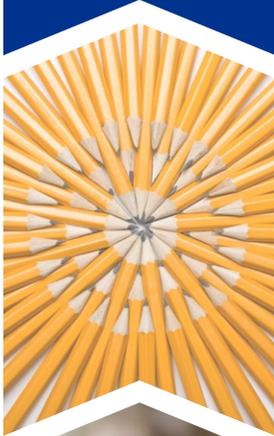


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Berry Creek Elementary School

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286 Rockefeller Road
Berry Creek, CA 95916

Grades: K-8
Phone: (530) 589-1633
www.puesd.org

CDS Code: 04-73379-6002927

Pioneer UESD



Principal's Message

Our 26-acre rural campus is located in the northern Sierra Nevada, 22 miles from Oroville. Pioneer Union Elementary School District (PUESD) was created in 1962 when Berry Creek Elementary School and Bald Rock School were combined. The district provides a K-8 educational program and provides a preschool. Butte County Office of Education operates an after-school program.

The Berry Creek families and school staff believe in educating the whole child. The staff and the board of trustees take pride in helping our children to grow academically, socially and emotionally. We look forward to integrating the latest educational programs, like the Common Core State Standards, Smarter Balanced Assessments, Technological Skills and Career Connected Instruction, in order to prepare our students for future successes in life. We expect students to be actively involved in, enthusiastic about, and responsible for their own learning. We strive to produce a safe and challenging environment where students develop competitive and cooperative skills with a high sense of self-respect.

The vision of the Berry Creek School community is to produce students who are motivated to be lifelong learners and capable of setting clear educational and personal goals. With the support of the community and parents, our students will graduate with the necessary academic and social skills to achieve these goals.

Berry Creek Elementary adopted three goals in creating a Local Control Accountability Plan (LCAP). We focus on College and Career Readiness, Caring Environment and Family Engagement. The Local Control Funding Formula (LCFF) designates the fund distribution to support implementation of these goals. The LCAP and LCFF are reviewed by staff, students, school board, parents and community members on a yearly basis.

Parental Involvement

The Parent Club president ensures that the following three parent-involvement practices are implemented at PUESD, which includes Bald Rock Children's Center, Berry Creek Elementary School These practices are:

1. Volunteering: Recruit and organize parent or family help and support for school projects and provide appropriate training and instruction and support roles at the school and in other locations that help the school and students reach goals, objectives, and standards.
2. Parenting: Help all families establish environments to support children as students by assisting in developing parenting skills to meet their basic obligations of family life as well as to foster conditions at home which emphasize the importance of education and learning.
3. Learning at home: Provide parents with strategies and techniques for assisting their children with learning activities at home that support and extend the school's instructional program.

In addition, Berry Creek School operates an active parent club that meets once a month in the mornings in our cafeteria. Parents are also actively involved in the decision-making processes at the school through groups such as the School Site Council and Local Control and Accountability Plan (LCAP) strategic meetings.

For more information on how to become involved, contact the school at (530) 589-1633.

School Safety

Berry Creek School has established high standards that are adhered to that promote safety for the entire school community. A school safety plan was written in 1996 and rewritten in 2011 and provides a comprehensive plan on various school safety issues. Periodic assessments are conducted as the staff and community express safety concerns. The plan addresses campus evacuation in case of forest fires, safe egress onto campus, fire drills, as well as addressing concerns about threats to students and personnel. We feel that it is important that all parents feel that their student is safe at school, and that all students feel safe at their school. The school safety plan was last reviewed, updated and discussed with school faculty in March 2017. The safety plan is posted in all rooms of the school.

Professional Development

Time is set aside weekly for staff development. Teachers may also receive release time to participate in seminars and workshops. Professional-development goals are determined by the administration and the teachers and are based on data-driven decisions and information.

Professional Development Days	Three-Year Data		
	2014-15	2015-16	2016-17
Berry Creek ES	3 days	3 days	3 days



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

School Mission Statement

It is our mission to achieve excellence by:

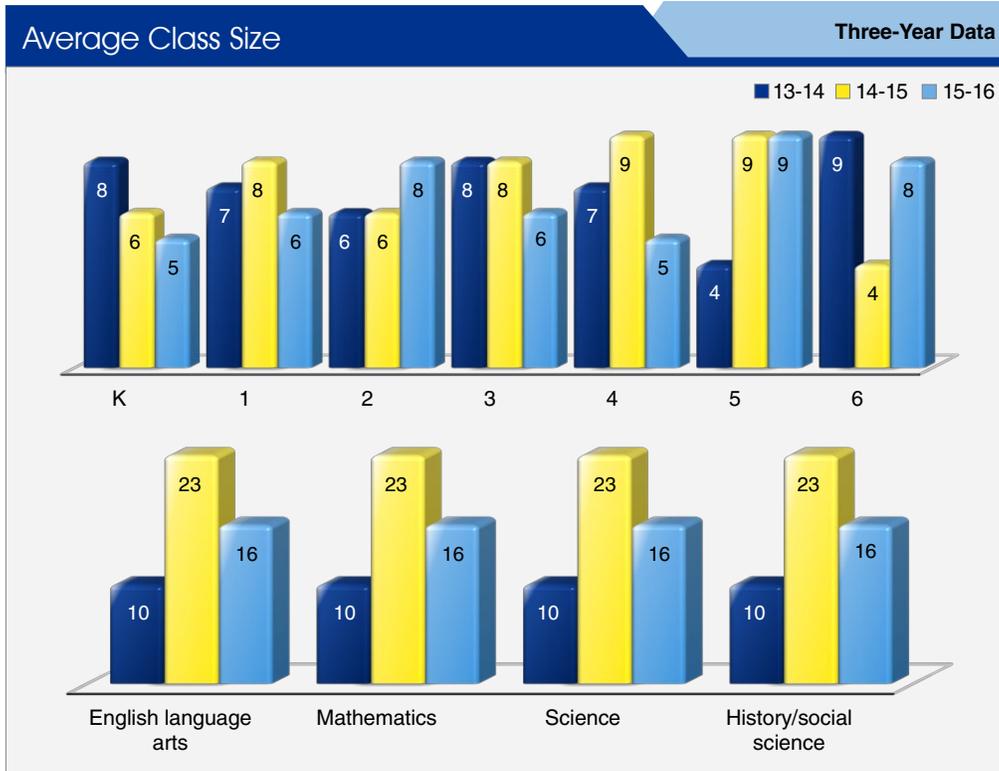
- Providing a safe school environment
- Promoting parent and community involvement
- Promoting high expectations of each individual
- Teaching a valuable and meaningful curriculum
- Encouraging lifelong learning
- Preparing students to be responsible, productive citizens





Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Berry Creek ES			
	13-14	14-15	15-16
Suspension rates	24.8%	29.3%	8.6%
Expulsion rates	0.0%	0.0%	0.0%
Pioneer UESD			
	13-14	14-15	15-16
Suspension rates	24.8%	29.3%	8.6%
Expulsion rates	0.0%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size		Three-Year Data								
		2013-14			2014-15			2015-16		
Grade	Number of Students									
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+	
K	1			1						
K-2							1			
1	1			1						
2	1			1						
3	1			1						
3-5							1			
4	1			1						
5	1			1						
6	1			1			1			
Subject	Number of Students									
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+	
English language arts	2				1		1			
Mathematics	2				1		1			
Science	2				1		1			
History/social science	2				1		1			

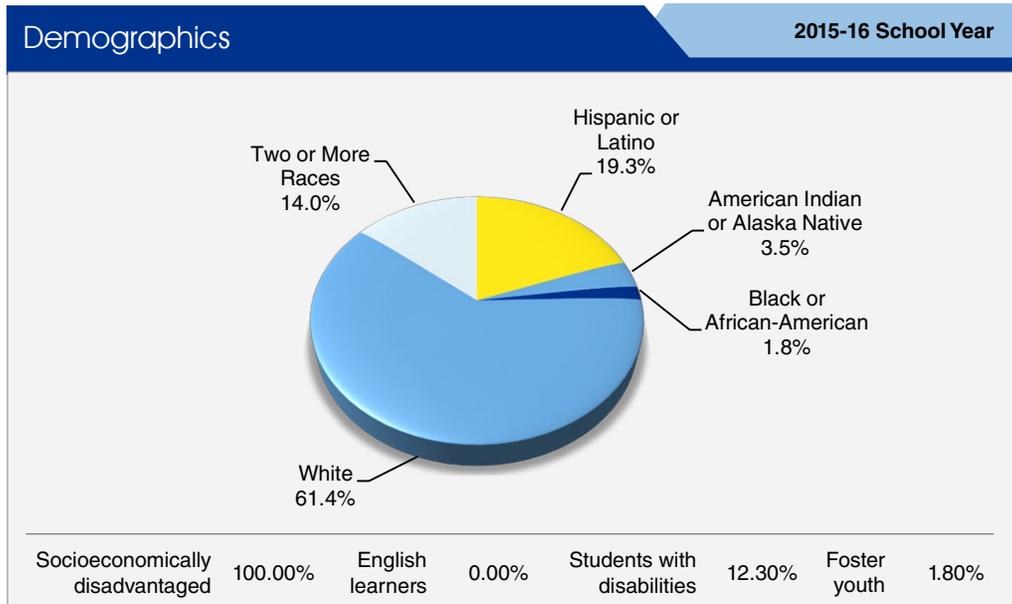
Types of Services Funded

The Pioneer Union Elementary School District receives funding from a variety of sources. Title I funds are used for improvement of student achievement in reading, math and language arts. Technology-grant monies are used to purchase computer products and provide for staff development. The district receives class-size reduction money from the state. Title V funds are used for staff development. The district also receives Title VII funds to support Native American education.



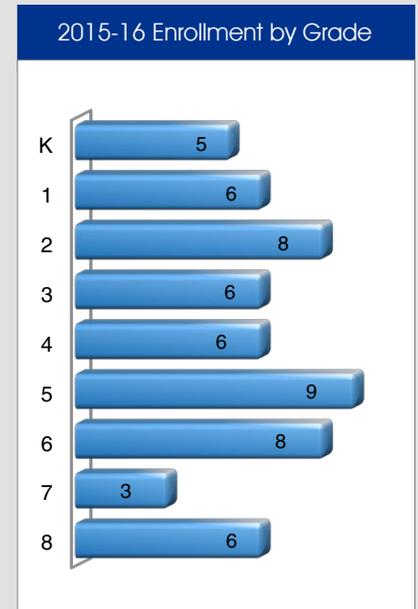
Enrollment by Student Group

The total enrollment at the school was 57 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2016-17 School Year	
	Berry Creek ES	Pioneer UESD
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		0
Percentage of schools currently in Program Improvement		0.00%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. To protect student privacy, scores are not shown when the number of students tested is 10 or fewer. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

◇ Not applicable. The school and district are not in Program Improvement.



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Berry Creek ES			Pioneer UESD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	❖	30%	33%	❖	30%	33%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	13	12	92.31%	33.33%	
Male	❖	❖	❖	❖	
Female	❖	❖	❖	❖	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	❖	❖	❖	❖	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	❖	❖	❖	❖	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	❖	❖	❖	❖	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	13	12	92.31%	33.33%	
English learners	❖	❖	❖	❖	
Students with disabilities	❖	❖	❖	❖	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Berry Creek ES		Pioneer UESD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	7%	18%	7%	18%	44%	48%
Mathematics	17%	18%	17%	18%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

Due to low enrollment CAASPP test scores by student group are not shown. When the number of students tested is 10 or fewer, scores are not displayed either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



Textbooks and Instructional Materials

All textbooks are of good quality and from the latest adopted textbook list. All students have copies of the standards-aligned textbooks, in history/social studies, mathematics, English-language arts and science, for use in class and at home.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
Reading/language arts	Houghton Mifflin (K-5)	2005
Reading/language arts	McDougal Littell (6-8)	2005
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt (K-1)	2013-14
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt (2 -5)	2013-14
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt (6-8)	2013-14
Science	McGraw-Hill (K-3)	2008
Science	Harcourt Brace (4-5)	2008
Science	Holt, Rinehart and Winston (6-8)	2005
History/social science	Houghton Mifflin (K-5)	2006
History/social science	McDougal Littell (6-8)	2006

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2016-17 School Year
Berry Creek ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Quality of Textbooks

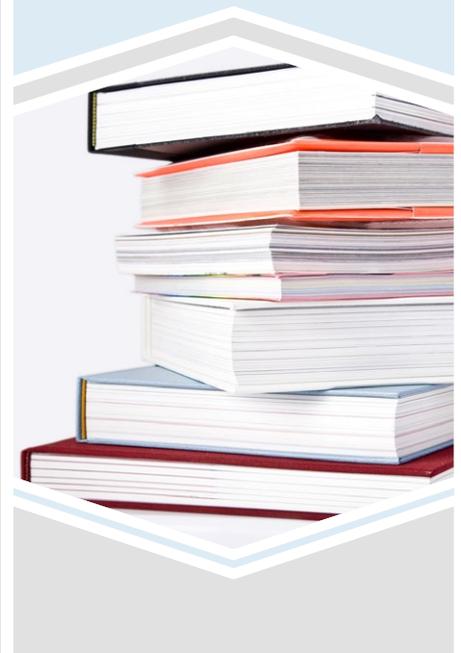
The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2016-17 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2016-17 School Year	
Data collection date	9/8/2016





School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			11/8/2016
Date of the most recent completion of the inspection form			11/8/2016

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	
Interior	Rooms 1, 2, 4, 6 and the library: The carpet in should be replaced. Room 3: The carpet should be replaced, and the ceiling tiles need repair. Room 11: Light fixture repair. Rooms 12 and 13: Ceiling is missing inserts. <i>Carpet replacement is planned for the 2017-18 fiscal year. Ceiling repairs are planned during summer of the 2017-18 fiscal year.</i>	
Cleanliness	Rooms 6 and 13: Musty smell. Library: Musty smell possibly due to mice. <i>Carpet replacement is planned for the 2017-18 fiscal year.</i>	
Restrooms/fountains	Rooms 1, 3, 6: Sink repairs are required. Preschool: The outside drinking fountain leaks. <i>Maintenance is planned for the 2016-17 fiscal year.</i>	
Structural	Room 6: The floor and doorjamb should be repaired Room 11: There's a gap in the center where buildings were connected. Library: There are holes on the outside of the building. <i>Repairs to the doorjam were made in December 2016. All other maintenance is planned for the 2016-17 fiscal year.</i>	
External	Room 6: The front doorjamb has holes and could cause cuts. <i>Door replacement and repairs made in December 2016.</i>	

School Facilities

Berry Creek School was built in 1983 and consists of a multipurpose room, three classrooms and a library. Since that time, five portable buildings have been added. The school has separate large paved play areas for the older and younger students. There is also a large playing field. The school has three computer labs. One is located in the library and the others are in the classrooms. The Pioneer Union Elementary School District is committed to maintaining clean and safe school facilities. The board of education has adopted cleaning standards for all schools in the district. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. District maintenance workers ensure that the repairs necessary to keep the school in safe repair and working order are completed in a timely manner. Emergency repairs are given the highest priority. All classrooms, restrooms and common areas are in good repair.

The highest priority for ground maintenance is the safety of the playground areas. All play equipment is kept in good repair and meet high safety standards.

Teachers are also charged with the duty of bringing any unsafe or unsanitary conditions to the attention of the site administrator and the maintenance supervisor.

Berry Creek's School day begins at 8:10 a.m. and ends at 2:30 p.m. Teachers are on-site daily by 7:45 a.m. to provide supervision for those students who arrive early.

Two adults are assigned yard duty and cafeteria duty daily at each recess, breakfast and lunch period. After-school supervision is provided by the After-school Program and the principal. All staff receives CPR/first-aid training every other year.

Our classrooms are large and cheery. Each of the rooms has well-maintained furnishings of desks, chairs, tables, and a sink area to support both individual and group work and projects. Shelf spaces are provided for curriculum storage and each child's private projects and belongings. The grades 3-5 and 6-8 classrooms have full computer labs with full internet and local network systems available. The K-2 room has internet access for student and teacher use or for PowerPoint presentations. Each classroom has a TV and video/DVD player, as well as a stereo and listening center.

The roof of the main building was replaced during the summer of 2009. New pumps and pipes have been installed to limit the possibility of future system failures.

The kitchen and restroom repairs were completed in July 2016.



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Pioneer UESD	Berry Creek ES		
Teachers	16-17	14-15	15-16	16-17
With a full credential	3	4	3	3
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Berry Creek ES		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Berry Creek ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	◇	◇

◇ Not applicable.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	◇
Support Staff	FTE
Social/behavioral counselor	0.0
Career development counselor	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.0



Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2014-15 Fiscal Year	
	Pioneer UESD	Similar Sized District
Beginning teacher salary	◇	\$41,085
Midrange teacher salary	◇	\$59,415
Highest teacher salary	◇	\$75,998
Average elementary school principal salary	◇	\$100,438
Superintendent salary	◇	\$116,069
Teacher salaries: percentage of budget	22%	33%
Administrative salaries: percentage of budget	12%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Berry Creek ES	\$10,325	\$44,370
Pioneer UESD	\$10,325	\$44,370
California	\$5,677	\$60,985
School and district: percentage difference	◇	◇
School and California: percentage difference	+81.9%	-27.2%

◇ Information is not available at this time.

◆ The percentage difference does not apply to single-site districts.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	\$14,065
Expenditures per pupil from restricted sources	\$3,740
Expenditures per pupil from unrestricted sources	\$10,325
Annual average teacher salary	\$44,370

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



School Accountability Report Card

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