

# Indian Springs Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page 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).

#### **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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Indian Springs Elementary School
<b>Street</b>	25299 Big Springs Road
<b>City, State, Zip</b>	Big Bend, CA
<b>Phone Number</b>	(530) 337-6219
<b>Principal</b>	Clark Redfield
<b>Email Address</b>	credfield@indianspringsesd.org
<b>Website</b>	indianspringsesd.org
<b>County-District-School (CDS) Code</b>	45-70037-6050389

Entity	Contact Information
District Name	Indian Springs Elementary School District
Phone Number	(530) 337-6219
Superintendent	Clark Redfield
Email Address	credfield@indianspringsesd.org
Website	www.indianspringsesd.org

## School Description and Mission Statement (School Year 2019-20)

Indian Springs School is located in the Cascade Mountains of Northern California in a remote and isolated part of Shasta County, 36 miles east of Redding and an additional 17 miles north of Route 299, in the community of Big Bend. The local elevation of 1,800 feet ensures a moderate range of annual temperatures. Over a period of time dating back to the 1860's, the potential for hydro-power production was recognized along the Pit River. As a result of this resource, PG&E constructed a series of power plants utilizing the water resources of our area. These projects are among the largest in the State of California and represent a major contribution to the tax-base that funds our District. Over the past several years, deregulation of the power industry has turned into depreciation of the hydro plants along our rivers. This has caused a major decline in the revenue base for the Indian Springs School District.

Indian Springs is currently a two-teacher and one paraprofessional, one-school District, pre-kindergarten through eighth grade. The Big Bend area has a population base of around 200 residents throughout the year, with that figure rising during the summer vacation season. The school is the main source of pride and spirit for the community at large.

Indian Springs is a small, very rural school. This allows for targeted instruction at each student's ability level, with individualized learning goals for each child based on the new California State Standards. The school has a homey atmosphere with a school kitchen known to create and serve delicious gourmet meals.

The school enjoys great community participation at school-sponsored events and has very active parent involvement. The school regularly hosts two track meets which are attended by other schools in the area.

### Mission Statement

To continually provide imaginative and creative teaching methods to develop the fullest potential in each student in the academic, cultural/social, and physical dimensions by a responsible and caring staff.

### The Indian Springs school staff is committed to:

- A. A caring learning environment
- B. Active student involvement in learning
- C. Standards-based curriculum that involves critical thinking, the use of technology, and core literature
- D. An After School Education and Safety Program offered daily for homework assistance and enrichment activities
- E. Support for student citizenship/character development
- F. Support for parent/community relationships
- G. Performance based/authentic assessment, focusing on student outcomes
- H. Professional development to enhance subject content knowledge for both teachers and paraprofessionals

### Indian Springs students believe:

- A. I am capable.
- B. I contribute in meaningful ways and I am genuinely needed.
- C. I can influence what happens to me.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	2
Grade 1	1
Grade 2	2
Grade 3	1
Grade 4	1
Grade 5	2
Grade 6	2
Grade 7	4
<b>Total Enrollment</b>	<b>15</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	13.3
White	80
Two or More Races	6.7
Socioeconomically Disadvantaged	100
Students with Disabilities	26.7
Homeless	6.7

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	2	2	2	
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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 2019-20)

Year and month in which data were collected: September 2019

The Districts' stated goal is to adopt new California core materials when they become available,

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys K-5; Collections 6-8. Houghton Mifflin Harcourt. 2016 Adoption	Yes	0%
Mathematics	Go Math. California Edition. Houghton Mifflin Harcourt (K-6) ; CPM-Core Connections (7-8) 2014 Adoption	Yes	0%
Science	Holt Science. Adopted 2008	Yes	0%
History-Social Science	Pearson/Scott Foresman (K-4) ; Adopted 2006;; Holt (5-8) Adopted 2007	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

A yearly facility inspection is conducted by the maintenance/custodial individual with input from the staff. The last inspection was completed on June, 2019.

### 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

Year and month of the most recent FIT report: June 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Additional Safety Bark for play areas should be order and placed
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	--	--	--	--	50	50
<b>Mathematics (grades 3-8 and 11)</b>	--	--	--	--	38	39

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 2018-19)**

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

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 2018-19)**

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

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

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  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**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.

## 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 2019-20)

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Parents are encouraged and motivated to participate in activities in the school. Beginning with Back-to-School Night held annually, parents are warmly invited and encouraged to be a part of the school.

Parents and school staff participate in the School Site Council (SSC) and the District Advisory Committee for the Local Control Accountability Plan (LCAP). We have an after school program called SHARE where parents are invited to participate and help with activities. Volunteer parents supplement regular instruction by offering instruction in their hobbies, professions, and avocations as part of the Spring Enrichment program offerings.

For more information on how to become involved, please contact Administrative Assistant Jamie Stenlund at (530) 337-6219 or [jstenlund@indianspringsesd.org](mailto:jstenlund@indianspringsesd.org).

Each school year parents and other stake holders participate in the annual review and development of the LCAP.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions		0.0	0.0		0.0	0.0	3.6	3.5	3.5
Expulsions		0.0	0.0		0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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The School Safety Plan was last reviewed and discussed with the school faculty January/February 2020. The revision was complete January/February 2020 and includes input from The Shasta County Sheriff's Department.

The School Safety Plan is designed to protect the physical safety of all students and adults on the school site at all times. All school attendees regularly practice drills and practices for fire, intruder, and meteorological crises. The office and classroom staff regularly review emergency practices and discuss appropriate responses to various emergency scenarios.

Staff members are regularly trained in first aid and CPR activities. All staff is regularly trained in appropriate playground practices and how to prevent student aggression and potential violence.

A "buzz in" system have been installed at the school site with a camera and intercom. During the school day the secretary screens and allows entry to individuals that have a reason to enter. After school the teacher for the after school program takes over that task.



## 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	7	1										
4	1	1			1	1						
Other**					3	1			6	1		

\*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 Academic Counselors to Pupils (School Year 2018-19)

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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$61,560	\$9,499	\$52,060	\$61,643
District	N/A	N/A	\$52,060	\$61,643
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	149.6	-5.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Small class size is the reality at Indian Springs School. Enrollment during the 18-19 year enrollment hovered around 13 students. The students were taught by two fully credentialed teachers assisted by one paraprofessional (6.25 hours per day). Students can't get lost with that ratio of one adult for every 3.25 students. Title three and REAP funds are used to maintain the small class size. A Resource Teacher works work with any student that has an IEP. She also is a resource for the instructional staff. Regular assessments are given three times per year to measure student growth and drive each students individual learning plan. Teachers and paraprofessional work closely with students to help and support learning. Staff members participate in professional development on a regular basis. There is an active Professional Learning Community (PLC) at the site.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$45,252
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$124,686
Percent of Budget for Teacher Salaries	24%	31%
Percent of Budget for Administrative Salaries	7%	7%

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)

The teachers on site are encouraged to pursue additional staff development. The collective bargaining agreement allows up to three days of additional pay for any qualified teacher training. Our teachers have played an integral role in the county curriculum review process for new curricular adoptions.

Staff continually collaborates to enhance the school programs by staying up with the best practices and current curriculum trends. There is an active PLC at the site. Assessment results are reviewed by staff as part of the evaluation of the total program.

The Board supports professional development for all staff and budgets each year for workshops and conferences. Both teachers participate in county wide Common Core Math and Language Art Professional Development..