Pioneer Union Elementary School District

286 Rockerfeller Road   Berry Creek, CA 95916 ▪ (530) 589-1633 ▪ www.puesd.org

SARC

2023-24

School Accountability Report Card
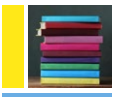Published in 2024-25

Berry Creek Elementary School

Grades TK-8
CDS Code 04-73379-6002927

Scott Johnson, Superintendent/Principal
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286 Rockerfeller Road
Berry Creek, CA 95916
(530) 589-1633

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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 Ophir Elementary for a year and Bangor Union Elementary School District in Bangor for two years while the rebuild took place. Berry Creek School returned to the original location in a partially completed school pending funding requests to complete the second building that will include the administration, kitchen and multipurpose rooms. 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 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 focused on ensuring a safe clean and welcoming environment that is inviting to all. PUESD 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.

School 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

School 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.

Parental Involvement

The Parents Advisory Committee 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.

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

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.

Governing Board

Will Cotter, President
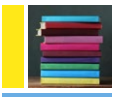
Tenisha Ferguson, Vice President

Melvin Hillier, Clerk

Peggy Parker, Member

Reed Rankin, Member

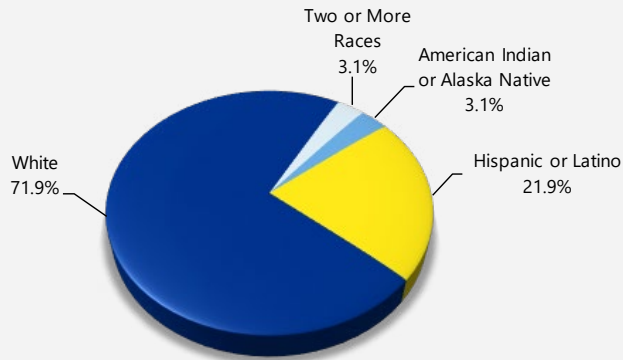*The Greatest Little Mountain School for the World!*

Enrollment by Student Group

The total enrollment at the school was 32 students for the 2023-24 school year. The pie chart displays the percentage of students enrolled in each group.
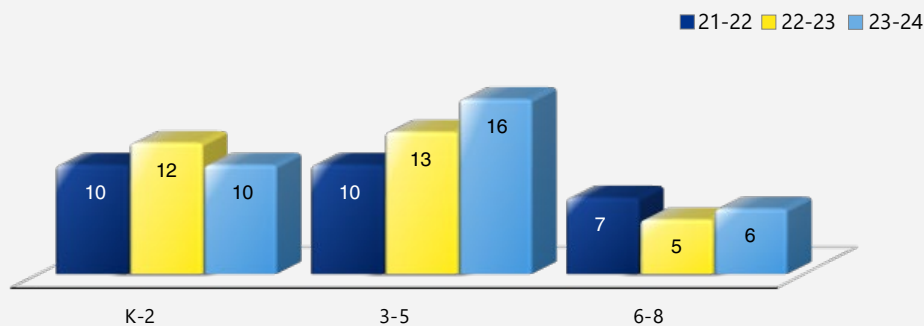
Demographics	2023-24 School Year

Two or More Races 3.1%
American Indian or Alaska Native 3.1%
White 71.9%
Hispanic or Latino 21.9%

Enrollment by Student Group

Demographics	
2023-24 School Year	
Female	62.50%
Male	37.50%
Non-Binary	0.00%
English learners	3.10%
Foster youth	0.00%
Homeless	28.10%
Migrant	0.00%
Socioeconomically Disadvantaged	96.90%
Students with Disabilities	15.60%

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

21-22 | 22-23 | 23-24

K-2: 10, 12, 10
3-5: 10, 13, 16
6-8: 7, 5, 6

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2023-24 school year.

2023-24 Enrollment by Grade

K: 4
1: 3
2: 3
3: 6
4: 3
5: 7
6: 1
7: 0
8: 5

Number of Classrooms by Size — Three-Year Data

Grade	2021-22			2022-23			2023-24		
	Number of Students								
	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		
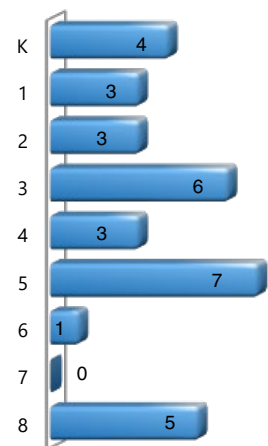
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions									Three-Year Data
	Berry Creek ES			Pioneer Union ESD			California		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspension rates	2.40%	18.20%	10.30%	2.40%	18.20%	10.30%	3.20%	3.60%	3.30%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

| Suspensions and Expulsions by Student Group		2023-24 School Year
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	10.30%	0.00%
Female	0.00%	0.00%
Male	25.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	15.40%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	7.70%	0.00%
Socioeconomically Disadvantaged	10.50%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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. Pioneer partners with Butte County Office of Education for professional development of classified and certificated staff.
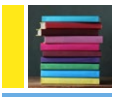
Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2022-23	5
2023-24	5
2024-25	5

"We strive to produce a safe and challenging environment where students develop competitive and cooperative skills with a high sense of self-respect."
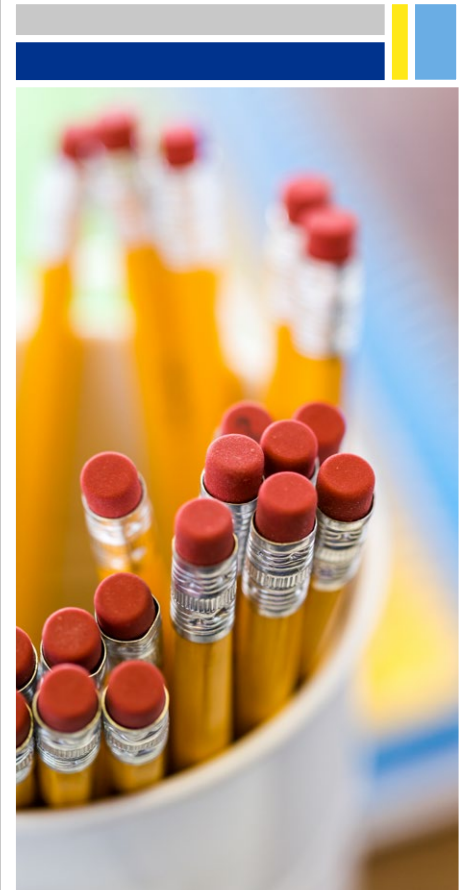
California Physical Fitness Test

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.

California Physical Fitness Test					2023-24 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Chronic Absenteeism by Student Group

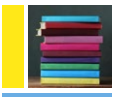| Chronic Absenteeism by Student Group				2023-24 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	39	39	18	46.20%
Female	23	23	9	39.10%
Male	16	16	9	56.30%
Non-Binary	0	0	0	0.00%
American 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	0	0	0	0.00%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	0	0	0	0.00%
White	26	26	11	42.30%
English Learners	0	0	0	0.00%
Foster Youth	0	0	0	0.00%
Homeless	13	13	7	53.80%
Socioeconomically Disadvantaged	38	38	18	47.40%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	0	0	0	0.00%

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.

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.
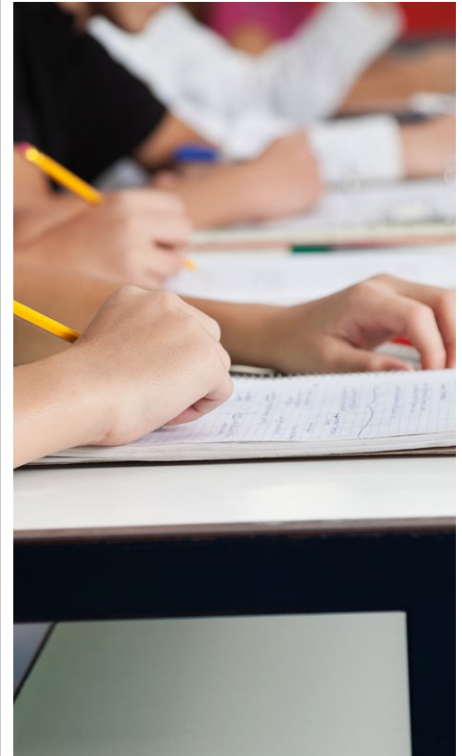
Statewide Assessments

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 10, 11 or 12).

CAASPP Test Results in Science for All Students

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	**22-23**	**23-24**	**22-23**	**23-24**	**22-23**	**23-24**
Science	❖	14.29%	❖	14.29%	30.29%	30.73%

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.

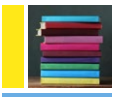| Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Berry Creek ES		Pioneer Union ESD		California	
Subject	**22-23**	**23-24**	**22-23**	**23-24**	**22-23**	**23-24**
English language arts/literacy	24%	19%	24%	19%	46%	47%
Mathematics	18%	30%	18%	30%	34%	35%

❖ 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 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.
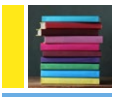
CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Science					
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Not Tested**	**Percentage Met or Exceeded**
All students	14	14	100.00%	0.00%	14.29%
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	11	11	100.00%	0.00%	18.18%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	14	14	100.00%	0.00%	14.29%
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.
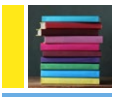
CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	27	27	100.00%	0.00%	18.52%
Female	15	15	100.00%	0.00%	33.33%
Male	12	12	100.00%	0.00%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	21	21	100.00%	0.00%	19.05%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	27	27	100.00%	0.00%	18.52%
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.
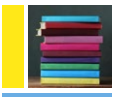
CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Mathematics					
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Not Tested**	**Percentage Met or Exceeded**
All students	27	27	100.00%	0.00%	29.63%
Female	15	15	100.00%	0.00%	33.33%
Male	12	12	100.00%	0.00%	25.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	21	21	100.00%	0.00%	28.57%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	27	27	100.00%	0.00%	29.63%
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.
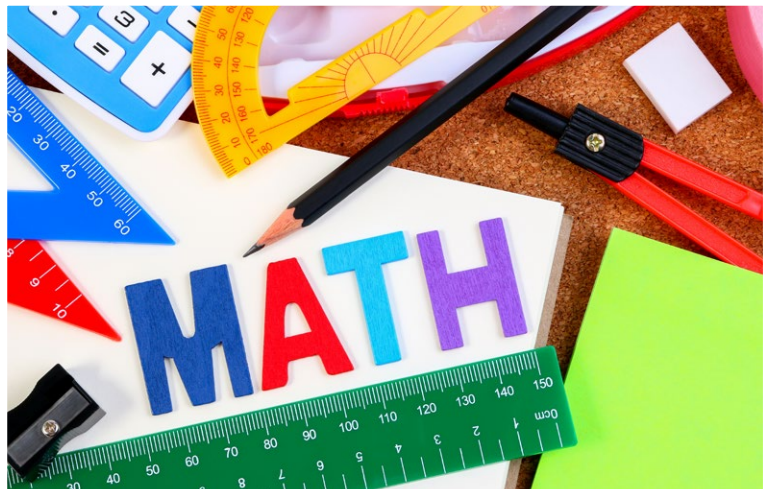
Textbooks and Instructional Materials

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		2024-25 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	2024-25 School Year
Berry Creek ES	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

Quality of Textbooks

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

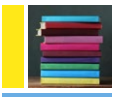| Quality of Textbooks	
2024-25 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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	
2024-25 School Year	
Data collection date	9/12/2024

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.

✧ Not applicable.

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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2024-25 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent FIT report	2/1/2025

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 February 2025. The safety plan is posted in all rooms of the school.

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

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, the Department of School Architects and our insurance company to acquire funds to rebuild the school.

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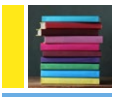
The highest priority for ground maintenance is the safety of the playground areas. All play equipment is kept in good repair and meet high safety standards.

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 afterschool supervision. All staff receives CPR/first-aid training every other year.

Teacher Preparation and Placement

These tables display 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)	3.1	100.0%	3.1	100.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,953.1	4.3%
Unknown	0.0	0.0%	0.0	0.0%	15,831.9	5.7%
Total Teaching Positions	3.1	100.0%	3.1	100.0%	279,044.8	100.0%

Teacher Preparation and Placement — 2022-23 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)	3.1	100.0%	3.1	100.0%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,746.9	4.2%
Unknown	0.0	0.0%	0.0	0.0%	14,303.8	5.2%
Total Teaching Positions	3.1	100.0%	3.1	100.0%	277,697.8	100.0%

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.
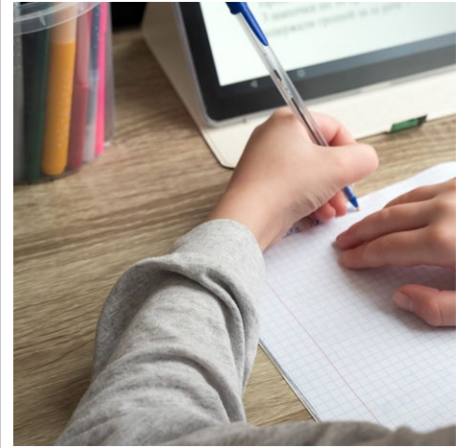
For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.
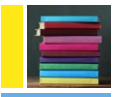
Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. 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	Three-Year Data		
Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waiver	0.0	0.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.0

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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. 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	Three-Year Data		
Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.3	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.3	0.0	0.0

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Three-Year Data		
Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%	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%	0.0%	0.0%

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.
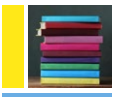
Academic Counselors and School Support Staff

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	
2023-24 School Year	
	Ratio
Pupils to Academic counselors	40:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	2.0
Library media teacher (librarian)	0.1
Library media services staff (paraprofessional)	1.0
Psychologist	0.1
Social worker	0.0
Nurse	0.1
Speech/language/hearing specialist	0.1
Resource specialist (nonteaching)	0.0

Financial Data

The financial data displayed in this SARC is from the 2022-23 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	2022-23 Fiscal Year	
	Pioneer Union ESD	**Similar Sized District**
Beginning teacher salary	$38,000	$51,351
Midrange teacher salary	$50,439	$80,424
Highest teacher salary	$89,031	$103,442
Average elementary school principal salary	✿	$124,851
Superintendent salary	$49,746	$145,236
Teacher salaries: percentage of budget	16.48%	26.17%
Administrative salaries: percentage of budget	3.17%	6.29%

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	2022-23 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Berry Creek ES	$36,781	$58,776
Pioneer Union ESD	$36,781	$58,776
California	$10,771	$79,413
School and district: percentage difference	◆	◆
School and California: percentage difference	+241.5%	-26.0%

✿ 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	
2022-23 Fiscal Year	
Total expenditures per pupil	$59,183
Expenditures per pupil from restricted sources	$22,403
Expenditures per pupil from unrestricted sources	$36,781
Annual average teacher salary	$58,776

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.