

**Oak Creek Intermediate School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://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.

## About This School

### School Contact Information (School Year 2020-2021)

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	<a href="http://oakcreekintermediate.weebly.com/">http://oakcreekintermediate.weebly.com/</a>
County-District-School (CDS) Code	20 65185 6101521

### District Contact Information (School Year 2020-2021)

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	<a href="http://www.basslakeschooldistrict.com">www.basslakeschooldistrict.com</a>

### School Description and Mission Statement (School Year 2020-2021)

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#### 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 Reading Intervention Specialist to work with our struggling readers, a SEL Aide to help students with social emotional issues, and a Health Aide. 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 2019-2020)

Grade Level	Number of Students
Grade 6	66
Grade 7	63
Grade 8	77
<b>Total Enrollment</b>	<b>206</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	2.4
Asian	2.4
Hispanic or Latino	27.7
Native Hawaiian or Pacific Islander	0.5
White	64.1
Two or More Races	1.5
Socioeconomically Disadvantaged	64.1
English Learners	11.2
Students with Disabilities	14.1
Homeless	1.5

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	8	8	8	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

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
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

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

## 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 constantly working to improve our site.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** December 10, 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	Circulation System in gym HVAC is leaking underneath the concrete. Currently getting bids for repair or replacement.
<b>Interior: Interior Surfaces</b>	Good	Room 503 floor has been repaired. Pest control used and no further vermin issues have been reported.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Fair	Building 600 Girls Rest Room has one sink bracket broken in the wall. Will require a contractor to repair.
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Exemplary Good	

## 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	40	N/A	43	N/A	50	N/A
Mathematics (grades 3-8 and 11)	36	N/A	35	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
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
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	15	N/A	26	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

#### 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)

OCI works diligently to maintain open and clear communication with the school community. COVID has severely impacted engagement, but 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 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**

**(data collected between July through June, each full school year respectively)**

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	9.0	9.9	3.9	2.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.06	.03	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

## School Safety Plan (School Year 2020-2021)

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	19	4	2		21	2	3	1				
Mathematics	21	2	3		25	1	3	1				
Science	28		4		32		2	2				
Social Science	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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,356.13	\$2,493.59	\$8,862.54	\$65,172
District	N/A	N/A	\$8,713.17	\$64,019
Percent Difference - School Site and District	N/A	N/A	1.7	1.8
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	13.4	-9.2

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

### Types of Services Funded (Fiscal Year 2019-2020)

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,842	\$46,965
Mid-Range Teacher Salary	\$59,495	\$67,638
Highest Teacher Salary	\$75,972	\$88,785
Average Principal Salary (Elementary)	\$95,440	\$112,524
Average Principal Salary (Middle)	\$95,440	\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$127,416	\$128,853
Percent of Budget for Teacher Salaries	32.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

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	2018-19	2019-20	2020-21
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. 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.