Otter Creek Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Otter Creek Elementary School
Street	4701 Volcanoville Road
City, State, Zip	Georgetown, CA 95634
Phone Number	(530) 333-8347
Principal	Wendy Westsmith
Email Address	wwestsmith@bomusd.org
Website	www.bomusd.org/ottercreek
County-District-School (CDS) Code	09737836110498

Entity	Contact Information
District Name	Black Oak Mine Unified School District
Phone Number	(530) 333-8300
Superintendent	Jeremy Meyers
Email Address	jmeyers@bomusd.org
Website	www.bomusd.org

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

Otter Creek School is a safe, loving and nurturing environment where children learn to be responsible for their own actions and education. They are encouraged to discover and develop their unique talents to become knowledgeable, caring, lifelong learners who are self-confident and respectful citizens of their school, community, country and world.

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

Grade Level	Number of Students
Kindergarten	3
Grade 1	1
Grade 2	2
Grade 3	5
Grade 4	2
Grade 5	4
Total Enrollment	17

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	5.9
Hispanic or Latino	5.9
White	82.4
Two or More Races	5.9
Socioeconomically Disadvantaged	82.4
Homeless	5.9

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	1	1	1	63.34
Without Full Credential	0	0	0	1
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: 9/13/2018

The BOMUSD purchases instructional materials for Otter Creek through a curriculum-adoption process that aligns itself with the state adoption timelines. Our School Site Council commits substantial funding to purchase supplemental and ancillary materials to complete the commitment that all students have first-class instructional materials. The School Site Council actively participates in the implementation of Common Core State Standards in English language arts, mathematics and science. Tara West Kinder and Firstie Math and Pearson EnVisionMath were implemented for grades TK-5, in 2015 and 2017. Benchmark Advance for English language arts was implemented for grades K-6 in 2016. Textbooks for history/social science were adopted in 2004.

Scott Foresman Science is used in grades K-5 and Prentice Hall Science for grade 6. Our new science lab garden provides an outdoor learning environment for the exploration of earth, life and physical science.

Common Core State Standards, Otter Creek School and the district Local Control and Accountability Plan (LCAP) guide the instructional program at Otter Creek. Leadership of the school is a team effort based on the philosophy of shared decision-making. Parents, teachers and classified employees are actively involved in the decision-making process. Parent input is derived through the School Site Council and informal parent meetings.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance 2016	Yes	0%
Mathematics	Tara West Kinder and Firstie Math (TK-1) 2017 EnVisionMath, Pearson (2-5) 2017	Yes	0%
Science	Scott Foresman (K-5) 2002	Yes	0%
History-Social Science	USA Studies Weekly 2018	Yes	0%
Health	Botvin LifeSkills (4-6) 2010		

School Facility Conditions and Planned Improvements (Most Recent Year)

Otter Creek School was built in 1992. School facilities consist of one main school building—32 feet by 60 feet—with two classrooms separated by a kitchen and office space. There is no gym, library or computer lab. Computer stations and class libraries are in the classrooms. Outdoor spaces include a grassy field, playground area and an outdoor stage, surrounded by forest. The school is adjacent to a park with day-use areas and equestrian staging facilities. To maintain the campus, custodial services are available during school hours. District maintenance is also available during school hours per request, and a groundskeeper is on campus one day a week.

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: 11/12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	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 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)	--	--	38	44	50	50
Mathematics (grades 3-8 and 11)	--	--	30	28	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	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners					
Students with Disabilities					
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	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
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
5	16	34	17.9

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)

Otter Creek's School Site Council (SSC) is a parent and staff committee that establishes school goals and supplies direction for the use of Local Control and Accountability Plan (LCAP) funds to improve student achievement. The SSC meets every two months.

Otter Creek School has a Home and School Club that raises funds for school beautification and technology improvements. Parents volunteer regularly in class and for special events, which are always well attended. For more information on how to become involved at the school, please contact, Parent Club president, at (530) 333-8347.

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	0.0	0.0	0.0	4.9	6.8	6.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.5	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Otter Creek School Student Safety: Student safety is a top priority at Otter Creek School. Student behavior is exemplary, and school suspensions are rare.

Emergency preparedness is essential, considering the location of the school. The staff works closely with district personnel to establish procedures that ensure student safety. This includes monthly fire drills and an annual lockdown drill.

Inclement weather sometimes restricts bus access to the school and requires students and staff to hold school in two different locations. "Up country" students and staff attend school at Otter Creek School, and "down country" students and staff hold school in a classroom near the district office in Georgetown.

Emergency procedures: In the event of an emergency or community disaster, such as fire, highway closures due to earth slides, chemical spills or other disaster, these procedures will be followed.

The children's safety is of absolute priority. The superintendent and staff's decision as to whether the emergency necessitates canceling instructional sessions will be determined after considering the best available information concerning the nature and circumstances of the emergency.

When practical, decisions will be based on information received from law enforcement, fire departments, forestry officials or other publicsafety personnel.

When it is decided that the emergency does not present a hazardous situation for the children, they will continue their normally scheduled school day, and the source and condition of the emergency will be closely monitored through locally involved agencies. Minimum supplies of food, water, shelter and emergency toilet facilities will be kept at the school for use in the event children, out of necessity, remain at the school for an extended period. The staff member in charge of the students shall have in his or her possession all Emergency Notification Cards, the parent telephone tree lists and emergency series telephone lists.

If it is necessary to cancel classes, the superintendent and staff will contact every parent or guardian or the individual the parent has listed on the Emergency Notification Card to inform them of the status of the impending emergency. In the event telephones at the school are not in working order, the superintendent, staff and children will remain at the school until all notifications have been made through alternate communications and all of the children have been dispersed to authorized individuals. If enrollment exceeds 15 different families, the district automated telephone system should be employed in order to complete notification in a timely manner. This may also be the best method of notification if the area telephone service is operational, but the school telephones are out of order.

Evacuations: Emergency evacuation of the school and school grounds is a decision that may be made in a moment's notice by the school staff when the safety of the children is in jeopardy. It may be a planned event by the "Unified Command," consisting of representatives from law enforcement or the Office of Emergency Services (OES) fire suppression and our school.

The school safety plan was last reviewed, updated and discussed with the faculty in October 2019.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K					18	1			17	1		
Other**	13	1										

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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	
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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,332	2,558	8,774	54,827
District	N/A	N/A	7,972	61,785
Percent Difference - School Site and District	N/A	N/A	9.6	-11.9
State	N/A	N/A	7,125	63,590
Percent Difference - School Site and State	N/A	N/A	20.7	-14.8

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 Black Oak Mine Unified School District provides access to qualified personnel who provide counseling, speech therapy, occupational therapy, health care and other support services to students at Otter Creek School.

Otter Creek School receives LCAP funding to help re-mediate students in reading, language arts and math. These funds provide an instructional aide to provide specialized instruction on an individual or small group with K-5 students.

Otter Creek School receives counseling services one day per week for students who need help with family issues or development of social skills or friendship groups.

Otter Creek School receives technology instruction from a qualified instructor.

Otter Creek students receive special education services through Georgetown School or the El Dorado County Office of Education:
- Communicatively Handicapped classes for students with speech or hearing difficulties
- Learning Handicapped program for students with learning disabilities
- Severely Handicapped program for students who may need an alternate program due to physical limitations or health reasons

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,805	$43,574
Mid-Range Teacher Salary	$56,905	$63,243
Highest Teacher Salary	$78,414	$86,896
Average Principal Salary (Elementary)	$110,009	$103,506
Average Principal Salary (Middle)	$0	$108,961
Average Principal Salary (High)	$0	$108,954
Superintendent Salary	$131,934	$136,125
Percent of Budget for Teacher Salaries	31%	30%

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

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	15	8	3

Professional development includes staff development days, conferences, workshops and participation in professional development activities. There are in-service opportunities available yearly for classified and certified staff. The staff has been actively involved in the creation of the staff-development plan for the school year. Teacher leaders take an active role in planning and implementing staff development.

The curriculum at Otter Creek is based on the district course of study in language arts; the District Curriculum Guide for Parents; and the state Curriculum Frameworks in language arts, mathematics, science, history and social science, and visual and performing arts.

In 2018-19, there were three days dedicated to professional development with a focus on our RTI systems of districtwide intervention, NTN, PBIS as well as Lexia Reading intervention and ALEKS Math intervention.

In 2019-20, there are three district days dedicated to professional development with a focus on Projects that engage learners, RTI Intervention, and math intervention cycles.

We plan collaborative time for teachers strategically so that both teachers and students benefit, and it is done with SED (School Enrichment Days). We use this time to study, examine student work, collaborate and do team building. Our goal this year is mathematics alignment and intervention.

This year, we have six scheduled SED days. On these special days, teachers are released from classroom responsibilities and are able to use data to examine student performance related to the Common Core State Standards and explore topics developed during summer professional development. This examination is used to determine how to drive instruction at Otter Creek in the future.

Additionally, Otter Creek has staff receiving professional development from the El Dorado County Office of Education, El Dorado County Special Education Local Plan Area (SELPA), and other organizations and educational institutions.