

Indian Creek 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
School Name	Indian Creek Elementary School
Street	6701 Green Valley Rd.
City, State, Zip	Placerville, CA 95667-8984
Phone Number	530.626.0765
Principal	Rhonda White
Email Address	rwhite@mlusd.net
Website	http://indiancreek.mlusd.net/
County-District-School (CDS) Code	09-61929-6106678

Entity	Contact Information
District Name	Mother Lode Union Elementary School District
Phone Number	530.622.6464
Superintendent	Marcy Guthrie
Email Address	mguthrie@mlusd.net
Website	www.mlusd.net

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

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. The office, equipped with an old-fashioned school bell, faces the visitors' parking lot and welcomes everyone.

Indian Creek Priorities

The Mother Lode Union School District and Indian Creek have established the following five priorities.

We are committed to advancing academic achievement for all students.

We are committed to meeting the educational needs of each student while providing a safe, respectful and connected school experience.

We are committed to nurturing partnerships with students, staff, parents, and community.

We are committed to providing employees with the resources necessary to perform their function while maintaining a fiscally responsible organization.

We are committed to employing committed, competent and caring staff who believe in respect for others, teamwork, continuous improvement and that all students can learn and be successful.

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. We also have two dedicated computer labs providing students the opportunity to research, create documents and learn 21st century technology skills. Our kindergarten and transitional kindergarten classrooms have between five and 7 mini Ipads for small group skill practice and share a class set of touchscreen Chromebooks 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 hard copy. Teachers can also administer some assessments online giving students and staff immediate feedback, allowing for real-time adjustment of instruction to meet student need. 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. LCAP instructional aides assist classroom teachers with academic intervention through Walk to Learn and push-in classroom support for every classroom. Our Title 1 teacher provides strategic, context-embedded pull out and push-in support for students based on assessment data.

Parental and community involvement is a critical component at Indian Creek. Numerous volunteers are on campus daily, supporting the learning and assisting both inside and outside the classrooms. Regular evening events are calendared 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. Several enriching assemblies are also integral to instilling a love of learning and reinforcing the concept that Character Counts. We have a supportive Parent Teacher Club that hosts numerous events during the school year including a Harvest Festival, Walk a thon, and Pancakes with Santa event each year. Positive student behavior is celebrated with "Eagle Awards", positive postcards home, classroom incentives, character awards, personal success awards, Eagle of the trimester awards, and Sportsmanship awards.

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

Grade Level	Number of Students
Kindergarten	139
Grade 1	103
Grade 2	112
Grade 3	97
Grade 4	108
Total Enrollment	559

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	2
Asian	0.4
Hispanic or Latino	29.7
Native Hawaiian or Pacific Islander	0.2
White	64
Two or More Races	3.2
Socioeconomically Disadvantaged	59.4
English Learners	14.1
Students with Disabilities	12.2
Foster Youth	0.5
Homeless	8.8

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	27	26.5	26.5	26.5
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	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 01/2020

Mother Lode Union Elementary 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. Materials approved for use by the State are reviewed by 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 school site prior to adoption. The table displays information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. All kindergarten through 3rd grade students and teachers participated in a math pilot using McGraw-Hill My Math during the 2015-2016 school year. One teacher in grades kinder through 3rd grade participated in a short cycle pilot using two stated adopted curricula for Language Arts. The My Math curriculum was recommended for adoption in May of 2016, along with McGraw-Hill Wonders ELA curriculum for use in the 2016-2017 school year. One teacher from each grade level is piloting a social studies curriculum during the 2018/2019 school year for possible future adoption.

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	K-3rd grade McGraw-Hill My Math Adopted 2016 Pearsons Envisions - Common Core-4th grade Adopted 2014	Yes	0.0%
Science	Pearson, Scott Foresman K-4 Adopted 2007	Yes	0.0%
History-Social Science	Pearson, K-4 Adopted 2018	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Indian Creek Elementary School was originally constructed in 1984 and has a variety of facilities, including 26 permanent classrooms, 6 portables, multipurpose room, library, staff lounge, two computer labs, two playgrounds, and three fields. Three new 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 was completed summer of 2019. The chart displays the most recent facilities inspection.

Cleaning Process

The Principal and CBO work daily with the staff of three custodians (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 is 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 is given to urgent repairs.

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: 7/18/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	MPR/Kitchen: Vinyl floor damaged / stage floor damaged / kitchen floor cracked (engineer assessed no danger)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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
English Language Arts/Literacy (grades 3-8 and 11)	40	40	45	41	50	50
Mathematics (grades 3-8 and 11)	36	43	36	36	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	211	209	99.05	0.95	39.71
Male	106	105	99.06	0.94	36.19
Female	105	104	99.05	0.95	43.27
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	61	61	100.00	0.00	37.70
Native Hawaiian or Pacific Islander					
White	137	135	98.54	1.46	41.48

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	123	123	100.00	0.00	35.77
English Learners	36	36	100.00	0.00	36.11
Students with Disabilities	34	33	97.06	2.94	15.15
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	44.44

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	211	209	99.05	0.95	43.06
Male	106	105	99.06	0.94	43.81
Female	105	104	99.05	0.95	42.31
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	61	61	100.00	0.00	37.70
Native Hawaiian or Pacific Islander					
White	137	135	98.54	1.46	45.93
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	123	123	100.00	0.00	40.65
English Learners	36	36	100.00	0.00	44.44
Students with Disabilities	34	33	97.06	2.94	15.15
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	55.56

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.

California Physical Fitness Test Results (School Year 2018-19)

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			

Note: 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.

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)

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 commendable. An active Parent Teacher Club coordinates numerous fundraisers over the course of the year to support enrichment, including field trips to Marshall Gold Discovery Park and the California State Capital. 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 and learn about classroom routines and policies as well as individual classroom volunteer opportunities. Indian Creek holds parent teacher conferences two times during the school year and throughout the school year as 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 showcased. 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 in other roles such 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, the Native American Resource Collaborative, Big Brothers/Big Sisters, Boys and Girls Club, UC Davis Nutrition Program, as well as retail merchants such as WalMart, Target, SaveMart, and Raley's.

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	1.8	2.7	1.7	4.8	6.4	9.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The 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. The Comprehensive School Site Safety Plan was reviewed and updated during the 2018-19 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 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 campus safety. Emergency response packets detailing what to do in an emergency are available and visible in all classrooms.

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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
K	26		6		25		6		23	1	5	
1	25		4		23		5		26		4	
2	21	2	3		18	4	1		22		5	
3	22		5		27		4		24		4	
4	31		3	1	27		4		26		4	
Other**	8	1			12	1			9	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*	1118.0

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.5

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.5

*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	8,088	2,204	5,884	66,085
District	N/A	N/A	7,816	68,895
Percent Difference - School Site and District	N/A	N/A	-28.2	-4.2
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-24.2	1.7

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)

Indian Creek Elementary is committed to student success. Programs which support and assist students at Indian Creek include: Morning Reading Club, Morning Math Club, Walk to Learn, Read Live, and Title 1 teacher support. Our Morning Reading and Math Clubs provide third and fourth grade students extra instruction and practice. District transportation is provided. We use the SIPPS program for phonics instruction and support in leveled groups for all first through fourth grade students as needed based on assessment data. Read Live is used to provide vocabulary, comprehension, and fluency support for targeted students based on assessment data. Our Title 1 teacher uses all available data under the direction of the principal to provide specific, targeted instruction and intervention to students during the school day. Each classroom gets assigned LCAP instructional aide services to provide support for struggling students. Other intervention programs consist of reading, writing and math interventions by grade level and student need targeting specific skills. Accelerated Reader is used to set reading goals for students and gauge student reading level and growth. Social skills groups are formed based on school data and are taught by our school counselor and counseling interns.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,789	\$45,252
Mid-Range Teacher Salary	\$56,435	\$65,210
Highest Teacher Salary	\$78,134	\$84,472
Average Principal Salary (Elementary)	\$104,883	\$107,614
Average Principal Salary (Middle)	\$104,883	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$143,533	\$124,686

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	6%	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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2.5	2.5	3.0

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, to analyze data, to strategize instructional units, and to address student concerns. In addition the district has three minimum days for staff development annually where staff members are provided professional growth opportunities in curriculum, teaching strategies, and methodologies.

During the 2018-2019 school year, staff participated in a variety of professional development, including but not limited to monthly Love and Logic trainings and growth mindset trainings. The district and school participated in the Rural Professional Development Network facilitated by the El Dorado County Office of Education. The network focused on improving the math success of students and growth mindset. School districts in the county work together to share practices, observe each other, and develop action plans to increase student success. A team of teachers and administration went to a professional development provided by the Center for interactive Learning and Collaboration on exploring our math curriculum and ways to enhance it. That team recommended math planning days for each grade level to use research about the math curriculum and plan activities and lessons to address areas of more instructional need. At biweekly staff meetings and the three minimum day staff development days, staff learned more about Universal Design for Learning. Staff learned how to make lessons more accessible and engaging for all learners.

In 2019-2020, each grade level team had a day of math planning as mentioned above. Indian Creek sent a team to EPIC (El Dorado Professional Improvement Community). This professional learning community focuses on change research, studying school and district data, and recommending actions to address student need.