Pioneer Union Elementary School District

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SARC
2021-22

School Accountability
Report Card
Published in 2022-23

Berry Creek Elementary School

Grades TK-8
CDS Code 04-73379-6002927

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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. Unfortunately, on September 8, 2020 Berry Creek Elementary School burned to the ground in the North Complex Fire. The school/district temporarily relocated to Bangor Union Elementary School District in Bangor and intends to rebuild in the next year. The district continues to provide a TK-8 educational program. 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 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.

Berry Creek Elementary adopted two goals in creating a Local Control Accountability Plan (LCAP). Goal one is focused on using a Multi-Tiered System of Support with multiple forms of data which will guide instruction to improve academic outcomes for all students. Goal two on ensuring a safe clean and welcoming environment that is inviting to all. PUEESD will engage families and community members to seek input in decision-making, and increase parental participation and attendance at all school functions including virtual offers. The Local Control Funding Formula (LCFF) designates the fund distribution to support implementation of these goals. Staff, students, school board, parents and community members review the LCAP and LCFF on a yearly basis.

Parental Involvement

The Parents Advisory Group president ensures that the following three parent-involvement practices are implemented at PUESD, which includes Berry Creek Elementary School. These practices are:

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.

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.

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. Parents are also actively involved in the decision-making processes at the school through groups such as the School Site Council and 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 believe that it is important that all parents feel 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 October 2022. The safety plan is posted in all rooms of the school.

The Greatest Little Mountain School for the World!

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.

Mission Statement

It is our Mission to achieve excellence by:

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

Vision Statement

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.
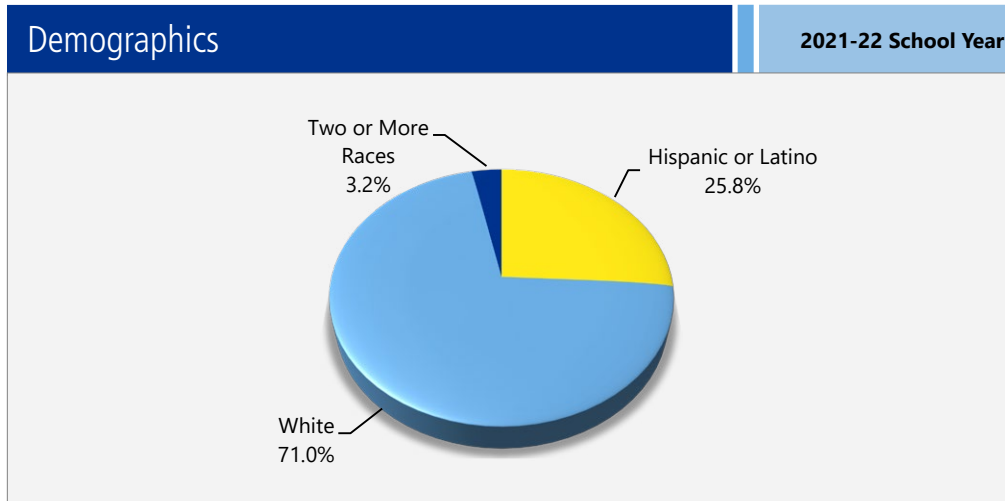
Governing Board

Tenisha Ferguson, President

Will Cotter, Vice President

Melvin Hillier, Clerk

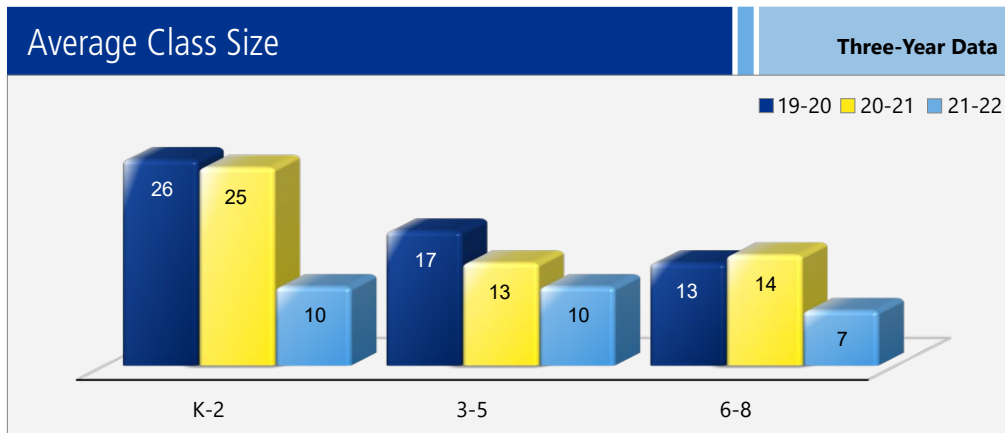Peggy Parker, Member

Reed Rankin, Member

Enrollment by Student Group

The total enrollment at the school was 31 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2021-22 School Year

Two or More Races 3.2%
Hispanic or Latino 25.8%
White 71.0%

Enrollment by Student Group

Demographics

2021-22 School Year	
Female	54.80%
Male	45.20%
Non-Binary	0.00%
English learners	6.50%
Foster youth	0.00%
Homeless	74.20%
Migrant	0.00%
Socioeconomically Disadvantaged	100.00%
Students with Disabilities	6.50%

Class Size Distribution

The bar graph displays 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.

Average Class Size — Three-Year Data

Legend: 19-20, 20-21, 21-22

Grade	19-20	20-21	21-22
K-2	26	25	10
3-5	17	13	10
6-8	13	14	7

Number of Classrooms by Size — Three-Year Data

	2019-20			2020-21			2021-22		
	Number of Students								
Grade	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K-2		1			1		1		
3-5	1			1			1		
6-8	1			1			1		

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.

2021-22 Enrollment by Grade

Grade	Students
K	5
1	4
2	4
3	7
4	3
5	0
6	3
7	2
8	3
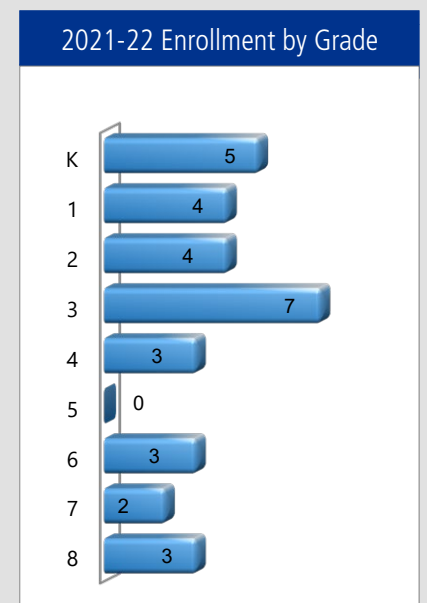
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions						Two-Year Data
	Berry Creek ES		Pioneer Union ESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	8.6%	2.4%	8.6%	2.4%	0.2%	3.4%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Berry Creek ES	Pioneer Union ESD	California
	19-20	19-20	19-20
Suspension rates	8.6%	8.6%	2.5%
Expulsion rates	0.0%	0.0%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2021-22 School Year
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	2.4%	0.0%
Female	0.0%	0.0%
Male	5.3%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	3.5%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	3.2%	0.0%
Socioeconomically Disadvantaged	2.4%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

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.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Participating in each of the Five Fitness Components	
2021-22 School Year	
Grade 5	
Component:	**%**
1. **Aerobic Capacity**	✧
2. **Abdominal Strength and Endurance**	✧
3. **Trunk Extensor and Strength and Flexibility**	✧
4. **Upper Body Strength and Endurance**	✧
5. **Flexibility**	✧
Grade 7	
Component:	**%**
1. **Aerobic Capacity**	100%
2. **Abdominal Strength and Endurance**	100%
3. **Trunk Extensor and Strength and Flexibility**	100%
4. **Upper Body Strength and Endurance**	100%
5. **Flexibility**	100%

✧ Not applicable. No fifth grade students were enrolled at Berry Creek Elementary School in the 2021-22 school year.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Berry Creek ES		Pioneer Union ESD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	❖	❖	❖	❖	28.50%	29.47%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Berry Creek ES		Pioneer Union ESD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	✱	28%	✱	28%	✱	47%
Mathematics	✱	24%	✱	24%	✱	33%

❖ 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.

✱ Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
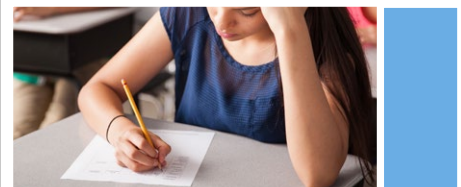
CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	❖	❖	❖	❖	❖
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.

CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	19	18	94.74%	5.26%	27.78%
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	12	11	91.67%	8.33%	18.18%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	18	17	94.44%	5.56%	29.41%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.

CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Not Tested**	**Percentage Met or Exceeded**
All students	18	17	94.44%	5.56%	23.53%
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	12	11	91.67%	8.33%	36.36%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	17	16	94.12%	5.88%	25.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.
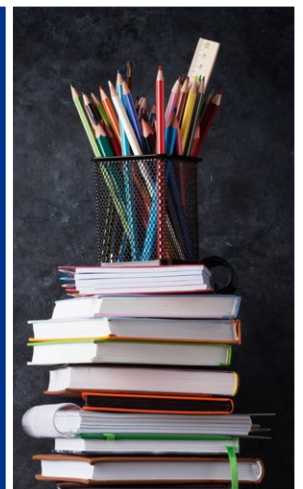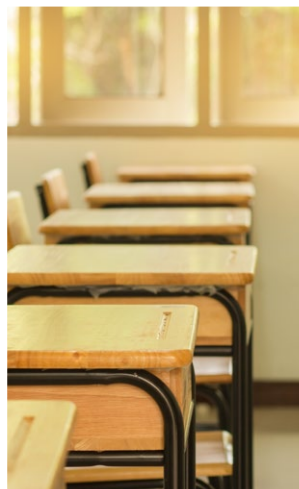
Textbooks and Instructional Materials

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		2022-23 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Houghton Mifflin	2019
Mathematics	*Go Math!*, Houghton Mifflin Harcourt (K-8)	2019
Science	McGraw Hill (K-8)	2019
History/social science	Houghton Mifflin (K-5)	2006
History/social science	McGraw Hill (6-8)	2020

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	
2022-23 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2021-22 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	41	36	19	52.80%
Female	22	20	11	55.00%
Male	19	16	8	50.00%
American Indian or Alaska Native	0	0	0	0.00%
Asian	0	0	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	9	8	4	50.00%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	3	3	1	33.30%
White	29	25	14	56.00%
English Learners	3	2	0	0.00%
Foster Youth	0	0	0	0.00%
Homeless	31	26	14	53.80%
Socioeconomically Disadvantaged	41	36	19	52.80%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	4	4	2	50.00%

Quality of Textbooks

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

Quality of Textbooks	
2022-23 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	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	
2022-23 School Year	
Data collection date	9/14/2022

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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	2022-23 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	★
Interior: Interior surfaces (floors, ceilings, walls and window casings)	★
Cleanliness: Pest/vermin control, overall cleanliness	★
Electrical: Electrical systems	★
Restrooms/fountains: Restrooms, sinks and drinking fountains	★
Safety: Fire safety, emergency systems, hazardous materials	★
Structural: Structural condition, roofs	★
External: Windows/doors/gates/fences, playgrounds/school grounds	★
Overall summary of facility conditions	★
Date of the most recent school site inspection	★

★ All buildings at Pioneer Union Elementary School District and Berry Creek Elementary were destroyed during the September 8, 2020 Bear Fire/North Complex Fire, therefore no facility inspection was performed during the 2022-23 school year.

School Facilities

Berry Creek School was built in 1983 and consisted of a multipurpose room, three classrooms and a library. Since that time, five portable buildings were added. The school had separate large paved play areas for the older and younger students. There is also a large playing field. The school had three computer labs. One was located in the library and the others in the classrooms.

All buildings at Pioneer Union Elementary School District and Berry Creek Elementary were destroyed during the September 8, 2020 Bear Fire/North Complex Fire. The district is currently working with FEMA and insurance to rebuild.

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.

Two adults are assigned yard duty and cafeteria duty daily at each recess, breakfast and lunch period. The afterschool program and the principal provide after-school supervision. All staff receives CPR/first-aid training every other year.

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.

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	
Number of school days dedicated to staff development and continuous improvement	
2020-21	4
2021-22	5
2022-23	5
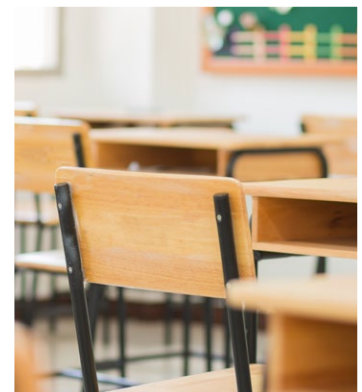
California School Dashboard

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.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.6	87.5%	2.6	87.5%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.3	10.9%	0.3	10.9%	12,115.8	4.4%
Unknown	0.0	1.6%	0.0	1.6%	18,854.3	6.9%
Total Teaching Positions	3.0	100.0%	3.0	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	⚘	⚘	⚘	⚘	⚘	⚘
Intern Credential Holders Properly Assigned	⚘	⚘	⚘	⚘	⚘	⚘
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	⚘	⚘	⚘	⚘	⚘	⚘
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	⚘	⚘	⚘	⚘	⚘	⚘
Unknown	⚘	⚘	⚘	⚘	⚘	⚘
Total Teaching Positions	⚘	⚘	⚘	⚘	⚘	⚘

⚘ Data not available from the state at this time.

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teachers Without Credentials and Misassignments	Two-Year Data	
Authorization/Assignment	**2020-21**	**2021-22**
Permits and Waivers	0.0	⁂
Misassignments	0.0	⁂
Vacant Positions	0.0	⁂
Total Teachers Without Credentials and Misassignments	0.0	⁂

⁂ Data not available from the state at this time.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
Indicator	**2020-21**	**2021-22**
Credentialed Teachers Authorized on a Permit or Waiver	0.3	⁂
Local Assignment Options	0.0	⁂
Total Out-of-Field Teachers	0.3	⁂

⁂ Data not available from the state at this time.

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

| Class Assignments	Two-Year Data	
Indicator	**2020-21**	**2021-22**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	⁂
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	⁂

⁂ Data not available from the state at this time.

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 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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.
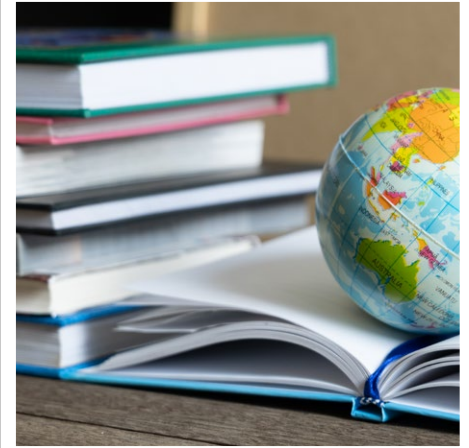
Academic Counselors and School Support Staff

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

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.0

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2020-21 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.

Salary Data		2020-21 Fiscal Year
	Pioneer Union ESD	**Similar Sized District**
Beginning teacher salary	$38,000	$46,844
Midrange teacher salary	$50,439	$73,398
Highest teacher salary	$89,031	$93,345
Average elementary school principal salary	✪	$116,457
Superintendent salary	$47,713	$136,296
Teacher salaries: percentage of budget	19%	30%
Administrative salaries: percentage of budget	4%	6%

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		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Berry Creek ES	$15,918	$54,589
Pioneer Union ESD	$15,918	$54,589
California	$6,594	$74,053
School and district: percentage difference	◆	◆
School and California: percentage difference	+141.4%	-26.3%

✪ The principal and superintendent are combined as one position.

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

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	
2020-21 Fiscal Year	
Total expenditures per pupil	$26,411
Expenditures per pupil from restricted sources	$10,493
Expenditures per pupil from unrestricted sources	$15,918
Annual average teacher salary	$54,589
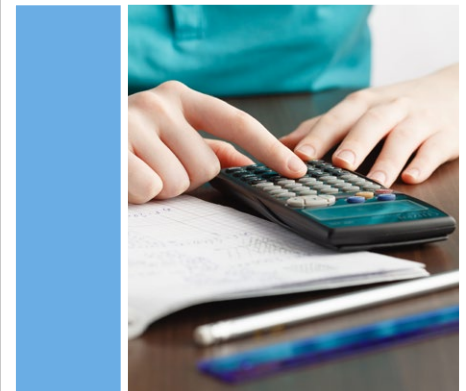
Expenditures Per Pupil

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.