

Berlyn 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	Berlyn Elementary School
Street	1320 North Berlyn Avenue
City, State, Zip	Ontario, California 91764
Phone Number	909-986-8995
Principal	Katie Bartosh
Email Address	katie.bartosh@omsd.net
School Website	https://www.omsd.net/Domain/9
County-District-School (CDS) Code	36-67819-6036131

2022-23 District Contact Information

District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
District Website Address	https://www.omsd.net

2022-23 School Overview

Berlyn Elementary serves students from Transitional Kindergarten through 6th grade. We currently have approximately 850 students who are served by 30 dedicated certificated teachers and an additional support staff of approximately 45. You will frequently hear students and staff share our vision, which is to: “Be Intrigued, Be Innovative, Be Inspired, Are You In3?”

The mission of Berlyn Elementary is to inspire innovative life-long learners who can pursue college and career. We provide challenging instruction to all students through the development of skills in technology, positive behavior, and higher level thinking.

Berlyn Elementary School offers an academically rich program for TK-6th graders utilizing technology as an avenue for learning. We focus on technology skills, positive behavior and higher level thinking strategies to ensure students are engaged in learning to move forward towards college and career as 21st century learners. All students in TK/Kindergarten have access and utilize a dedicated iPad, and all students in 1st-6th grades utilize a Chromebook. Our Berlyn Badge program challenges students to learn new technology concepts as well as frequent visits to our Innovation Studio, our version of a makerspace. Our school implements Positive Behavioral Interventions and Supports, commonly known as PBIS. One component is the use of our five behavior expectations. The Students at Berlyn Elementary School will: Be Safe, Be Kind, Be Respectful, Be Responsible, Be Persistent. We were proud recipients of the Gold PBIS award recognition in 2021 and 2022, as well as receiving the Community Cares Recognition in 2020 and most recently we were recognized as one of America's healthiest schools, receiving the Healthier Generation Award.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	107
Grade 2	70
Grade 3	83
Grade 4	91
Grade 5	73
Grade 6	122
Total Enrollment	636

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.7
Male	55.3
American Indian or Alaska Native	0.2
Asian	1.4
Black or African American	1.9
Filipino	0.6
Hispanic or Latino	91.2
Native Hawaiian or Pacific Islander	0.3
Two or More Races	1.7
White	2.7
English Learners	35.1
Foster Youth	0.8
Homeless	6.0
Migrant	0.0
Socioeconomically Disadvantaged	82.4
Students with Disabilities	15.6

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)	29.00	87.88	847.80	91.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.03	13.80	1.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.00	0.65	12115.80	4.41
Unknown	3.00	9.09	54.10	5.83	18854.30	6.86
Total Teaching Positions	33.00	100.00	927.80	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)	3.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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: 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

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK PreK On My Way (Scholastic) - Adopted 2022 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	0%
Mathematics	TK PreK On My Way (Scholastic) - Adopted 2022 K-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020 K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards.	No	0%
Science	TK PreK On My Way (Scholastic) - Adopted 2022 K-5 California Inspire Science (McGraw Hill) - Adopted 2019	Yes	0%
History-Social Science	TK PreK On My Way (Scholastic) - Adopted 2022 K-5 California Vistas (Macmillan/McGraw- Hill) - Adopted 2006* *K-5 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards.	Yes	0%
Foreign Language	N/A		0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%

Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008	No	0%
Science Laboratory Equipment (grades 9-12)	N/A		0%

School Facility Conditions and Planned Improvements

Berlyn School opened in 1955 on 9.2 acres of land. Eighteen of the classrooms are in portable buildings installed at various times between 1986 and 2009 to house the student population. In 2008, a Multipurpose Building, that houses a kitchen, storage areas, and two restrooms were completed. There are no current or planned facility improvements. Teachers, administrators, and support staff supervise all student recesses, arrivals, and dismissals. The entire front of the school is fenced in. All gates are secured during school hours. All visitors are required to check in and sign in at the school office and wear visitor badges while on campus. During drop-off and dismissal, teachers and administrators monitor three gates that are open for student pick-up by parents. Anyone checking out students early from school is verified by office staff as authorized adults on the students' emergency card and must officially sign the student out of school. The school has a total of 35 classrooms, a library, a Makerspace, an administration building with a staff workroom, two separate office buildings, and a multi-purpose room. The school facility offers a safe learning environment with fully functioning lighting, heating, and cooling systems, and noise negation. Wireless and network internet access is available in the office and all classrooms. Each portable classroom is approximately 850 square feet. Our permanent classroom structures are approximately 1000 square feet. There are 20 restrooms available for students and staff, all of which are in working condition. The school has two lunch shelters where students eat breakfast and lunch, as well as a large field with sufficient playground equipment for student engagement. There are no current or planned facility improvements at this time.

Ontario-Montclair School District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The Ontario-Montclair School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Ontario-Montclair School District uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office or Ontario-Montclair School District office. The LEA governing board has adopted cleaning standards for all schools in the Ontario-Montclair School District. A summary of these standards is available at the school office or at the Ontario-Montclair School District office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. OMSD participates in the state's School Deferred Maintenance Program, which provides state matching funds in order to assist schools with the expenditures for major repairs and upgrades. Typically, this includes the following: roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, floor, and carpeting. Each year the district matches the required allotment set by the state in order to participate in the deferred maintenance program.

During the most recent Facility Conditions Evaluation conducted on August 30, 2021, by the County's Williams Team, facilities and buildings, rooms, and grounds were found to be in "good repair." The Facility Inspection Tool was used throughout a walk through of our school. There were no insufficiencies or deficiencies observed at the time of the inspection. The report on this inspection was forwarded to the Superintendent of Schools.

Year and month of the most recent FIT report	08/30/2021
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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			

School Facility Conditions and Planned Improvements

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		

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	27	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	17	N/A	26	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	385	384	99.74	0.26	27.34
Female	174	174	100.00	0.00	30.46
Male	211	210	99.53	0.47	24.76
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	347	346	99.71	0.29	27.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	20.00
English Learners	138	137	99.28	0.72	8.76
Foster Youth	0	0	0.00	0.00	0.00
Homeless	43	43	100.00	0.00	13.95
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	341	340	99.71	0.29	27.35
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	84	84	100.00	0.00	13.10

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	386	385	99.74	0.26	17.40
Female	174	173	99.43	0.57	15.61
Male	212	212	100.00	0.00	18.87
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	348	347	99.71	0.29	16.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	20.00
English Learners	138	138	100.00	0.00	3.62
Foster Youth	0	0	0.00	0.00	0.00
Homeless	43	43	100.00	0.00	11.63
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	342	341	99.71	0.29	16.72
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	84	84	100.00	0.00	3.57

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	8.22	NT	19.46	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	74	73	98.65	1.35	8.22
Female	43	42	97.67	2.33	4.76
Male	31	31	100	0	12.9
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	68	67	98.53	1.47	7.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	31	31	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	66	98.51	1.49	9.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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	86%	88%	84%	84%	84%

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

Berlyn Elementary School encourages and offers multiple opportunities for parent involvement. Parents are encouraged to contact the office for more information on opportunities to become involved at school.

Our site administrative team is dedicated to building strong family/community/school partnerships. We also have 6 Teachers on Assignment (TOA's) who work to promote student attendance and achievement and keeping parents involved and informed. Please contact us if we can be of assistance (909) 986-8995. School Site Council (SSC) and Site English Language Parent Advisory Council (SELPAC) are parent groups that encourage family and community involvement. SSC is a decision-making body that works with the staff to help Berlyn best serve its students and jointly develop the School Plan for Student Achievement (SPSA). SELPAC is designed to support parents of English language learners. Parents serve as officers on the SSC board. Meetings encourage parental involvement at home and at school, as well as, inform parents of their rights and responsibilities. All parents are invited to meetings through fliers, posting on our marquee, monthly newsletters, and Connect-Ed announcements and Class Dojo. Translation and childcare are provided for all parent meetings. Coffee with the Administration meetings are held monthly and provide an opportunity to connect with others, have formal training and informal collaborative conversations with the site administration.

Parents are seen as an integral part of their child's educational program. Back to School Night, parent conferences, Open House and parent meetings including meetings for parents of GATE (Gifted and Talented) and Special Education students serve as instruments to inform and encourage parental support of their student's learning. All parents are encouraged to attend these events through flyers, monthly newsletters, postings on our marquee, classroom teachers and student invitations. Parent Workshops are provided to parents throughout the school year to provide training on a variety of topics to support parents in how to assist their children and encourage academic achievement. Parents are encouraged to volunteer to support student learning through school activities and opportunities to assist in the classrooms. Monthly newsletters and weekly announcements, as well as teacher newsletters and postings on our marquee, keep parents informed on current school events. Berlyn maintains and updates school calendars through fliers and our school website.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	770	712	108	15.2
Female	344	317	50	15.8
Male	426	395	58	14.7
American Indian or Alaska Native	2	2	1	50.0
Asian	11	11	1	9.1
Black or African American	16	13	6	46.2
Filipino	5	5	1	20.0
Hispanic or Latino	693	642	90	14.0
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	13	13	4	30.8
White	28	24	5	20.8
English Learners	285	261	26	10.0
Foster Youth	6	5	0	0.0
Homeless	70	67	9	13.4
Socioeconomically Disadvantaged	678	636	98	15.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	143	137	38	27.7

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	1.33	1.64	2.45
Expulsions	0.00	0.00	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	0.14	0.52	0.03	1.69	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.52	0.00
Female	0.00	0.00
Male	0.94	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.57	0.00
English Learners	0.35	0.00
Foster Youth	0.00	0.00
Homeless	2.86	0.00
Socioeconomically Disadvantaged	0.44	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.40	0.00

2022-23 School Safety Plan

Student learning is enhanced by an orderly, drug-free and safe school climate. The safety of all students is handled through a school-wide Positive Behavior Intervention and Supports (PBIS) program. Berlyn has an active Associated Student Body (ASB) that focuses on government, philanthropy, and student advisory decision making.

The Comprehensive School Site Safety Plan was developed for Berlyn Elementary School in collaboration with local agencies and the district office. Components of the plan include: maintenance, security and safety of the physical environment, school climate which addresses disaster procedures and routines, an action plan that ensures a safe physical environment and safe school climate, as well as our school safety compliance that ensures required child abuse reporting procedures, suspension and expulsion policies, due process, notification to teachers about dangerous pupils, sexual harassment policy, school-wide dress code, procedure for safe ingress and egress from school, procedures to ensure a safe and orderly environment and rules and procedures on school discipline. Monthly disaster drills are scheduled and practiced school-wide to ensure student safety procedures. The plan was reviewed and updated with staff and community members annually, and is approved by the School Site Council. An approved copy of the school site safety plan may be obtained at Berlyn Elementary School's main office or the Ontario-Montclair School District office.

Berlyn's School Disaster Preparedness Plan is revised annually to update staff, students and parents on response procedures during emergencies. School Site Council last reviewed the updated plan on February 9, 2022. The newly revised plan will be shared at the upcoming School Site Council Meeting on January 26, 2023. Updated Emergency Response Booklets and Earthquake Procedures Booklets are available to all Berlyn staff members. During the Great Shakeout, which took place on October 20th, all site emergency teams were activated as a drill in order to follow safety procedures. Plans include:

- Detailed procedures for fire and lockdown situations
- First aid and lifesaving procedures
- Duties and responsibilities of the different emergency response teams
- A detailed inventory and location of disaster supplies

Students are instructed about and continually practice procedures for such occurrences as fire, earthquakes, intruder, and lock downs on a monthly basis. The district has provided Berlyn with training in light search and rescue, disaster preparedness and efficient emergency procedures. Emergency equipment and supplies are checked periodically. Parents are informed of the emergency procedures on an annual basis through our Parent/Student Handbook, SELPAC, SSC, and other parent meetings.

Staff members at Berlyn are committed to providing all students with a safe, orderly, and drug-free environment. Safety plan and disaster drill training was conducted on 10/2021 to include staff and students. Annually, parents are invited to meet with site administration to review our safety plan as well as participate in our drills. We are implementing parent communication following each drill through Connect Ed phone messages and utilizing an Emergency Text messaging feature. This will allow the administration to communicate with families important information once it is safe to do so during the event of an emergency. Berlyn School encourages students, staff and families to follow the Ontario-Montclair School District's "See Something, Hear Something, Say Something" safety campaign. This campaign is shared with parents in newsletters as well as students multiple times each school year.

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	1	4	
1	27		3	
2	24		4	
3	26		3	
4	22	1	3	
5	29		3	
6	29		4	
Other	13	6	1	

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	23	1	3	
1	25		3	
2	19	1	3	
3	23		4	
4	27		3	
5	27		4	
6	25		4	
Other	12	5	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	23		4	
1	25		4	
2	23		3	
3	24		3	
4	28		3	
5	22		3	
6	23	1	4	
Other	9	5		

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.0

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	9721.98	2892.53	6829.45	130758.00
District	N/A	N/A	1463	\$92,419
Percent Difference - School Site and District	N/A	N/A	129.4	34.4
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	3.5	39.9

2021-22 Types of Services Funded

Berlyn Elementary school offers many instructional and extracurricular activities for students intended to support their academic and social emotional learning journey. Groups of students are offered the opportunity to participate in our Associated Student Body, and participate in clubs such as: Chess, Ukulele, Coding, and Robotics. Berlyn also hosts a variety of sports teams including: Soccer, Track and Field and Basketball who practice for a few weeks a year and then participate in the OMSD tournaments. Our 2 campus mentors focus on student engagement in school, and host a variety of activities during recess that include a variety of sports, arts & crafts and board games intended to support students various areas of interest. Berlyn Elementary also offers an academic intervention during the instructional day that is facilitated by 2 of our Teachers on Assignments along with 3 instructional aides.

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	\$48,998	\$52,641
Mid-Range Teacher Salary	\$87,146	\$83,981
Highest Teacher Salary	\$105,113	\$107,522
Average Principal Salary (Elementary)	\$139,673	\$136,247
Average Principal Salary (Middle)	\$140,022	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$319,095	\$242,166
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Berlyn Elementary certificated and classified staff members have the opportunity for continued professional growth.

Annually staff provides input on the Staff Development that they would like to engage in. We also utilize assessment data to determine areas of need for continued professional development and planning. Berlyn has developed an instructional leadership team that consists of administration, support staff and teachers who meet regularly to plan our professional development offerings.

Professional Development occurs in a variety of forms, whole staff meetings and training, virtual sessions, OMSD district workshops, data and planning release days, and individual coaching cycles with an administrator, Teacher On Assignment, or Instructional Coach. Through our professional development plan, teachers are monitored and supported with co-planning, modeling, co-teaching, teacher/administration meetings, formal and informal visits to classrooms and student performance/data decision-making. Certificated Staff for the 2022-2023 school year are engaging in professional development that includes focusing on the rigor of the Common Core State Standards, implementation of Learning Targets, math intervention, writing, behavior support, research based instructional practices, and planning for individualized support and intervention.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5