

Oak Creek Intermediate 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	Oak Creek Intermediate School
Street	40094 Indian Springs Road
City, State, Zip	Oakhurst, CA 93644
Phone Number	(559) 642-1570
Principal	Brad Barcus
Email Address	bbarcus@basslakesd.org
Website	http://oakcreekintermediate.weebly.com/
County-District-School (CDS) Code	20 65185 6101521

Entity	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
Website	www.basslakeschooldistrict.com

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

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 204 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 SDC 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. We recently added a MTSS Aide to help students with social emotional issues. The school psychologist is provided by the district and shared among the three 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.

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

Grade Level	Number of Students
Grade 6	62
Grade 7	72
Grade 8	58
Total Enrollment	192

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	2.1
Asian	3.1
Filipino	0.5
Hispanic or Latino	25
White	66.7
Two or More Races	1
Socioeconomically Disadvantaged	59.4
English Learners	10.4
Students with Disabilities	16.7
Homeless	0.5

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	8	8	8	43
Without Full Credential	0	0	0	2
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: August 2019

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 are scheduled to take a look at science in the coming year. All students have access to text books either with book or online versions of the text.

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	CPO Focus on Science 6-8 2007	Yes	0
History-Social Science	Glencoe CA Series 6-8 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 have contracted to install irrigation and grassed areas where dirt currently exists. The district replaced the gym floor that was in need of repair. We are constantly working to improve our site.

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 2018

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	
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)	37	40	45	43	50	50
Mathematics (grades 3-8 and 11)	34	36	38	35	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	190	183	96.32	3.68	39.89
Male	101	96	95.05	4.95	39.58
Female	89	87	97.75	2.25	40.23
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	48	96.00	4.00	29.17
Native Hawaiian or Pacific Islander					
White	123	120	97.56	2.44	42.50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	112	107	95.54	4.46	28.04
English Learners	31	29	93.55	6.45	24.14
Students with Disabilities	35	33	94.29	5.71	9.09
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	189	180	95.24	4.76	35.56
Male	101	94	93.07	6.93	39.36
Female	88	86	97.73	2.27	31.40
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	48	96.00	4.00	25.00
Native Hawaiian or Pacific Islander					
White	122	117	95.90	4.10	35.90
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	111	105	94.59	5.41	22.86
English Learners	31	30	96.77	3.23	20.00
Students with Disabilities	34	32	94.12	5.88	3.13
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

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
7	12.7	17.5	25.4

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)

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, 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 PTC has recently seen an influx of new members. Parent volunteer help has increased. We had a record number of helpers at our Water Fund Run and parents have organized bake sales and paint nights. 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 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	5.4	9.0	9.9	2.4	3.9	2.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. Safety is discussed at staff meetings and shared with students at our PBIS rotation schedule on the first day of school. Safety is discussed with students at quarterly principal talks. 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	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 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	19	2	4		19	4	2		21	2	3	1
Mathematics	27		4		21	2	3		25	1	3	1
Science	28		4		28		4		32		2	2
Social Science	28		4		29		4		32		2	2

*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.

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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.1

*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	10681.54	2192.85	8488.69	62383
District	N/A	N/A	8436.64	\$60,765.00
Percent Difference - School Site and District	N/A	N/A	0.6	2.6
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	12.3	-4.0

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)

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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,623	\$45,252
Mid-Range Teacher Salary	\$57,762	\$65,210
Highest Teacher Salary	\$73,759	\$84,472
Average Principal Salary (Elementary)	\$93,942	\$107,614
Average Principal Salary (Middle)	\$93,942	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$119,112	\$124,686
Percent of Budget for Teacher Salaries	33%	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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

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. We looked at our writing scores and came up with ideas and strategies to improve our quarterly writing prompts.