

Berkshire Elementary 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 | Berkshire Elementary School |
| Street | 3900 Berkshire Road |
| City, State, Zip | Bakersfield, CA 93313 |
| Phone Number | (661) 834-9472 |
| Principal | Amy Mensing |
| Email Address | amensing@pbvUSD.k12.ca.us |
| School Website | http://berkshire.pbvUSD.k12.ca.us/ |
| County-District-School (CDS) Code | 15633626119994 |

2023-24 District Contact Information

| | |
|-------------------------|---|
| District Name | Panama-Buena Vista Union School District |
| Phone Number | (661) 831-8331 |
| Superintendent | Katie Russell |
| Email Address | krussell@pbvUSD.k12.ca.us |
| District Website | http://www.pbvUSD.k12.ca.us/ |

2023-24 School Description and Mission Statement

Berkshire Elementary School is located on Berkshire Road between Wible Road and Akers Road, just west of the 99 Freeway. The school opened its doors in August of 2002 to 630 students. In 2006 and 2018, Berkshire Elementary School was recognized as a California Distinguished School by the State of California Department of Education.

Berkshire School receives Title I, Local Control Funds, and Title V funds from the federal government. Title I monies fund our reading intervention program, staff development, and resources. Local Control Funding is used to assist identified English Language Learners. Title V monies enhance the library/media program, and SBCP monies strengthen our instructional programs.

A standards-based curriculum and sound assessment strategies provide the foundation for continuous improvement of student performance and school programs. Students will leave Berkshire Elementary School with a positive attitude toward learning, a strong foundation in basic skills, and the ability to meet future academic challenges.

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. Parents and community members should contact the school principal or the District Office for additional information about the school. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains further information about this school and comparisons of the school to the District, the county, and the state.

Berkshire Elementary School strives to maintain the "Excellence in Education" concept defined by the Panama-Buena Vista Union School District. Our mission is to ensure that "Every member of our school community is treated with respect and dignity, shown grace, and is provided an equitable learning environment in which they can realize their full potential."

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 105 |
| Grade 1 | 110 |
| Grade 2 | 126 |
| Grade 3 | 129 |
| Grade 4 | 128 |
| Grade 5 | 138 |
| Grade 6 | 138 |
| Grade 7 | NA |
| Grade 8 | NA |
| Grade 9 | NA |
| Grade 10 | NA |
| Grade 11 | NA |
| Grade 12 | NA |
| Total Enrollment | 925 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.00% |
| Male | 52.00% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.00% |
| Asian | 12.65% |
| Black or African American | 6.70% |
| Filipino | 0.43% |
| Hispanic or Latino | 71.46% |
| Native Hawaiian or Pacific Islander | 0.00% |
| Two or More Races | 1.08% |
| White | 6.05% |
| English Learners | 21.95% |
| Foster Youth | 0.86% |
| Homeless | 0.00% |
| Migrant | 0.32% |
| Socioeconomically Disadvantaged | 84.97% |
| Students with Disabilities | 14.49% |

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) | 31.70 | 84.11 | 687.10 | 87.62 | 228366.10 | |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 16.60 | 2.12 | 4205.90 | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 3.00 | 7.95 | 21.80 | 2.78 | 11216.70 | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 5.60 | 0.71 | 12115.80 | 4.41 |
| Unknown | 3.00 | 7.95 | 53.00 | 6.77 | 18854.30 | 6.86 |
| Total Teaching Positions | 37.70 | 100.00 | 784.30 | 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) | 27.70 | 84.59 | 697.20 | 86.58 | 234405.20 | |
| Intern Credential Holders Properly Assigned | 1.00 | 3.05 | 26.40 | 3.28 | 4853.00 | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 31.10 | 3.86 | 12001.50 | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.00 | 3.05 | 7.90 | 0.98 | 11953.10 | 4.28 |
| Unknown | 3.00 | 9.31 | 42.60 | 5.29 | 15831.90 | 5.67 |
| Total Teaching Positions | 32.70 | 100.00 | 805.30 | 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 |
| Misassignments | | |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 3.00 | 0.00 |

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 | 1.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 1.00 |

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 | 1 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | | |

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

All grade levels have access to the district adopted state approved English Language Arts textbooks, Benchmark Advance in grades TK-6 and StudySync in grades 7 and 8. In addition, sites have leveled readers to use for small group guided reading instruction and intervention. Kindergarten uses phonemic awareness books to solidify instruction for letter sounds and blending. Grades 1-3 use additional resources to supplement their phonics curriculum. 95% Group materials are used to supplement ELA instruction. They are also used during intervention blocks to address the specific needs of students two or more years behind grade level. Students are also engaged using computer programs such as Lexia and, Read Naturally Live. All grade levels have access to the district adopted state approved math textbooks, Go Math for math instruction. In addition, Engage NY is used to supplement math instruction, when needed. Students are also engaged using Next Gen Math, a computer program designed to differentiate instruction in math.

| | |
|--|-----------|
| Year and month in which the data were collected | 11/1/2023 |
|--|-----------|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|---|-----------------------------|--|
| Reading/Language Arts | Adopted 2017: Benchmark Education Company, "Benchmark Advance" (TK-6) | Yes | 0 |
| Mathematics | Adopted 2014: Houghton Mifflin Harcourt "2015 California GO Math" K-8. EngageNY is a supplementary curriculum used to provide additional practice of CCSS math standards. | Yes | 0 |
| Science | Adopted: Amplify Education, Inc "Amplify Science" 2021 (K-3), 2020 (4-6) | Yes | 0 |
| History-Social Science | Adopted 2020: McGraw Hill Education, "Impact California" (K-6) | Yes | 0 |
| Foreign Language | N/A | | 0 |
| Health | N/A | | 0 |
| Visual and Performing Arts | N/A | | 0 |

School Facility Conditions and Planned Improvements

Berkshire provides a safe and clean environment for learning. The District administers a scheduled maintenance program to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for a good education. Ongoing repairs and modifications to the physical plant exceed California Building and Safety Codes. The District's Safety and Risk Management Coordinator verifies that OSHA requirements are met quarterly. The exterior grounds are well-lit, and the perimeter of the school facility is fenced for student protection and safety. A team of custodians ensures classrooms and campus grounds are kept clean and safe. The restrooms are cleaned, sanitized, and secured at the end of each school day, with 100% of the toilets in operating condition.

As our Safe Schools Plan outlined, the safety committee has addressed concerns for our students' safe arrival and dismissal. Staff receives training in emergency protocol and CPR. Identifying tags are issued to volunteers and other visitors as they register in our office. The gates on the perimeter of the school playground are locked during school hours, and staff members are trained to activate lockdown procedures in the event of an emergency. Our positive partnership with local law enforcement is evident in their quick response time when concerns arise. Designated staff members carefully supervise students on the playground and in the cafeteria. Grounds and playground equipment are inspected regularly for potential hazards. The District provides ongoing CPR/First Aid training as part of its staff development program. Fire and disaster drills occur quarterly, and a complete school site disaster plan has been prepared and is in place and available for public review. Scheduled certificated supervision of students begins officially at 8:05 a.m. when the school opens, and supervision ends at 3:35 p.m.

Year and month of the most recent FIT report

3/27/2023

| 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 | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| Fire Safety, Hazardous Materials | | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

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) | 39 | 38 | 47 | 46 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 25 | 22 | 30 | 31 | 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 | 550 | 546 | 99.% | 1% | 37.37% |
| Female | 260 | 260 | 100% | 0% | 40.77% |
| Male | 290 | 286 | 98% | 2% | 34.97% |
| American Indian or Alaska Native | -- | -- | -- | -- | 0 |
| Asian | 57 | 57 | 100% | 0% | 45.62% |
| Black or African American | 45 | 45 | 100% | 0% | 26.67% |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 380 | 378 | 99% | 1% | 37.30% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 14 | 14 | 100% | 0% | 35.71% |
| White | 51 | 49 | 96% | 4% | 40.82% |
| English Learners | 93 | 92 | 98% | 2% | 5% |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 446 | 444 | 99% | 1% | 35.36% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 72 | 71 | - | 1.35 | 5.64% |

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 | 550 | 545 | 99.09 | 0.91 | 22.28 |
| Female | 260 | 260 | 100.00 | 0.00 | 19.31 |
| Male | 290 | 285 | 98.28 | 1.72 | 25.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 57 | 57 | 100.00 | 0.00 | 24.56 |
| Black or African American | 45 | 45 | 100.00 | 0.00 | 17.78 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 380 | 377 | 99.21 | 0.79 | 22.07 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 14 | 14 | 100.00 | 0.00 | 23.08 |
| White | 51 | 49 | 96.08 | 3.92 | 20.41 |
| English Learners | 101 | 100 | 99.01 | 0.99 | 7.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 306 | 304 | 99.35 | 0.65 | 20.20 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 74 | 72 | 97.30 | 2.70 | 1.39 |

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) | 19.08 | 19.15 | 26.00 | 27.70 | 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 | 143 | 141 | 98.60 | 1.40 | 19.15 |
| Female | 72 | 71 | 98.61 | 1.39 | 19.72% |
| Male | 71 | 70 | 98.59 | 1.41 | 18.58% |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 17 | 17 | 100.00 | 0.00 | 29.41 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 105 | 103 | 98.10 | 1.90 | 14.56 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 32 | 31 | 96.88 | 3.12 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 83 | 83 | 100.00 | 0.00 | 18.58% |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 19 | 19 | 100.00 | 0.00 | 5.56% |

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 | 98.6 | 98.6 | 98.6 | 98 | 98.6 |
| Grade 7 | NA | NA | NA | NA | NA |
| Grade 9 | NA | NA | NA | NA | NA |

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

The families of Berkshire Elementary students support their children, the school, and the community by helping children at home with their school work, providing a caring environment, and attending conferences, programs, school-sponsored parent training, and athletic and academic events. Opportunities for Parental Involvement at Berkshire School include the Berkshire Parent Club, School Site Council, English Language Learner Advisory Council, Parent Advisory Council, Monthly Chat A Lattes, Fall Festival, Family Math, Science and Literacy nights, Family Author Nights, Family Movie Night, APEX Run, Family Dances, Family Picnic, and classroom volunteers. The Parent Club provides funds and supports assemblies, field trips, school family days, and other extra benefits for the school and its students. Parents contact the school Principal, Amy Mensing, at 661-834-9472 to volunteer, participate in classrooms, or have questions regarding our planned Family Nights and Events.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 998 | 979 | 271 | 27.7 |
| Female | 468 | 461 | 107 | 23.2 |
| Male | 530 | 518 | 164 | 31.7 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 123 | 123 | 23 | 18.7 |
| Black or African American | 77 | 69 | 14 | 20.3 |
| Filipino | 4 | 4 | 0 | 0.0 |
| Hispanic or Latino | 696 | 686 | 207 | 30.2 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 10 | 10 | 3 | 30.0 |
| White | 73 | 73 | 18 | 24.7 |
| English Learners | 218 | 215 | 55 | 25.6 |
| Foster Youth | 1 | 1 | 0 | 0.0 |
| Homeless | 13 | 9 | 7 | 77.8 |
| Socioeconomically Disadvantaged | 828 | 810 | 231 | 28.5 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 145 | 144 | 52 | 36.1 |

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 | 0.10 | 1.84 | 2.91 | 0.07 | 2.65 | 2.75 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 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 | 2.91 | 0 |
| Female | 2.35 | 0 |
| Male | 3.4 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 5.19 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 2.73 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 8.22 | 0 |
| English Learners | 2.75 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 3.26 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 5.52 | 0 |

2023-24 School Safety Plan

Berkshire Elementary has a positive learning environment. Berkshire Elementary believes students who develop a sense of personal responsibility will mature academically and emotionally. Berkshire's PBIS (Positive Behavioral Interventions and Supports) aims to provide students with opportunities to learn self-discipline through consistent expectations and re-teaching opportunities for their behavior. Parents and students are informed of school-wide expectations at the beginning of each school year through classroom orientation, individual parent-student handbooks, and weekly updates on ParentSquare.

Students with excessive tardies, truancies, or unexcused absences are subject to disciplinary action, including mandatory parent conferences. "We truly believe that missing school is missing out." The District has established an Independent Study Program for students who must be absent from school due to illness for an extended period.

Berkshire establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. We are a PBIS school, and appropriate behavior is encouraged through praise and motivational incentives, as well as restorative discipline and conflict resolution tools to further develop personal growth and responsibility. Our school psychologist, social worker, and two behavior intervention assistants support students and families struggling emotionally, behaviorally, and socially. Berkshire Student Study Team works with teachers, families, and other staff to support students struggling academically, socially, or behaviorally. Expulsions occur only when required by law or when all other alternatives are exhausted. The School Site Council approved Berkshire's School Safety Plan at our ----- . The Safety Plan includes respecting the diversity of our population and plans to maintain a physical environment and safety practices conducive to a learning environment for our staff and students. Our school's Comprehensive School Safety Plan is reviewed and updated annually following a review by the School Site Council, comprised of a minimum of the school principal (or designee), certificated staff, classified staff, and a parent of a current student. It is annually reviewed and approved by the district's Board of Trustees.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 25 | 1 | 4 | 1 |
| 1 | 28 | | 4 | |
| 2 | 37 | | 3 | 1 |
| 3 | 31 | | 4 | |
| 4 | 27 | | 5 | |
| 5 | 29 | | 5 | |
| 6 | 30 | | 5 | |
| Other | 18 | 3 | 1 | |

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 32 | | 4 | 1 |
| 1 | 27 | | 4 | |
| 2 | 27 | | 4 | |
| 3 | 21 | 1 | 5 | |
| 4 | 26 | | 5 | |
| 5 | 29 | | 4 | |
| 6 | 29 | | 4 | |
| Other | 18 | 3 | 1 | |

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 29 | 2 | 3 | 1 |
| 1 | 28 | 0 | 4 | 0 |
| 2 | 28 | 0 | 4 | 0 |
| 3 | 29 | 0 | 4 | 0 |
| 4 | 30 | 0 | 4 | 0 |
| 5 | 31 | 0 | 4 | 0 |
| 6 | 30 | 0 | 4 | 0 |
| Other | 17 | 4 | 1 | 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) | 0 |
| Library Media Services Staff (Paraprofessional) | 1 |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 8 |

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 | 10,344.00 | 3,505.00 | 6,839.00 | 74,314.00 |
| District | N/A | N/A | 11,502.00 | \$78,871 |
| Percent Difference - School Site and District | N/A | N/A | -50.8 | 7.3 |
| State | N/A | N/A | \$7,607 | \$89,574 |
| Percent Difference - School Site and State | N/A | N/A | -3.6 | 16.0 |

Fiscal Year 2022-23 Types of Services Funded

The District's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Coordinating Federal Funds for strategies to meet the goals of the SPSA.
- Coordinating State and Local funds for strategies to meet the goals of the SPSA.
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the District receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

The District's categorical fund includes monies for:

Title I:

Title I, Part A is a federal program to ensure that schools with high percentages of children from low-income families have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on State academic achievement standards and assessments. Funds support effective, evidence-based educational strategies that close the achievement gap and enable students to meet challenging academic standards. All expenditures must be supplemental to the basic core program and written into the School Plan for Student Achievement based on a comprehensive needs assessment. Input on budget and expenditures is gathered and shared with the staff, School Site Councils, the school's English Learner Advisory Committee, and District Advisory Committees. Use of funds may include any of the following: hiring supplemental staff, professional development, supplemental instructional materials, technology, library materials, after-school academic support, parental engagement activities, social-emotional well-being, consultants, and assistance for homeless children and youth.

Title II:

Title II provides supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders which include:

Increase student achievement consistent with the challenging state academic standards;

Improve the quality and effectiveness of teachers, principals, and other school leaders;

Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and

Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title III:

The district uses Title III funds to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. The focus is on professional development for teachers across the district that will: 1). Improve the instruction and assessment of ELs; 2). Enhance the ability of teachers to implement curriculum, and improve their instructional strategies for ELs; and 3). Effectively increase students' English language proficiency.

Title IV:

The District uses Title IV funds to improve students' academic achievement by providing all students with access to a balanced academic program including a wide range of support including physical health/wellness, social-emotional, positive behavior, and mental health to improve conditions for student learning. Use of funds may include any of the following: hiring specialized support personnel, professional learning, supplemental instructional materials, technology, consultants, etc.

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 | \$50,796 | \$52,641 |
| Mid-Range Teacher Salary | \$77,526 | \$83,981 |
| Highest Teacher Salary | \$101,072 | \$107,522 |
| Average Principal Salary (Elementary) | \$127,787 | \$136,247 |
| Average Principal Salary (Middle) | \$128,697 | \$142,248 |
| Average Principal Salary (High) | NA | \$139,199 |
| Superintendent Salary | \$231,000 | \$242,166 |
| Percent of Budget for Teacher Salaries | 33% | 33.16% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

Professional Development

Professional Development Focus areas include 21st-century learning strategies, English Language Development, district-adopted curriculum, educational technology strategies, district-adopted intervention strategies for MTSS, Direct Interactive Instruction, Science of Reading, Write From the Beginning, Thinking Maps, Classroom Management, Common Core Standards Implementation, Grade Level Focus Groups, as well as PBIS and AVID implementation. Areas were selected based on a district-wide survey reflecting on student achievement and areas of additional need from the teacher's point of view. Professional development is delivered through the district-wide Educator Learning Summit, pbvUniversity, administrative leadership training, site-specific professional learning, conference attendance, Kern County Superintendent of Schools, and university partnerships. Each site participates in a weekly early release day to focus on Professional Learning Communities, which include ninety minutes of release time for teachers to receive school site professional learning and develop Common Core standards-aligned lessons with their collaborative teams. Through administrative professional learning opportunities, follow-up coaching is provided to support district-driven instructional priorities to support the implementation of teacher professional learning. Teachers are also supported by site administration, academic coaches, New Teacher Support, instructional coordinators, and specialists.

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 | 40 | 50 | 50 |