Mountain Creek Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
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.
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.

2023-24 School Contact Information

School Name	Mountain Creek Middle School
Street	6862 Mt. Aukum Rd.
City, State, Zip	Somerset, CA 95684-0690
Phone Number	530.620.4393
Principal	Patrick Paturel
Email Address	ppaturel@pioneerusd.org
School Website	www.pioneerusd.org
County-District-School (CDS) Code	09619456112569

2023-24 District Contact Information

District Name	Pioneer Union Elementary School District
Phone Number	530.620.3556
Superintendent	Patrick Paturel
Email Address	ppaturel@pioneerusd.org
District Website	www.pioneerusd.org

2023-24 School Description and Mission Statement

Mountain Creek Middle School opened as a new middle school in the Pioneer District in September 1994 and is one of three campuses in the District. Its opening was the culmination of years of district and community planning. The school is located adjacent to Pioneer Elementary School, and shares facilities and personnel in order to efficiently meet the needs of both campuses.

The school prides itself on the care and attention given to the middle school student and the unique needs of this age level. Decisions regarding programs offered and efforts at establishing school climate are guided by the overriding assumption that we are responsible for educating the whole child, not merely imparting information in the basic curricular areas.

Core Values
The mission of the Pioneer Union School District is best accomplished through the advancement of these core values:
1. The uniqueness of the individual
2. The partnership among home, school, and community
3. A respectful, compassionate, cooperative and safe environment

Guiding Principles
The following principles will guide our work:
1. Students will be provided programs, instruction and/or activities designed to enhance the development of positive attitudes, patience, tolerance, appreciation of different cultures and productive membership in society.
2. Students will be provided programs, instruction, activities and/or guidance to develop mental and moral bravery, caring attitudes toward people and education, to gain a healthy view of competition and to learn age appropriate skills.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	31
Grade 7	25
Grade 8	25
Total Enrollment	81

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	59.3%
Male	40.7%
American Indian or Alaska Native	1.2%
Asian	1.2%
Filipino	1.2%
Hispanic or Latino	21%
Two or More Races	13.6%
White	61.7%
English Learners	3.7%
Homeless	9.9%
Socioeconomically Disadvantaged	53.1%
Students with Disabilities	18.5%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

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)	3.20	84.74	15.20	96.33	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	14.74	0.50	3.54	12115.80	4.41
Unknown	0.00	0.26	0.00	0.06	18854.30	6.86
Total Teaching Positions	3.80	100.00	15.80	100.00	274759.10	100.00

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

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)	2.60	64.03	14.70	90.77	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	23.74	0.90	6.09	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	11.99	0.50	3.08	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	4.10	100.00	16.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.50	0.50
Total Out-of-Field Teachers	0.50	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

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	12.5
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	12/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync®, a comprehensive blended ELA/ELD program	Yes	0
Mathematics	Illustrative Mathematics Grade 6-8	Yes	0

Science	Teacher Developed / Aligned with NGSS, grades 6-8	Yes	0
History-Social Science	Prentice Hall (2006) grades 6-7, Glencoe (2006) grade 8, TCI supplementary material.	Yes	0
Foreign Language	N/A		
Health	Botvin LifeSkills, Positive Prevention +	Yes	0
Visual and Performing Arts	Teacher developed materials		

School Facility Conditions and Planned Improvements

The buildings and grounds are clean and safe. In addition, the maintenance staff has developed a comprehensive safety inspection program. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

Year and month of the most recent FIT report	1/5/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	
Interior: Interior Surfaces			X	B4: Corner edge of wall by teachers desk is missing texture and the drywall mud has been knocked off in places C1: E3 - Board Room: Multiple ceiling tiles need to be replaced due to staining from older roof leak. Exterior dry rot. Kitchen: Exterior doors need paint, interior doors and serving windows need new trim. Multi-Purpose: Exterior needs trim and dry rot repairs Stage: Multiple ceiling tiles need to be replaced due to staining from older roof leak.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X	: B1: B2: B5: Multi-Purpose: Exterior needs trim and dry rot repairs
Electrical	X			Parking Lot: More lighting is needed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Courts & Fields: Persistent mole problems.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			E3 - Board Room: Multiple ceiling tiles need to be replaced due to staining from older roof leak. Exterior dry rot. Multi-Purpose: Exterior needs trim and dry rot repairs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Kitchen: Exterior doors need paint, interior doors and serving windows need new trim.

School Facility Conditions and Planned Improvements

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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).

College and Career Ready
The percentage of students 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated 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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	54	35	41	35	47	46
Mathematics (grades 3-8 and 11)	26	15	24	21	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	77	71	92.21	7.79	35.21
Female	41	41	100.00	0.00	31.71
Male	36	30	83.33	16.67	40.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	16	15	93.75	6.25	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	9	81.82	18.18	--
White	47	44	93.62	6.38	34.09
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	41	93.18	6.82	26.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	20.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	77	71	92.21	7.79	15.49
Female	41	41	100.00	0.00	12.20
Male	36	30	83.33	16.67	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	16	15	93.75	6.25	13.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	9	81.82	18.18	--
White	47	44	93.62	6.38	15.91
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	41	93.18	6.82	4.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	25.81	31.82	26.87	28.95	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	23	22	95.65	4.35	31.82
Female	--	--	--	--	--
Male	13	12	92.31	7.69	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	33.33
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	12	100.00	0.00	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	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
Grade 5	n/a	n/a	n/a	n/a	n/a
Grade 7	94	94	94	94	94
Grade 9	n/a	n/a	n/a	n/a	n/a

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Mountain Creek Middle School encourages parents to find unique ways of staying involved with their child's education during these important adolescent years. Parent involvement activities include volunteering, assisting the teacher with various tasks at home or in the classroom, chaperoning field trips, attending parent conferences, student performances, and school sponsored events such as programs, concerts, and athletics. The School Site Council (SSC), Parent Teacher Organization (PTO) and participation in the Local Control Accountability Plan (LCAP) development are additional ways in which parents and community members can be involved in the school. Student and Parent input is collected during the year through sources including surveys and participation in Listen & Leap collaborative structures.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	96	91	25	27.5
Female	54	51	15	29.4
Male	42	40	10	25.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	19	19	7	36.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	12	11	2	18.2
White	62	58	16	27.6
English Learners	5	5	1	20.0
Foster Youth	0	0	0	0.0
Homeless	9	9	4	44.4
Socioeconomically Disadvantaged	56	53	18	34.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	19	19	7	36.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	2.97	7.29	12.50	1.22	4.31	5.68	0.20	3.17	3.60
Expulsions	0.99	0.00	0.00	0.30	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.5	0
Female	11.11	0
Male	14.29	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	15.79	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	8.33	0
White	12.9	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	10.71	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	21.05	0

2023-24 School Safety Plan

A comprehensive District School Safety Plan has been developed, outlining specific goals and objectives. The Safety Plan is reviewed and updated annually. Policies are in place regarding campus safety, fire drills, earthquake preparedness, and instructional and playground supervision. The district has a complete civil defense preparedness plan that is updated annually and includes evacuation and campus lock-down procedures.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	1	2	
Mathematics	19	1	2	
Science	19	1	2	
Social Science	19	1	2	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31		1	1
Mathematics	31		1	1
Science	31		1	1
Social Science	31		1	1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	0	2	0
Mathematics	25	0	2	0
Science	25	0	2	0
Social Science	25	0	2	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,473	$2,172	$9,301	$71,805
District	N/A	N/A	$6,019	$65,937
Percent Difference - School Site and District	N/A	N/A	42.8	8.5
State	N/A	N/A	$7,607	$75,753
Percent Difference - School Site and State	N/A	N/A	20.0	-5.4

Fiscal Year 2022-23 Types of Services Funded

Mountain Creek students are fortunate to have a variety of electives offered during the school day throughout the year including art, music, ELA and mathematics intervention, and band. Enrichment programs in STEM and drama are offered after school as well as small group tutoring. In addition, when not experiencing a pandemic, jazz band meets before school and a coding class is offered after school. Mountain Creek students have access to a counselor 5 days per week. MCM students have had the opportunity to participate in Safe School Ambassador Training in 2018/19, 2019/20 and 2021/22 to promote involving bystanders in addressing bullying. MCM students have also participated in Listen & Leap sessions to provide input into school climate and increasing student engagement.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$42,166	$48,481
Mid-Range Teacher Salary	$63,651	$73,129
Highest Teacher Salary	$93,637	$99,406
Average Principal Salary (Elementary)	$0	$117,381
Average Principal Salary (Middle)	$0	$128,158
Average Principal Salary (High)	$0	
Superintendent Salary	$133,482	$138,991
Percent of Budget for Teacher Salaries	30.49%	29.34%
Percent of Budget for Administrative Salaries	7.21%	5.99%

Professional Development

Pioneer District emphasizes staff development activities. Annually, there are three full days dedicated to staff development augmented by monthly professional learning on early release Friday and weekly articulation meetings. The principal has worked closely with the El Dorado County Office of Education (EDCOE) to provide for opportunites for staff professional development. Staff seeks out professional development to support their needs in the areas of technology integration, mathematics instruction, science instruction and implementation of the ELA/ELD standards and newly adopted curriculum.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5