

Oak Creek Intermediate School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

Contact Information (School Year 2017-18)

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	Brad Barcus
E-mail Address	bbarcus@basslakesd.org
Web Site	http://oakcreekintermediate.weebly.com/
CDS Code	20 65185 6101521

District Contact Information	
District Name	Bass Lake Joint Union Elementary School District
Phone Number	559-642-1555
Superintendent	Randall M. Seals
E-mail Address	rseals@basslakesd.org
Web Site	www.basslakeschooldistrict.com

School Description and Mission Statement (School Year 2017-18)

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 173 students. The school serves sixth through eighth grade students with a staff of 6 regular education teachers, 1 RSP teacher, 1 Special Day Class teacher, 2 part time RSP instructional assistants, 3 part time instructional assistants, a part time Library Tech, an office staff of 1.5, and 1 principal. A counselor is provided for at risk students and paid for through a grant and is at the school 1 day per week. A school psychologist is provided by the district and shared amongst the three school sites. The services of a Speech teacher and a Deaf and Hard of Hearing teacher are contracted for through the Madera County Office of Education. 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.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	57
Grade 7	54
Grade 8	58
Total Enrollment	169

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	3.6
Asian	1.8
Filipino	1.8
Hispanic or Latino	18.3
Native Hawaiian or Pacific Islander	0.6
White	72.8
Two or More Races	0.6
Socioeconomically Disadvantaged	52.1
English Learners	6.5
Students with Disabilities	15.4
Foster Youth	0

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	8	8	8	44
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	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify, 2017	Yes	0
Mathematics	CPM, 2015	No	0
Science	CPO Focus on Science 6-8	Yes	0
History-Social Science	Glencoe CA Series 6-8	Yes	0
Foreign Language	N/A	No	0
Health	N/A	No	0
Visual and Performing Arts	N/A	No	0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: June 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: June 2017				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	38	35	42	43	48	48
Mathematics (grades 3-8 and 11)	36	35	37	40	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	169	141	83.43	35.46
Male	92	75	81.52	33.33
Female	77	66	85.71	37.88
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	31	96.88	29.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	122	98	80.33	38.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	87	73	83.91	24.66
English Learners	17	16	94.12	25
Students with Disabilities	25	25	100	0

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	169	139	82.25	35.25
Male	92	75	81.52	36
Female	77	64	83.12	34.38
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	31	96.88	22.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	122	97	79.51	40.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	87	72	82.76	23.61
English Learners	17	16	94.12	25

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	55	46	59	57	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	7.3	30.9	41.8

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

OCI works diligently to maintain open and clear communication with the school community. A variety of communication channels are utilized including an online parent portal, weekly 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 new site 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

Students are recognized at quarterly awards assemblies for Perfect Attendance. At the end of the school year all students with perfect attendance are entered into a drawing for a new mountain bike donated by our local Kiwanis club. The most meaningful attendance incentive initiative has been to schedule electives during the first period of the day. Additionally, we have implemented new instructional practices that demand more cooperative learning strategies and student creativity. Students are more excited to come to school and learn in an environment that is interactive and allows them to be expressive.

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 every Wednesday 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, spirit days, community events, color run, and canned food drives, Red Ribbon Week 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 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 art, health and fitness, drama, Yearbook / Photo, Web Design, Scale Drawing and Model Building, Spanish, and Leadership in addition to band. The PTC funds a choral music teacher that meets with students weekly.

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.5	4.4	5.4	2.5	3.5	2.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The School Safety Plan is reviewed 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.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement*	Year 1	Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21	5	6		19	7	6		19	2	4	
Mathematics	25	2	6		26	2	6		27		4	
Science	29	1	2	1	30		2	2	28		4	
Social Science	29	1	2	1	30		2	2	28		4	

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.2100	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.35	N/A
Psychologist	0.13	N/A
Social Worker	0	N/A
Nurse	0.06	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,866.13	\$1,995.54	\$7,870.59	\$58,587
District	N/A	N/A	\$7,908.69	\$58,230
Percent Difference: School Site and District	N/A	N/A	-0.5	0.6
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	18.0	-5.6

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

Types of Services Funded (Fiscal Year 2016-17)

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.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,610	\$42,598
Mid-Range Teacher Salary	\$56,322	\$62,232
Highest Teacher Salary	\$71,920	\$80,964
Average Principal Salary (Elementary)	\$93,243	\$102,366
Average Principal Salary (Middle)	\$93,243	\$104,982
Average Principal Salary (High)		
Superintendent Salary	\$135,733	\$117,868
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	7%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Oak Creek Intermediate School staff members receive professional development at three full-day staff development days scattered before, during, and after the school year. Individual and teams of teachers are sent to conferences on topics that help further the District's mission as well. The focus of professional development has been the implementation of Common Core State Standards, classroom management, technology, and PBIS. Technology professional development is offered a few times per month. Teachers are supported through teacher-principal meetings, grade level collaborative meetings, and coaching.