Berry Creek Elementary & Bald Rock Community Day Schools

286 Rockerfeller Road   Berry Creek, CA 95916 • Phone: (530) 589-1633 • Grades: K-8

A Note to the Reader

There were no students enrolled at Bald Rock Community Day School in the 2013-14 school year. For more information, please contact Superintendent/Principal Doug Williams at (530) 589-1633.

Principal's Message

Our 26-acre rural campus is located in the northern Sierra Nevada, 22 miles from Oroville. The District was created in 1962 when Berry Creek Elementary School and Bald Rock Community Day 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.

To achieve our academic goals, Pioneer Union Elementary School District is committed to maintaining small class sizes with a 20:1 ratio in all classrooms.

Bald Rock Community Day School offers an alternative educational placement for students that have trouble functioning in a traditional school placement. The goal of the school is to integrate the students back into the traditional school. Bald Rock offers state-approved curriculum and vocational education.

Parental Involvement

Ms. Quinn, acting as the parent liaison, assures that the following three parent-involvement practices are implemented at PUESD, which includes Little Bald Rock Preschool, Berry Creek Elementary School, and Bald Rock Community Day 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.

Moreover, parenting classes are offered once a week on the school site. These classes are taught by a retired teacher trained in the use of "The total transformation Program."

For more information on how to become involved, contact Community Coordinator Connie Quinn 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 January 2014. The safety plan is posted in all rooms of the school.

Pioneer Union Elementary School District

Doug Williams, Superintendent/Principal
Email: dwilliams@puesd.org
•
www.puesd.org

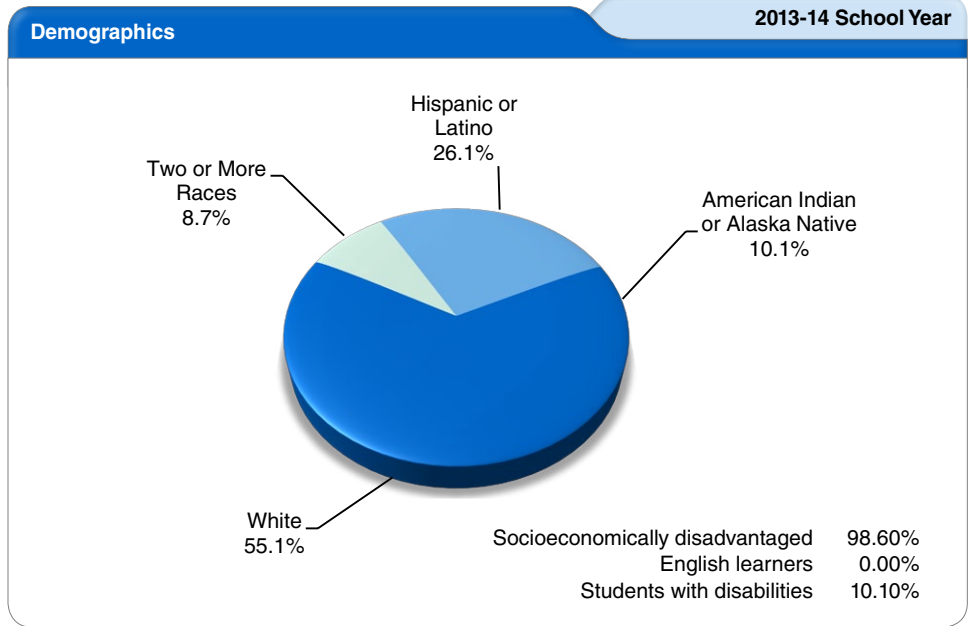*"The Greatest Little Mountain School in the World."*

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

2013-14 School Accountability Report Card — Published during the 2014-15 school year

Berry Creek ES & Bald Rock CDS

Enrollment by Student Group

The total enrollment at the school was 69 students for the 2013-14 school year. The pie chart displays the percentage of students enrolled in each group.
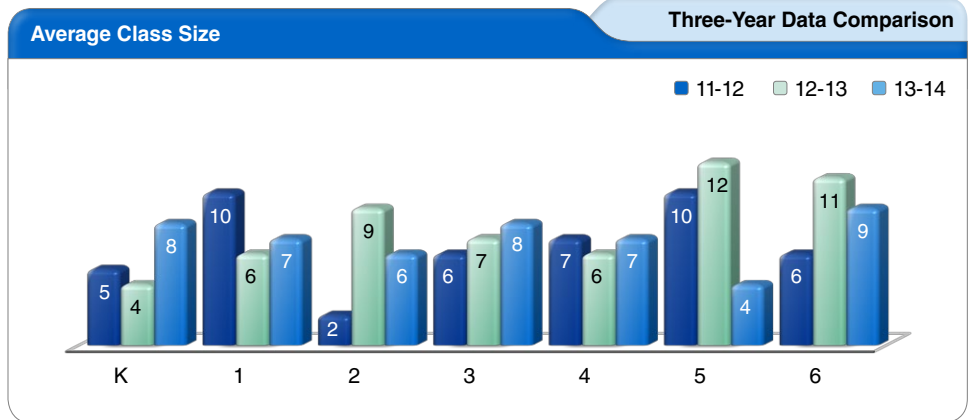
Demographics — 2013-14 School Year

Hispanic or Latino 26.1%

Two or More Races 8.7%

American Indian or Alaska Native 10.1%

White 55.1%

Socioeconomically disadvantaged	98.60%
English learners	0.00%
Students with disabilities	10.10%

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.

2013-14 Enrollment by Grade

Grade	Students
K	8
1	7
2	6
3	8
4	7
5	4
6	9
7	12
8	8
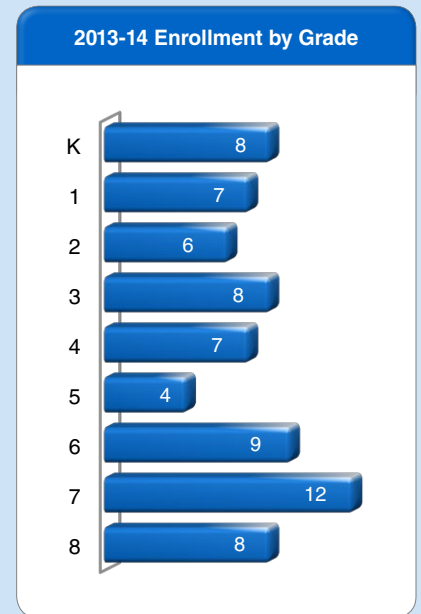
Class Size Distribution

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.

Average Class Size — Three-Year Data Comparison

■ 11-12 □ 12-13 ■ 13-14

Grade	11-12	12-13	13-14
K	5	4	8
1	10	6	7
2	2	9	6
3	6	7	8
4	7	6	7
5	10	12	4
6	6	11	9

Number of Classrooms by Size — Three-Year Data Comparison

Grade	2011-12			2012-13			2013-14		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
K	1			1			1		
1	1			1			1		
2	1			1			1		
3	1			1			1		
4	1			1			1		
5	1			1			1		
6	1			7			6		

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

	11-12	12-13	13-14
Suspension rates	8.7%	9.4%	38.8%
Expulsion rates	0.0%	0.0%	0.0%

Pioneer UESD

	11-12	12-13	13-14
Suspension rates	8.7%	9.4%	38.8%
Expulsion rates	0.0%	0.0%	0.0%

California

	11-12	12-13	13-14
Suspension rates	5.7%	5.1%	4.4%
Expulsion rates	0.1%	0.1%	0.1%

California Assessment of Student Performance and Progress Results: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Berry Creek ES			Pioneer UESD			California		
Subject	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	39%	43%	❖	39%	43%	67%	60%	59%	60%

California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	Spring 2014 Results
Group	Science
All students in the district	67%
All students at the school	❖
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	❖
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖

Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts, mathematics and history/social science. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Berry Creek ES			Pioneer UESD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English language arts	28%	33%	29%	28%	33%	29%	54%	56%	55%
Mathematics	33%	35%	31%	33%	35%	31%	49%	50%	50%
History/social science	25%	❖	❖	25%	17%	40%	48%	49%	49%

❖   Scores are not shown when the number of students tested is 10 or less, 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/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications, or the CMA with accommodations.

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

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2011	**2012**	**2013**
Statewide API Rank	1★	1★	2★
Similar Schools API Rank	★	★	★

Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit www.cde.ca.gov/ta/ac/ap for the API information guide and www.cde.ca.gov/ta/ac/ar/aprfaq.asp for information on the changes to API.

API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group	2013 Growth API			2013 Growth API and Three-Year Data Comparison		
Group	**2013 Growth API**			**Berry Creek ES – Actual API Change**		
	Berry Creek ES	**Pioneer UESD**	**California**	**10-11**	**11-12**	**12-13**
All students	733	733	790	53	32	6
Black or African-American	❖	❖	707	■	■	■
American Indian or Alaska Native	❖	❖	742	■	■	■
Asian	❖	❖	906	■	■	■
Filipino	❖	❖	867	■	■	■
Hispanic or Latino	❖	❖	743	■	■	■
Native Hawaiian or Pacific Islander	❖	❖	773	■	■	■
White	755	755	852	■	■	■
Two or more races	❖	❖	845	■	■	■
Socioeconomically disadvantaged	730	730	742	■	■	■
English learners	❖	❖	717	■	■	■
Students with disabilities	❖	❖	616	■	■	■

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

■ Data are reported only for numerically significant groups.

★ 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.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria	2013-14 School Year	
	Berry Creek ES	**Pioneer UESD**
Met overall AYP	⁂	⁂
Met participation rate		
English language arts	⁂	⁂
Mathematics	⁂	⁂
Met percent proficient		
English language arts	⁂	⁂
Mathematics	⁂	⁂
Met graduation rate	✘	✘

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent 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.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI 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	2014-15 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 identified for Program Improvement		0
Percent of schools identified for Program Improvement		0.00%

⁂ For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive an AYP Report. Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013–14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

✘ Not applicable. The graduation rate for AYP criteria applies to high schools.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

◇ Not applicable.

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.

The 2013-14 school year staff development focused on moving toward implementation of Common Core curriculum in ELA and math.

For the 2012-13, five days were dedicated to staff development. In 2013-2014 and 2014-15, three days were dedicated to staff development.

Professional Development Days	
2012-13	5 days
2013-14	3 days
2014-15	3 days

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 less. Therefore, no data is available for Berry Creek Elementary School. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

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		2014-15 School Year
Subject	**Textbook**	**Adopted**
English language arts	Houghton Mifflin (K-5)	2005
English language arts	McDougal Littell (6-8)	2005
Mathematics	Houghton Mifflin Harcourt (K-1)	2013
Mathematics	Houghton Mifflin Harcourt (2 -5)	2013
Mathematics	Houghton Mifflin Harcourt (6-8)	2013
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	2014-15 School Year
Berry Creek ES	**Percent Lacking**
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Quality of Textbooks

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

Quality of Textbooks	2014-15 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

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. 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.

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-serve 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.

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2014-15 School Year	
Data collection date	09/2014

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 and vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks/drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural damage, 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			2014-15 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			8/8/2014
Date of the most recent completion of the inspection form			8/8/2014

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	2014-15 School Year
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Systems	HVAC Units on the Main Building limited cooling - Replaced 11/5/2014.
Electrical	Water heater damage - Replaced with new unit 1/2015.
Safety	External walkway ramps on outside classroom in need of repair - All replaced with new flooring 7/2015.
External	Old exterior wall on after school classroom - Replaced 7/2015.

School Facilities

Berry Creek School was built in 1983 and consists of a multipurpose room, four 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 mainte-nance 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.

Continued on sidebar

School Facilities

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The highest priority for ground mainte-nance 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 condi-tions to the attention of the site administra-tor 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 super-vision 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 Afterschool Program as well as the principal. All staff receives conflict-management and CPR/first-aid training every other year, and the grade 6-8 students receive conflict-resolu-tion training.

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 grade 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 presenta-tions. Each classroom has a TV and video/DVD player, as well as a stereo and listening center.

The district is in the planning stage of us-ing modernization money, which we hope will become available next year. Restroom and kitchen modernization and roofing repairs are some of the projects planned. The district also uses Deferred Mainte-nance money to ensure the school is well maintained.

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.

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 Comparison		
	Pioneer UESD	Berry Creek ES		
Teachers	14-15	12-13	13-14	14-15
With full credential	4	4	4	4
Without full credential	0	0	0	0
Teaching outside subject area of competence	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 total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Berry Creek ES		
Teachers	12-13	13-14	14-15
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

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2013-14 school year.

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

No Child Left Behind Compliant Teachers	2013-14 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Berry Creek ES	95%	5%
All schools in district	95%	5%
High-poverty schools in district	95%	5%
Low-poverty schools in district	✧	✧

✧ Not applicable.

> *"The Berry Creek families and school staff believe in educating the whole child."*

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	
2013-14 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Ratio of students per academic counselor	✧
Support Staff	FTE
Social/behavioral or career development counselors	0.00
Library media teacher (librarian)	0.40
Library media services staff (paraprofessional)	0.60
Psychologist	0.33
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.33
Resource specialist (non-teaching)	0.00

Financial Data

The financial data displayed in this SARC is from the 2012-13 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 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		2012-13 Fiscal Year
	Pioneer UESD	Similar Sized District
Beginning teacher salary	◈	$38,970
Midrange teacher salary	◈	$56,096
Highest teacher salary	◈	$71,434
Average principal salary	◈	$91,570
Superintendent salary	◈	$107,071
Teacher salaries — percent of budget	21%	36%
Administrative salaries — percent of budget	13%	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		2012-13 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Berry Creek ES	$10,523	$52,750
Pioneer UESD	$10,523	$52,750
California	$4,690	$57,931
School and district — percent difference	◆	◆
School and California — percent difference	+124.4%	-8.9%

◈   Data not shown. Single-site districts are not required to display this data. (*Education Code* Section 41409.3).

◆   The percent difference does not apply.

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	
2012-13 Fiscal Year	
Total expenditures per pupil	$15,535
Expenditures per pupil from restricted sources	$5,012
Expenditures per pupil from unrestricted sources	$10,523
Annual average teacher salary	$52,750

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.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board.[1] EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents, and teachers on the sense of safety and school connectedness.[2] EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit http://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp.

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[1] English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

[2] School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.