies, and methodologies. This year, certificated staff members had an opportunity to attend a training led by Solution Tree and learn the basics of Professional Learning Communities (PLC). Related to the PLC process, staff are participating in a book study with the book "Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Elementary" by Gayle Gregory, Martha Kaufeldt, and Mike Mattos with the goal of strengthening our first instruction practices.

The staff has also formed a Guiding Coalition comprised of school leaders who are working on developing our staff's shared knowledge. We had the opportunity to send a team of staff members to the annual Positive Behavior Intervention and Supports (PBIS) conference to learn strategies that improve student behavior. This team is now training the rest of our staff on PBIS so we are all better able to implement these practices in all areas of our campus.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	