

# ANNUAL REPORT TO OUR COMMUNITY\*ANNUAL REPORT

## OTTER CREEK – 2009-10

### OUR SCHOOL

Otter Creek 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, life-long learners who are self-confident and respectful citizens of their school, community, country, and world.

Otter Creek School is a rural, K-5 school serving “up country” students and other areas of the Georgetown Divide. We are located in the Sierra Nevada foothills at approximately 3,500 feet elevation. Our one building houses approximately 30 students, two teachers, one instructional aide, with two multi-age classroom configurations. The school is supported by the principal at Georgetown School.

Otter Creek supports the Black Oak Mine Unified School District’s vision with a goal of students as being healthy, responsible, productive citizens, skilled workers, lifelong learners, and contributors to their local and world communities.

### LEARNING CLIMATE AND CURRICULUM

At Otter Creek we believe in individualized, standards-based education for all students. Our school program is based on high academic standards in language arts, mathematics, science, social science, P.E./health, and the fine arts, as well as high expectations for responsible behavior. Memorization, music and performance are important programs at Otter Creek. Two high quality annual performances are produced with the help of a music consultant.

All staff engages in regular assessment and analysis of student progress through curriculum embedded assessment, criterion referenced District assessments, and the state testing program (STAR). Results of analysis of assessment are used to design instruction based on student needs. The District’s Promotion and Retention policy requires staff to design Individual Learning Plans (ILPs) for any student at risk of retention or retained during the current year. These ILPs are shared with parents as early in the school year as possible (at least by the first parent conference). Assessment results are shared and goals are set on the ILP for the next grading period. Interventions are extensive. Assessment and analysis of student progress continues.

Student Study Teams (SST) meet as needed. If these regular programs do not appear to be helping the underperforming student achieve grade level standards, additional SST meetings are held and referral for assessment for eligibility for Special Education is considered.

We believe students thrive best in a close knit family or community-type environment. Relationships and accountability are important at Otter Creek. It is not unusual to see parents, younger siblings and even grandparents helping out in classrooms. Students have the same teacher for more than one year and develop close relationships in and outside of school boundaries.

Parents are actively involved at Otter Creek School, volunteering in the classroom and school-wide projects, raising money through Parent Teacher Organization, and serving on the School Site Council. Community members help with campus beautification and student productions. Local businesses generally support school activities.

We believe in creating a safe environment for learning. Teacher classroom management and communication with parents provides an environment where student suspensions are rare. In 2008-09, the suspension rate was 7.4% and the expulsion rate was 0. During the 2007-08 school year, the suspension rate was 0 and the expulsion rate was 0. In the 2006-07 school year, the rate of suspensions was 0 and the rate of expulsions was 0.

### INSTRUCTION

Instruction at Otter Creek is based on the premise that all students can learn. Our instruction model insures every student receives all the help necessary to learn to read, write, and compute successfully. The staff works together to ensure that every student is learning to their full potential. Our instruction is organized by gathering data on each child and structuring our program to fit their needs. Extra support in remediation is determined through ongoing assessment and is supported by Title I funding.

### SUPPORT SERVICES

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

\*Y-I-N-C-M-M-O-O-R-T-R-O-P-E-R-F-A-C-Z-Z-A-Y-I-N-C-M-M-O-O-R-T-R-O-P-E-R-F-A-C-Z-Z-A-R-C-O-O-T-T-R-O-P-E-R-F-A-C-Z-Z-A

T-R-O-P-E-R-F-A-C-Z-Z-A-Y-I-N-C-M-M-O-O-R-T-R-O-P-E-R-F-A-C-Z-Z-A-R-C-O-O-T-T-R-O-P-E-R-F-A-C-Z-Z-A

# INSTRUCTIONAL MATERIALS

Our resources for instruction include District adopted materials in math, language arts, science, and social studies. Teachers also use classroom literature sets and Big Books. Math Steps and teacher created materials to support individual needs. All materials are current and of good quality. These materials allow differentiation of instruction in the classrooms. the Houghton Mifflin Language Arts program, classroom literature sets and big books, Saxon mathematics series, Box It, Bag It, and Math Their Way materials, Harcourt Brace Social Studies, Silver Burdett Music, Barrett Kendall Fine Arts, Interact Simulations, and FOSS Science kits. All materials are current and of good quality. These materials allow differentiation of instruction in the classrooms. Our SSC and teaching staff have targeted the integration of technology as a focus for ongoing improvement.

Instructional media, which are available, include classroom overhead projectors, listening posts, tape recorders, and CD players. The school has a TV monitor, a VCR/DVD player, and four computers. Our library collection consists of over 500 titles in the K-5 level, a basic reference collection, and a child centered magazine rack.

If you have any questions regarding the information contained in this report, please contact any Otter Creek staff member at 333-8347 or Georgetown School at 333-8320.

Statistical data regarding student performance, school facilities, teachers, textbooks, class size, enrollment, and school finances may be found on the following pages.

# STUDENT PERFORMANCE

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	67	64	56	53	55	58	43	46	50
Mathematics	72	71	88	51	54	53	40	43	46
Science	*	*	*	51	55	61	38	46	50
History-Social Science	0	0	0	34	37	46	33	36	41

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
Hispanic or Latino	*	*		
White (not Hispanic)	53	87	*	
Male	*	*	*	
Female	*	*	*	
Economically Disadvantaged	*	*	*	
Students with Disabilities	*	*	*	

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	*	*	*

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

## National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

## National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

## ACCOUNTABILITY

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the [CDE Academic Performance Index \(API\) Web page](#).

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	10 *	9 *	9 *
Similar Schools	N/A	N/A	N/A

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" \* " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-59	40	11	894 *

"N/A" means a number is not applicable or not available due to missing data.

"\*\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

## Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

## Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

Schools receiving Title I funding enter Federal Program Improvement (PI) if they do not make adequate yearly progress for two consecutive years. There are no schools in Black Oak Mine Unified School District identified as a PI school.

# SCHOOL FACILITIES AND SAFETY

Creekside School is located on Wentworth Springs Road in Georgetown, California. We have seven classrooms and an office complex, where the cafeteria/multiuse room and library-media center are located. Student safety and supervision is important at Creekside and is considered everyone's responsibility. Our staff takes pride in helping students take responsibility for their own safety and the safety of others. Fire and disaster drills occur regularly. Efforts to ensure building safety, cleanliness, and adequacy have been successful and are ongoing.

## School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		✓			
<b>Interior:</b> Interior Surfaces		✓			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		✓			
<b>Electrical:</b> Electrical		✓			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		✓			
<b>Safety:</b> Fire Safety, Hazardous Materials		✓			
<b>Structural:</b> Structural Damage, Roofs		✓			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		✓			
<b>Overall Rating</b>	Good				

# TEACHERS

There were seven teachers on staff all of whom were declared as Highly Qualified teachers as of spring 2004. In 2005-06, due to district enrollment patterns, we now have 6.5 teachers. All our teachers have been fully credentialed during these years. Each possesses the ability and knowledge to fully implement a high quality program.

## Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	2	2	2	87
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence	0	0	0	N/A

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the

school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District		
Low-Poverty Schools in District	100.0	0.0

# CURRICULUM AND INSTRUCTIONAL MATERIALS

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin (5/03), grades K-5.	0
Mathematics	Saxon Math (5/05), grades K-6.	0
Science	FOSS Kits, grades K-5).	0
History-Social Science	Harcourt Brace (5/00), grades K-6.	0
Health	Wright Group, Primarily Healthy (5/99), grades K-3; Positive Action (5/04), grades 4-5.	0
Visual and Performing Arts	Teacher prepared materials	NA

# CLASS SIZE AND ENROLLMENT

## Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K-3	12.0	1			17.0	1			12.0	1		
3-4	16.0	1			10.0	1			25.0		1	

## Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	5
Grade 1	6
Grade 2	7
Grade 3	2
Grade 4	3
Grade 5	4
Total Enrollment	27

## Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	3.70 %
American Indian or Alaska Native	3.70 %
Hispanic or Latino	7.41 %
White (not Hispanic)	81.48 %
Multiple or No Response	3.70 %
Socioeconomically Disadvantaged	53.00 %
Students with Disabilities	6.00 %

# SCHOOL FINANCES

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,353	\$2,936	\$5,417	\$54,752
District	\$8,457	\$2,938	\$5,519	\$56,521
Percent Difference – School Site and District	-1%	0	-2%	-3.1%
State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	-2%	-10.2%

## Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,421	\$38,941
Mid-Range Teacher Salary	\$48,813	\$59,686
Highest Teacher Salary	\$69,339	\$77,828
Average Principal Salary (Elementary)	\$100,055	\$94,258
Average Principal Salary (High)	\$107,181	\$104,869
Superintendent Salary	\$128,779	\$142,247
Percent of Budget for Teacher Salaries	36.50 %	38.20 %
Percent of Budget for Administrative Salaries	7.00 %	5.90 %