

Berkshire Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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/
Grade Span	K-6
County-District-School (CDS) Code	15633626119994

2024-25 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/

2024-25 School Description and Mission Statement
<p>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.</p> <p>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 SBCEP monies strengthen our instructional</p>

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	153
Grade 1	111
Grade 2	125
Grade 3	129
Grade 4	127
Grade 5	139
Grade 6	139
Grade 9	NA
Total Enrollment	923

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
Asian	12.9
Black or African American	6.8
Filipino	0.4
Hispanic or Latino	71.2
Two or More Races	1
White	6.2
English Learners	22.1
Foster Youth	0.5
Socioeconomically Disadvantaged	86.1
Students with Disabilities	14.3

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	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	16.60	2.12	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	7.95	21.80	2.78	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.60	0.71	12115.80	4.41
Unknown/Incomplete/NA	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	84.00
Intern Credential Holders Properly Assigned	1.00	3.05	26.40	3.28	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	31.10	3.86	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.05	7.90	0.98	11953.10	4.28
Unknown/Incomplete/NA	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

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.

2022-23 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)	25.80	77.51	683.90	84.82	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	3.00	22.90	2.84	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.00	55.50	6.88	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.00	6.00	0.74	11746.90	4.23
Unknown/Incomplete/NA	3.50	10.49	38.00	4.71	14303.80	5.15
Total Teaching Positions	33.30	100.00	806.40	100.00	277698	100

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	2022-23
Permits and Waivers	2.00	0.00	2
Misassignments	1.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.00	0.00	2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	1
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	1.00	1

Class Assignments

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)	2.70	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)	10.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All grade levels have access to the district-adopted state-approved English Language Arts textbooks; Berkshire uses Benchmark Advance in grades TK-6; we also use leveled readers for small-group guided reading instruction and intervention. Kindergarten uses 95% phonemic awareness books to solidify instruction for letter sounds and blending. Grades TK-6 use additional resources to supplement their phonics curriculum- 95%. The 95% curriculum and materials are used during core instruction and intervention blocks to address the specific needs of students two or more years behind grade level. Write From the Beginning is our writing curriculum for K-6th grade. Students also use the computer programs Lexia and Reflex. Read Naturally is used to build comprehension and fluency skills. Our curriculum is designed to be adaptable, ensuring that all grade levels have access to the district-adopted, state-approved Go Math math textbooks for instruction. Students are also engaged using Next Gen Math, a computer program designed to differentiate instruction in math. This adaptability allows us to meet the diverse needs of our student body, ensuring that each student receives the support and instruction they need to succeed.

Year and month in which the data were collected

10/8/2024

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), 95% Materials for Tier 1, Tier 2, and Tier 3, and Write From the Beginning	Yes	0
Mathematics	Adopted 2014: Houghton Mifflin Harcourt "2015 California GO Math" K-8.	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

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Berkshire provides a safe and clean environment for learning. The District administers a maintenance program, ensuring that all classrooms and facilities are maintained to a degree of adequacy that provides for a good education. Our ongoing repairs and modifications to the physical plant not only meet but exceed California Building and Safety Codes. The District's Safety and Risk Management Coordinator verifies that OSHA requirements are met quarterly, ensuring the highest safety standards. 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 an emergency. Our strong partnership with local law enforcement is evident in their quick response when concerns arise, providing an additional layer of safety. 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 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				4/24/2024
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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	38	34	46	46	46	47
Mathematics (grades 3-8 and 11)	22	20	31	30	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	538	535	99.44	0.56	34.02
Female	277	276	99.64	0.36	38.41
Male	261	259	99.23	0.77	29.34
American Indian or Alaska Native	0	0	0	0	0
Asian	64	63	98.44	1.56	52.38
Black or African American	42	42	100.00	0.00	21.43
Filipino	--	--	--	--	--
Hispanic or Latino	378	377	99.74	0.26	30.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	38.46
White	38	37	97.37	2.63	48.65
English Learners	101	99	98.02	1.98	8.08
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	470	468	99.57	0.43	32.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	75	98.68	1.32	6.67

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	538	536	99.63	0.37	20.15
Female	277	276	99.64	0.36	21.38
Male	261	260	99.62	0.38	18.85
American Indian or Alaska Native	0	0	0	0	0
Asian	64	64	100.00	0.00	35.94
Black or African American	42	42	100.00	0.00	7.14
Filipino	--	--	--	--	--
Hispanic or Latino	378	377	99.74	0.26	16.98
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	38.46
White	38	37	97.37	2.63	29.73
English Learners	101	100	99.01	0.99	9.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	470	468	99.57	0.43	18.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	75	98.68	1.32	5.33

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	19.15	18.71	27.70	26.45	30.29	30.73

2023-24 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	139	139	100.00	0.00	18.71
Female	65	65	100.00	0.00	26.15
Male	74	74	100.00	0.00	12.16
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	23.53
Black or African American	17	17	100.00	0.00	5.88
Filipino	--	--	--	--	--
Hispanic or Latino	91	91	100.00	0.00	15.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	21	21	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	117	117	100.00	0.00	17.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	11.76

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.

2023-24 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 requires only participation results 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	100%	100%	100%	100%	100%

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.

2024-25 Opportunities for Parental Involvement

The families of Berkshire Elementary students are offered a diverse range of opportunities to support their children, the school, and the community. From helping children at home with their school work to attending conferences, programs, and school-sponsored events, there's something for everyone. The numerous opportunities for Parental Involvement at Berkshire School, including the Berkshire Parent Club, School Site Council, English Language Learner Advisory Council, Parent Advisory Council, Monthly Chat A Lattes, Fall Festival, Family Math, STEM and Literacy nights, Family Movie Night, Family Dances, Family Picnic, and classroom volunteers, cater to a variety of interests and schedules. The Parent Club, in particular, provides funds and supports assemblies, field trips, school family days, and other extra benefits for the school and its students. Parents are encouraged to 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1009	986	228	23.1
Female	484	470	99	21.1
Male	525	516	129	25.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	127	127	23	18.1
Black or African American	74	68	16	23.5
Filipino	--	--	--	--
Hispanic or Latino	716	702	163	23.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	61	59	16	27.1
English Learners	230	225	38	16.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	875	855	206	24.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	163	160	43	26.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.84	2.91	2.38	2.65	2.75	2.15	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group		
Student Group	Suspensions Rate	Expulsions Rate
All Students	2.38	0.00
Female	1.65	0.00
Male	3.05	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.05	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.79	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.64	0.00
English Learners	3.91	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.63	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.52	0.00
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.		

2024-25 School Safety Plan

Berkshire Elementary has a positive learning environment. It believes that 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.

At Berkshire, we believe that a student's success is a collaborative effort. Students with excessive tardies, truancies, or unexcused absences are subject to disciplinary action, including mandatory parent conferences. This approach ensures that parents are actively involved in their child's education and well-being. As we often say, 'missing school is missing out.' The District has also established an Independent Study Program for students who must be absent from school for an extended period due to illness.

At Berkshire, we are committed to fostering a diverse and inclusive learning environment. Our guidelines are designed to provide students with a meaningful, productive, and enjoyable school experience. As a PBIS school, we encourage appropriate behavior through praise and motivational incentives. We also employ restorative discipline and conflict resolution tools to foster personal growth and responsibility. Our school psychologist, social worker, and two behavior intervention assistants are here to support students and families struggling emotionally, behaviorally, and socially. The 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 October 23rd, 2024 meeting. This plan, which includes respecting the diversity of our population, is designed 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.

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		4	
2	28		4	
3	29		4	
4	30		4	
5	31		4	
6	30		4	
Other	17	4	1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	20	1	4	
1	27		4	
2	29		4	
3	30		4	
4	30		4	
5	30		4	
6	36		3	1
Other	19	3	1	

2023-24 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

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	7

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$85,354
Percent Difference - School Site and District	N/A	N/A	-50.8	-13.8
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-44.7	-25.8

Fiscal Year 2023-24 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.

Fiscal Year 2023-24 Types of Services Funded

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:

- Provide low-income and minority students greater access to effective 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.
- Increase student achievement consistent with the challenging state academic standards; and
- Improve the quality and effectiveness of 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 funds are used to provide resources and training 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$54,414	\$58,553
Mid-Range Teacher Salary	\$83,047	\$93,924
Highest Teacher Salary	\$108,271	\$119,489
Average Principal Salary (Elementary)	\$138,396	\$149,898
Average Principal Salary (Middle)	\$139,299	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$254,681	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

Professional Development Focus areas include 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 Kagan Collaborative Structures. 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	50	50	40