

Berlyn Elementary School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	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

2023-24 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	https://www.omsd.net

2023-24 School Description and Mission Statement

Berlyn Elementary serves students from Transitional Kindergarten through 6th grade. We currently have approximately 650 students who are served by 30 dedicated certificated teachers and an additional 45 support staff members, and 10 clerical, nutrition and custodial team members. 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, 2022 and 2023, 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 in 2022 and 2023.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	108
Grade 1	74
Grade 2	81
Grade 3	89
Grade 4	86
Grade 5	98
Grade 6	98
Total Enrollment	634

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45%
Male	55%
Asian	1.1%
Black or African American	1.8%
Filipino	0.5%
Hispanic or Latino	91.3%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	1.8%
White	3.1%
English Learners	33.3%
Foster Youth	0.8%
Homeless	9.2%
Socioeconomically Disadvantaged	90.8%
Students with Disabilities	20.2%

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

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)	27.00	84.38	888.80	90.57	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.90	0.61	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	12.50	17.50	1.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.70	0.99	11953.10	4.28
Unknown	1.00	3.13	59.30	6.04	15831.90	5.67
Total Teaching Positions	32.00	100.00	981.40	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	4.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	4.00

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

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

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

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

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)	3.1	13.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

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

Year and month in which the data were collected		August 2023	
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 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD’s most recent adoption.	Yes	0%

	K-6 Wonders (McGraw-Hill) – Adopted 2016		
Mathematics	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD’s most recent adoption. K-8 Eureka Math *(Great Minds) – Adopted 2015 and in 2018 for Dual Immersion programs. *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 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD’s most recent adoption. K-5 California Inspire Science (McGraw Hill) Adopted 2019	Yes	0%
History-Social Science	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD’s most recent adoption. 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. 6-8 My World Interactive (Pearson-Scott Foresman/Prentice Hall) Adopted 2018	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	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 School Facility Conditions Evaluation, using the Facility Inspection Tool (FIT) conducted on June 6, 2023, by the school district's Supervisor of Operations, the facilities and buildings, rooms, and grounds were found to be in good condition and Berlyn received an "Exemplary" school rating. There are a few deficiencies noted on the report. Work orders were submitted to resolve them and since then the majority of the repairs have been completed. The report on this inspection was forwarded to the Superintendent of Schools.

Year and month of the most recent FIT report

08/30/2021

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			A few structures were noted as having chipping and peeling paint.
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	27	31	40	40	47	46
Mathematics (grades 3-8 and 11)	17	24	26	30	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	372	367	98.66	1.34	30.52
Female	164	161	98.17	1.83	30.43
Male	208	206	99.04	0.96	30.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	343	340	99.13	0.87	31.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	130	129	99.23	0.77	7.75
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	211	208	98.58	1.42	27.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	90	88	97.78	2.22	18.18

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	372	367	98.66	1.34	24.25
Female	164	161	98.17	1.83	20.50
Male	208	206	99.04	0.96	27.18
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	343	340	99.13	0.87	24.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	130	129	99.23	0.77	5.43
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	211	208	98.58	1.42	19.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	90	88	97.78	2.22	13.64

CAASPP Test Results in Science for All Students

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	8.22	21.51	19.46	22.36	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	95	98.96	1.04	22.11
Female	40	39	97.50	2.50	23.08
Male	56	56	100.00	0.00	21.43
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	87	87	100.00	0.00	22.99
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	35	35	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	59	98.33	1.67	20.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	8.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.8	97.8	97.8	97.8	97.8

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Berlyn Elementary School encourages and offers multiple opportunities for parent involvement, including opportunities to attend school-wide family events and/or district-wide events, to attend a school advisory committee meeting or even serve as a committee members, opportunities to serve as a volunteer within and/or supporting the classroom learning activities, as well as opportunities to learn through parent workshops. 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), the Special Education Parent Advisory Council (SEPAC) 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 Single Plan for Student Achievement (SPSA). All parents are welcome to attend meetings, and there are opportunities for parents to serve as an elected, voting member of the SSC. SELPAC is designed to support parents of English language learners. Meetings encourage parental involvement at home and at school, as well as, providing information to parents to help them in understanding the English Language Development program that is provided to their student, which includes learning about the reclassification process and strategies to support their student in their English language acquisition. SEPAC is designed to support parents of students who receive special education services. Meetings provide parents with information regarding their students' rights in regards to special education services, as well as learning more about the IEP process and strategies to support their student with academics and behavior. 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) students serve as instruments to inform and encourage parental support of their student's learning. Berlyn also hosts a variety of community events throughout the year to encourage families to come to the school to support their students, including holiday performances and events,

2023-24 Opportunities for Parental Involvement

family breakfast opportunities, family art nights, Family Picnics and more. 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	699	671	152	22.7
Female	313	299	71	23.7
Male	386	372	81	21.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	2	66.7
Asian	7	7	0	0.0
Black or African American	14	11	4	36.4
Filipino	3	3	0	0.0
Hispanic or Latino	636	611	133	21.8
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	14	14	5	35.7
White	19	19	6	31.6
English Learners	257	245	44	18.0
Foster Youth	6	5	2	40.0
Homeless	108	101	28	27.7
Socioeconomically Disadvantaged	633	608	146	24.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	160	155	55	35.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.14	0.52	0.72	0.03	1.69	1.56	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.72	0
Female	0.64	0
Male	0.78	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.79	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.17	0
Foster Youth	0	0
Homeless	0.93	0
Socioeconomically Disadvantaged	0.79	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.88	0

2023-24 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 is reviewed and updated with staff and community members annually, and is approved by the

2023-24 School Safety Plan

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 January 26, 2023. The newly revised plan will be shared at the upcoming School Site Council Meeting on February 1, 2024. 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.

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		

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	20	2	3	0
1	26	0	3	0
2	26	0	3	0
3	25	0	3	0
4	25	0	3	0
5	27	0	3	0
6	26	0	3	0
Other	9	6	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9721.98	2892.53	6829.45	130758.00
District	N/A	N/A	1463	\$94,232
Percent Difference - School Site and District	N/A	N/A	129.4	34.4
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	3.5	39.9

Fiscal Year 2022-23 Types of Services Funded

Berlyn Elementary uses categorical funds to provide a variety of services to the students and families within the community. Funds provide for a Teacher on Assignment who support the English Learner program at the school site, as well as a variety of academic intervention services. Berlyn also fund 2 Campus Mentors who focus on building student engagement during the school day, as well as supporting students with their behavioral and social-emotional development throughout the school day. Funding is also provided to support enrichment and intervention support beyond the school day, by providing for a Teacher on Assignment to oversee all extra-curricular clubs and activities during the school year, including sports, arts, music, dance, intervention, homework help, games, technology clubs and a variety of other offerings.

In order to further support the parents and families of Berlyn Elementary, funding is used to provide translation to parents through daily communication, during parent meetings and conferences. Babysitting is also provided to allow for parents to attend school meeting and parent workshops. Additional funding is used to provide additional materials needed to support students throughout the school year, as well as providing for substitute teachers to allow for teachers to be released for planning and coaching.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,330	\$54,215
Mid-Range Teacher Salary	\$91,294	\$86,843
Highest Teacher Salary	\$110,117	\$111,440
Average Principal Salary (Elementary)	\$145,803	\$140,851
Average Principal Salary (Middle)	\$149,251	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$334,284	\$252,466
Percent of Budget for Teacher Salaries	36.06%	33.16%
Percent of Budget for Administrative Salaries	5.98%	5.15%

Professional Development

At Berlyn Elementary all staff members, both certificated and classified, have various opportunities to engage in professional development. Goals for professional development are determined annually as staff provides input on a professional development needs assessment. Assessment and behavioral data is also used 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, including 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. During the 2023-2024 school year, all staff members are engaging in professional development focused on developing cultural proficiency, improving family engagement, behavior support for students (including PBIS Tiered trainings), planned praise for students, and developing and maintaining a positive mindset. Certificated Staff is also engaging in professional development on improving academic discourse, student engagement and math fluency. Classified Staff is also engaging in professional development on more behavioral supports, academic supports and supports for students receiving special education services.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5