Berenda Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Berenda Elementary School
Street	26820 Club Drive
City, State, Zip	Madera, CA 936382725
Phone Number	(559) 674-3325
Principal	Lori King
Email Address	loriking@maderausd.org
School Website	https://www.madera.k12.ca.us/berenda
County-District-School (CDS) Code	20--65243--6105951

2022-23 District Contact Information

District Name	Madera Unified School District
Phone Number	559.675.4500
Superintendent	Todd Lile
Email Address	toddlile@maderausd.org
District Website Address	www.madera.k12.ca.us

2022-23 School Overview

Principal's Message
On behalf of the entire Berenda staff, it is with great pleasure that I welcome you to Berenda Elementary School. Our teachers hold high standards for student academic achievement and behavior. As a staff, we are committed to providing each child with a quality educational experience. In addition to our strong focus on academics, we believe service learning is important in developing students who are successful in the classroom and productive in our Madera community. Berenda Elementary is located six miles northeast of the city of Madera and has around 798 students in kindergarten-6th grade. Suburban housing surrounds the school on three sides with agricultural land located to the east of the school. The surrounding neighborhood of parents and community members take great pride in their homes and their school. Parents at Berenda are actively involved in the education of their children. This is demonstrated by their personal involvement, participation, and support of the school, events, and the Berenda Parent Club. Parent involvement at Back-to-School Night, Open House, and parent/teacher conferences typically exceeds 80% participation. Berenda parents believe in high standards for their children and the school. They support a balanced instructional program that places an emphasis on building academic excellence and personal responsibility. We recognize and value parental support and community involvement as our staff strives to provide optimal instruction for each student.

Berenda Mission Statement
Berenda Elementary is committed to creating and sustaining a safe, respectful, and responsible community which perseveres in social, emotional, and academic settings.

Berenda Vision Statement
Berenda Broncos will demonstrate their ability to think creatively, communicate clearly, collaborate respectfully, produce purposefully, adapt thoughtfully, and contribute generously.

School Profile (School Year 2022-23)
Berenda Elementary is one of 28 elementary/middle/comprehensive/alternative high schools in Madera Unified School District. On average, we have around 755 TK-6th grade students enrolled at the Berenda, with classes arranged on a traditional calendar. Advanced Learners: We work hard to provide opportunities for our advanced students. We are always looking for opportunities to challenge and expand the learning of our students with various hands-on activities that allow our students to practice higher order thinking skills while participating in a true "learning-by-doing" environment. Special Education Program:

2022-23 School Overview

MUSD uses a combination of a Center-Based Model and Special Day Class Model of educating our special education students. In the CBM, students are in the general education classroom for the majority of their day. They are provided support from a special education staff member during a portion of their time. They are also pulled out of the general education environment for more intense work as is determined appropriate by the special education teacher and based on the needs determined in each special education student's Individualized Education Plan (IEP). In the SDC model, students are in a special classroom for over half of the school day, pushing into the general education setting when it is appropriate, based on their strengths and abilities. At this time, we don't have any SDC classes at Berenda. English Learner Program: All of Berenda's teachers are trained to teach culturally diverse populations. ELD (English Language Development) is taught to our English learners for an average of 45 minutes a day. Students are grouped by their language levels so that instruction can be targeted towards their specific areas of need and are taught in either a deployment model or in their home rooms. The emphasis is on oral language, listening, reading, and writing.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111
Grade 1	113
Grade 2	87
Grade 3	116
Grade 4	103
Grade 5	110
Grade 6	118
Total Enrollment	758

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
American Indian or Alaska Native	0.3
Asian	1.2
Black or African American	0.4
Filipino	0.0
Hispanic or Latino	85.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.2
White	8.8
English Learners	21.6
Foster Youth	0.8
Homeless	1.3
Migrant	1.1
Socioeconomically Disadvantaged	82.2
Students with Disabilities	6.7

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)	26.40	79.04	821.90	85.09	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.99	25.70	2.67	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.99	44.60	4.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	15.10	1.57	12115.80	4.41
Unknown	5.00	14.97	58.40	6.05	18854.30	6.86
Total Teaching Positions	33.40	100.00	966.00	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	1.20	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Madera Unified held a public hearing on September 24, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks/instructional materials used in the school the most current available. Textbooks and instructional materials approved for use by the state are reviewed by a selection committee of teachers and administrators and a recommendation is made to the School Board for their approved use at the local level. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected	July 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance: Step Up to Literacy 2016 McGraw Hill California Wonders 2016 Benchmark Adelante 2016	Yes	0.0%
Mathematics	Big Ideas Math 2014 California Math in Focus: Math 2014 McGraw Hill My Math 2014	Yes	0.0%
Science	Twig Science 2019	Yes	0.0%
History-Social Science	California History-Social Science: myWorld Interactive 2018 California History-Social Science: myWorld Interactive, Ancient Civilizations 2018 TCI Social Studies Alive! California Series 2018	Yes	0.0%
Foreign Language	Mc Dougal Avancemos 2013	Yes	0.0%
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Berenda Elementary was originally constructed in 1985 and is comprised of 31 K-6 general education classrooms, 1 Special Education classroom, 1 SDC Preschool classroom, 1 Literacy Lab, 1 STEAM room, 1 Multipurpose room/Cafeteria, 1 Library, 1 Music room, 3 Madera County Office of Education classrooms, and 2 playgrounds. All classrooms are in good repair. Playground space is adequate for the number of students who attend at any given time. There is adequate space for staff to work. Our school grounds are clean and safe thanks to the efforts of many people.

Cleaning Process
The principal works daily with the custodial staff of 3 full-time employees to ensure that the school is maintained to provide for a clean and safe school. They work a staggered shift schedule with one of them available on campus from 6 a.m. to 10 p.m. A two-person team from the district maintenance department services the larger maintenance needs. The district makes a great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of School Construction. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair
On a regular basis, classrooms and facilities are inspected by the custodial staff and administration to identify needed classroom repairs. District maintenance staff ensures that the repairs are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs.

Deferred Maintenance Budget
The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar–for–dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. During the summer of 2019 the cafeteria floor was refurbished and now has a polished concrete finish, our parking lot received some repairs and the asphalt was resurfaced as was the asphalt in the student playground area. A bicycle enclosure was also installed.

Year and month of the most recent FIT report	July 2022

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	35	N/A	30	N/A	47
Mathematics (grades 3-8 and 11)	N/A	26	N/A	16	N/A	33

2021-22 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	451	448	99.33	0.67	34.82
Female	218	217	99.54	0.46	40.55
Male	233	231	99.14	0.86	29.44
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	392	390	99.49	0.51	33.85
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	46	45	97.83	2.17	46.67
English Learners	97	97	100.00	0.00	12.37
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	374	373	99.73	0.27	30.03
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	28	100.00	0.00	7.14

2021-22 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	450	446	99.11	0.89	25.78
Female	218	215	98.62	1.38	25.12
Male	232	231	99.57	0.43	26.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	392	388	98.98	1.02	25.77
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	45	45	100.00	0.00	33.33
English Learners	97	97	100.00	0.00	12.37
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	374	371	99.20	0.80	22.64
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	28	100.00	0.00	10.71

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	29.2	NT	15.25	28.5	29.47

2021-22 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	113	113	100	0	29.2
Female	59	59	100	0	37.29
Male	54	54	100	0	20.37
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	99	99	100	0	28.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100	0	36.36
English Learners	25	25	100	0	8
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	95	95	100	0	27.37
Students Receiving Migrant Education Services	--	--	--	--	--
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.

2021-22 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.   Due to changes to the 2021-22 PFT administration, 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	93	95	93	93	95

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.

2022-23 Opportunities for Parental Involvement

Parents are an essential component of Berenda Elementary School. The Berenda Parent Club (BPC) meets monthly to coordinate fundraising activities to support class field trips, school needs, and existing programs. Parents, grandparents, and community members provide meaningful support for our students and staff. In addition to fundraising, the BPC organizes and/or facilitates many school events (Harvest Festival, Family Fun Night, Jog-a-thon, Used Book Sale, etc.) The BPC also supports the efforts of the teachers by providing academic incentives and rewards for our students. Parents are involved in school governance through their participation on School Site Council (SSC), English Learner Advisory Committe (ELAC), District ELAC, and Parent Advisory Committee (PAC). The high level of involvement and cooperation on the part of our parents contributes immensely to Berenda's success in meeting the needs of all students. We feel it is critical for every parent to attend Back-to-School Night, Open House, and Parent Conferences. We also host multiple Parent Nights on various academic themes. Parent volunteers play a crucial role in the leadership of our school. Parents and other community members share their skills and expertise when they volunteer in the classroom, library, and serve as athletic coaches. Parents are encouraged and welcomed to work in classrooms, attend assemblies, chaperone field trips, and work on school committees. Come into the office and we can provide you with information regarding what paperwork needs to be completed to be a volunteer and/or chaperone. This description reflects the 2022-2023 school year.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	833	817	449	55.0
Female	409	399	209	52.4
Male	424	418	240	57.4
American Indian or Alaska Native	2	2	0	0.0
Asian	9	9	3	33.3
Black or African American	5	5	3	60.0
Filipino	0	0	0	0.0
Hispanic or Latino	703	689	378	54.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	12	12	7	58.3
White	82	80	42	52.5
English Learners	195	188	105	55.9
Foster Youth	14	13	8	61.5
Homeless	22	20	11	55.0
Socioeconomically Disadvantaged	685	673	377	56.0
Students Receiving Migrant Education Services	10	9	6	66.7
Students with Disabilities	63	63	30	47.6

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.67	4.05	2.45
Expulsions	0.00	0.18	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.56	0.18	3.95	0.20	3.17
Expulsions	0.00	0.00	0.00	0.25	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.56	0.00
Female	0.49	0.00
Male	2.59	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.71	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.22	0.00
English Learners	2.05	0.00
Foster Youth	0.00	0.00
Homeless	4.55	0.00
Socioeconomically Disadvantaged	1.75	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.17	0.00

2022-23 School Safety Plan

The safety of students and staff is of utmost importance at Berenda Elementary School. Berenda's Safety Plan was developed in conjunction with the Madera Unified School District (MUSD) Department of Student Services. The plan is revised and reviewed annually with the staff. Parents are also involved in the development of the plan via the SSC. The Safety Plan includes procedures and policies for the following areas: child abuse reporting; suspension and expulsion; due process; notification of staff regarding dangerous pupils; sexual harassment; dress code; safe ingress and egress of the school by students, parents and staff; fire, earthquake, lock-down and evacuation; and a statement regarding school discipline. A key element of the Safety Plan is the Crisis Management Plan. This plan outlines procedures for emergency response, school evacuation, and communication in the event of a crisis situation or disaster. In addition, an emergency 'Go Bag' is stocked with first aid supplies and an updated student list of emergency contact numbers. The School Safety Plan goals are reviewed, updated, and shared with school faculty annually. The plan was approved at our April 2022 SSC meeting.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	22		5	
1	23		5	
2	27		4	
3	24		5	
4	32		4	
5	32		2	1
6	30		4	

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	24	2	8	
1	21	2	11	
2	21	1	15	
3	24	1	12	
4	25	2	12	
5	25	3	11	
6	20	5	9	
Other	14	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	18	4	6	
1	23		10	
2	19	3	6	
3	21	1	10	
4	23	1	8	
5	25	1	8	
6	27	1	8	

2021-22 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	758

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	7,214	4,719,729	6,251	726,759
District	N/A	N/A	963	$81,282
Percent Difference - School Site and District	N/A	N/A	146.6	159.8
State	N/A	N/A	$6,594	$88,358
Percent Difference - School Site and State	N/A	N/A	-5.3	156.6

2021-22 Types of Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2021-22 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2020 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2021-2022 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www. cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

District Revenue Sources (Fiscal Year 2021-22)
In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:
• Title I, II, III, and IV

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$48,924	$54,370
Mid-Range Teacher Salary	$77,970	$82,681
Highest Teacher Salary	$99,526	$106,610
Average Principal Salary (Elementary)	$129,671	$135,283
Average Principal Salary (Middle)	$131,455	$141,244
Average Principal Salary (High)	$136,081	$152,955
Superintendent Salary	$225,000	$264,367
Percent of Budget for Teacher Salaries	29%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Staff members build teaching skills and concepts by participating in training, workshops, and professional learning groups.
Over the last many years, our teachers have been trained in a variety of areas:
~Common Formative Assessment (CFA) development
~Lesson Design and Interactive Coaching
~Common Core
~504 Accommodations/Modifications
~Response to Intervention (RtI)/COST
~Cycle of Inquiry & Collaboration
~Professional Learning Communities
~EL Strategies and Principles
~Data Analysis
~NWEA and SRI data analysis to help drive instruction
~Kagan strategies
~Thinking Maps
~Write From the Beginning
~SBAC information
~PBIS - Positive Behavioral Interventions and Supports
~ELPAC information
~Technology training for Chromebooks and IPads
~Guided Reading
~Write From the Beginning
~SBAC information
~Number Talks
~Zoom and other technology trainings related to adapting instructional strategies and best practices that we could implement with our reality of teaching remotely during the COVID19 shutdown

This is our plan for 2022-23. We will continue to focus on training teachers to use number talks to improve our students' number sense and math fluency along with a deep dive into the data we have access to from NWEA. There will continue to be a strong focus on balanced literacy and reading in the primary grades as well as looking into how we can support upper grades students with their needs for remediation.
We will continue to enhance our PBIS program.
There is also a strong focus on monitoring and supporting our students and families with their social-emotional needs.

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

Professional Development

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	11	3	8