

Oak Creek Intermediate School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

<p>SARC Overview</p> 	<p>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.</p> <p>For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/</p> <p>For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/</p> <p>For additional information about the school, parents/guardians and community members should contact the school principal or the district office.</p>
<p>DataQuest</p> 	<p>DataQuest is an online data tool located on the CDE DataQuest web page at 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).</p>
<p>California School Dashboard</p> 	<p>The California School Dashboard (Dashboard) 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.</p>
<p>Internet Access</p>	<p>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.</p>

2021-22 School Contact Information

School Name

Oak Creek Intermediate School

Street	40094 Indian Springs Road
City, State, Zip	Oakhurst, CA 93644
Phone Number	(559) 642-1570
Principal	Tim McGrew
Email Address	Tmcgrew@basslakesd.org
School Website	
County-District-School (CDS) Code	20 65185 6101521

2021-22 District Contact Information

District Name	Bass Lake Joint Union Elementary School District
Phone Number	559-642-1555
Superintendent	Randall M. Seals
Email Address	rseals@basslakesd.org
District Website Address	www.basslakeschooldistrict.com

2021-22 School Overview

OCI Mission Statement

At OCI we guide our students to reach their potential academically, physically, and socially. We foster the desire to reach their personal best and become lifelong learners. We teach our students to use technology effectively and appropriately. We believe that academic achievement is measured by the ability to solve problems in an ever-changing world. All of this takes place in a safe, positive, and supportive learning environment.

OCI School Profile

Oak Creek Intermediate School is one of 4 schools that make up Bass Lake Joint Union Elementary School District. It is a rural school located in the western foothills of the Sierra Nevada. OCI has an enrollment of 183 students. The school serves sixth through eighth grade students with a staff of 7 regular education teachers, 1 full time Reading Specialist, 1 RSP teacher, 1 Special Day Class teacher, 2 part time RSP instructional assistants, 2 part time and 1 full time SDC instructional assistants, 1 full time tier 2 Social/Emotional aid, 1 full time counselor, a part time ELD/translator, a part time Library Tech, an office staff of 1.5, and 1 principal. The school psychologist is provided by the district and shared among the two school sites. The services of a Speech teacher is contracted through the Madera County Office of Education. Our students have the use of 1 to 1 Chromebooks and are well versed in technology. OCI was recently recognized as a PBIS Silver Level Recognition School. The Mission Statement adopted by the Bass Lake Joint Union Elementary School District and OCI is "Every Child... a Promise". This idea is supported by staff actions and deeds on a daily basis.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	60
Grade 7	59
Grade 8	62
Total Enrollment	181

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	2.8
Asian	2.2
Black or African American	1.1
Hispanic or Latino	31.5
Native Hawaiian or Pacific Islander	0.6
Two or More Races	1.1
White	60.8
English Learners	13.3
Homeless	0.6
Socioeconomically Disadvantaged	65.7
Students with Disabilities	18.8

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district establishes a text book selection committee that reviews and researches the current adoption offerings. We have been through the process with ELA and Math in recent years and just adopted Amplify as a Science curriculum. All students have access to text books either with a book or online versions of the text.

Year and month in which the data were collected	December 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify, 2017	Yes	0
Mathematics	CPM, 2015	Yes	0
Science	Amplify, 2021	Yes	0

History-Social Science	Glencoe CA Series 6-8 2006	Yes	0
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School Facility Conditions and Planned Improvements

Our school rating was exemplary based on the last FIT. We recently put in additional walk ways, and took out a few trees that were close to foundations. Our water system was upgraded in 2017 by connecting to the Hillview Water System. The school site and district worked together to develop a prioritized list of items to replace or repair in the coming years to ensure that our site is well maintained and safe. The district replaced our aging phone system with a new state of the art system that is expandable to include bells and alarm system. We installed irrigation and grassed areas where dirt previously existed. The district replaced the gym floor that was in need of repair. We are in the process of replacing the HVAC system for the Gym/Lunchroom and plan to replace heater/air conditioning units on all buildings. We are also going to remove an old portable 507 and get 4 new portable classrooms. Finally we just bought and placed a C-train container to house classroom furniture and an electric cart. We are constantly working to improve our site.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	December 7, 2021	System Inspected	Rate
			Rate
			Good
			Fair
			Poor
			Repair Needed and Action Taken or Planned
Systems:			
Gas Leaks, Mechanical/HVAC, Sewer		X	Building 100: flat roof has a leak above principal's office, parts on order to repair area. Principal's window broken, glass co. to repair.
Interior:			
Interior Surfaces		X	Portable 500: Lower skirting in need of some repair.
Cleanliness:			
Overall Cleanliness, Pest/Vermin Infestation		X	Building 700: Gym chiller sprung a leak under the concrete. Two new 15 ton units are on order to replace chiller/boiler.
Electrical		X	
Restrooms/Fountains:			
Restrooms, Sinks/ Fountains		X	
Safety:			
Fire Safety, Hazardous Materials		X	

Structural:

X

Structural Damage, Roofs**External:**

X

Playground/School Grounds, Windows/
Doors/Gates/Fences**Overall Facility Rate****Exemplary Good Fair Poor** X

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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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and

safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School	District	District	State	State					
						2019-20	2020-21	2019-20	2020-21	2019-20
English Language Arts/Literacy (grades 3-8 and 11)				N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)				N/A	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students N/A N/A N/A N/A N/A **Female** N/A N/A N/A N/A N/A **Male** N/A N/A N/A N/A N/A **American Indian or Alaska Native** N/A N/A N/A N/A N/A **Asian** N/A N/A N/A N/A N/A **Black or African American** N/A N/A N/A N/A N/A **Filipino** N/A N/A N/A N/A N/A **Hispanic or Latino** N/A N/A N/A N/A N/A **Native Hawaiian or Pacific Islander** N/A N/A N/A N/A N/A **Two or More Races** N/A N/A N/A N/A N/A **White** N/A N/A N/A N/A N/A **English Learners** N/A N/A N/A N/A N/A **Foster Youth** N/A N/A N/A N/A N/A **Homeless** N/A N/A N/A N/A N/A **Military** N/A N/A N/A N/A N/A **Socioeconomically Disadvantaged** N/A N/A N/A N/A N/A **Students Receiving Migrant Education Services** N/A N/A N/A N/A N/A **Students with Disabilities** N/A N/A N/A N/A N/A *At or above the grade-level standard in the context of the local assessment administered.

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total	Number	Percent	Percent	Met or Exceeded
	Enrollment	Tested	Tested	Not Tested	
All Students	63	NT	NT	NT	NT
Female	30	NT	NT		
Male	33	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	20	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	39	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	41	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level Percentage of Students Meeting

Percentage of Students Meeting

Percentage of Students Meeting

Four of Six Fitness Standards

Five of Six Fitness Standards

Six of Six Fitness Standards

Grade 5 N/A N/A N/A Grade 7 N/A N/A N/A Grade 9 N/A N/A N/A

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.

2021-22 Opportunities for Parental Involvement

OCI works diligently to maintain open and clear communication with the school community. This is an example of what we offer on a regular basis. A variety of communication channels are utilized including an online parent portal, regular progress reports, newsletters, Blackboard Connect automated phone, text, and email system, flyers, Sierra News Online, Sierra Star newspaper, Parent conferences twice annually, mass email, Facebook updates, a school calendar that is sent home monthly and posted on the district website, and OCI website. Parents are encouraged to take an active role in their child's education while enrolled at OCI. Parent Volunteers are encouraged to work in the classrooms with individual and small groups of students. The following opportunities are available to parents:

- Parent Teacher Club
- School Site Council
- Volunteering to work with small groups in and out of the classroom
- Pentathlon team coach
- Dance Chaperones
- Field trip Chaperones
- Ski School instructors
- Fundraising Opportunities
- After School Clubs

The principal has an open door policy where students feel safe to report and work on interpersonal challenges through office visits, email, and text messaging. OCI has a theme of "PACK Pride", Personal Best, Academic Excellence, Character, and Kindness. Assemblies are held quarterly to recognize Pack Pride Students for achievement and improvement. A counselor is on campus daily to meet with students who are struggling socially and emotionally. The ASB and Leadership class plan fun, positive activities throughout the year in order to help contribute to a positive school climate such as school dances (covid permitting), spirit days, community events, color run, and canned food drives, and the Spring Fling. OCI participates in inter school sports programs competing against other mountain area schools. The Mountain Area Ski School (MASS) has been operating at Badger Pass Ski Area in Yosemite for decades. OCI participates annually in the ski school during the winter months. OCI partners with Yosemite High School for instrumental music instruction. Students can choose to participate in the

2021-22 Opportunities for Parental Involvement

Band elective at YHS or choose one of the other electives on campus during first period. OCI has developed a wide elective course offering including Cadet Corps, Health and Fitness, Drama, Yearbook / Photo, Web Design, Scale Drawing and Model Building, Spanish, and Leadership in addition to Band.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
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All Students	211	196	49	25.0
Female	105	98	25	25.5
Male	106	98	24	24.5
American Indian or Alaska Native	6	6	3	50.0
Asian	5	4	0	0.0
Black or African American	3	3	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	61	59	14	23.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	4	2	0	0.0
White	131	121	32	26.4
English Learners	25	25	5	20.0
Foster Youth	0	0	0	0.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	135	129	41	31.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	40	37	12	32.4

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

	Subject School	School	District	District	State	State	
		2018-19	2020-21	2018-19	2020-21	2018-19	2020-21
Suspensions	9.86	1.42	2.89	0.53	3.47	0.20	
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00	

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

	Subject School	District	State
		2019-20	2019-20
Suspensions	3.10	1.95	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group Suspensions Rate Expulsions Rate

All Students	1.42	0.00	Female	0.00	0.00	Male	2.83	0.00	American Indian or Alaska Native	0.00	0.00	Asian	0.00	0.00
Black or African American	0.00	0.00	Filipino	0.00	0.00	Hispanic or Latino	1.64	0.00	Native Hawaiian or Pacific Islander	0.00	0.00	Two or More Races	0.00	0.00
White	1.53	0.00	English Learners	0.00	0.00	Foster Youth	0.00	0.00	Homeless	0.00	0.00	Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00	Students with Disabilities	0.00	0.00									

2021-22 School Safety Plan

The School Safety Plan is the District Safety Plan. It is reviewed and updated annually. It was approved by the Board of Trustees at their November meeting. OCI keeps an emergency binder in the office that details the safety plan and provides information to first responders including electrical and water shut off information and keys to all buildings. Safety is discussed at staff meetings and shared with students at our PBIS rotation schedule on the first day of school. Safety drills are conducted monthly. The district safety plan is constantly updated. The district purchased Catapult, a safety communications system that allows us to account for all students in case of an emergency. Catapult makes communication easy during a crisis and will help to keep our campus safe.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average			
	Class	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	2	3	1
Mathematics	25	1	3	1
Science	32	2	2	2
Social Science	32	2	2	2

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with		
		1-22 Students	23-32 Students	33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

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2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with		
		1-22 Students	23-32 Students	33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 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

Pupils to Academic Counselor

2020-21 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

Counselor (Academic, Social/Behavioral or Career Development)	0	Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0	Psychologist	0
Speech/Language/Hearing Specialist	0	Social Worker	0
Resource Specialist (non-teaching)	0	Other	0.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures		Expenditures Per Pupil		Expenditures Per Pupil		Average Teacher Salary			
	(Restricted)	(Unrestricted)	(Restricted)	(Unrestricted)	(Restricted)	(Unrestricted)				
School Site	\$11,778.95	\$2,508.12	\$9,270.83	\$68,467	District	N/A	N/A	\$9,608.79	\$63,980	Percent Difference -
School Site and District	N/A	N/A	-3.6	6.8	State	\$8,444	\$72,352	Percent Difference - School Site and State		
9.3 -5.5										

2020-21 Types of Services Funded

The District's and the school's adopted mission statement both guides and drives the actions of Oak Creek Intermediate School. Regularly scheduled meetings involving site and district leadership allowing maximum communication resulting in the alignment of site level policies and practices with the mission and goals of the District. To ensure collaboration among those who will support our students and our families, Oak Creek Intermediate School maintains necessary committees that meet regularly to coordinate varying areas of program responsibility. Membership on these committees includes site administration, certificated and classified personnel, parents and community members. Additionally, Oak Creek Intermediate involves parents, certificated personnel, and classified staff members to serve jointly on the school site council, where they process the creation, evaluation, and revision of programs that further the mission statement of both the school and the District. The SSC annually reviews the school site plan in terms of effectiveness in providing all students the opportunity to achieve high standards.

We provide services for Math and Reading intervention as well as EL services. The district also provides a mental health counselor and a behavior IA to assist our students that are in need of those services.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
Beginning Teacher Salary	\$42,679 \$47,265	Mid-Range Teacher Salary	\$60,685 \$69,813
Highest Teacher Salary	\$80,491 \$91,237	Average Principal Salary (Elementary)	\$97,349 \$113,466
Average Principal Salary (Middle)	\$97,349 \$115,186	Average Principal Salary (High)	\$0 \$0
Superintendent Salary	\$136,446 \$131,359	Percent of Budget for Teacher Salaries	32% 30%
Percent of Budget for Administrative Salaries	6% 7%		

Professional Development

Professional Development is accomplished through specific content area training and school wide training. Starting in 2015-2016 the district provided training in CPM Math for our 6-8 teachers. The Math teachers we also given 2 planning days per year to meet and collaborate. We adopted a new ELA program in 2017-2018 and have dedicated 1 day of training as well as webinars with the publisher. A team of admin and teachers are meeting and receiving training for EL strategies as well as working with Madera County Staff to plan and refine our EL intervention. Staff meets regularly by department to plan and talk strategy. The PBIS team has provided monthly training and discussion to move forward. Individuals and teams have attended conferences and workshops related to their specific grade level or specialty. Our special education staff has attended Linda Mood Bell workshops, CPI, and other related training. Teachers have visited classrooms and done observations at other schools to either view new programs or get ideas to implement new programs. A team of special education teachers and regular education teachers attended a conference on inclusion. Accelerated Reader has trained our Special Ed Staff in the current version of AR and AM. iReady trainers have conducted webinars to update our staff on the program and train them in their use. We looked at our writing scores and came up with ideas and strategies to improve our quarterly writing prompts. We have added technology lessons that include Distance Learning tips and techniques. We are constantly learning to use

the many features of Google Classroom and various other tech tools.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Bass Lake Joint Union Elementary School

District 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Bass Lake Joint Union Elementary School District
Phone Number	559-642-1555
Superintendent	Randall M. Seals
Email Address	rseals@basslakesd.org
District Website Address	www.basslakeschooldistrict.com

2020-21 CAASPP Test Results in ELA by Student Group

