

Berlyn Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Website	https://www.omsd.net/Berlyn
County-District-School (CDS) Code	36-67819-6036131

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

School Description and Mission Statement (School Year 2019-20)

As the proud principal of Berlyn Elementary school, I would like to welcome you to our school.

Berlyn Elementary serves students from Transitional Kindergarten through 6th grade. We currently have approximately 745 students who are served by 32 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. We utilize devices at a minimum ratio of 3 students to every device in primary classrooms, and in 3rd-6th grades every student utilizes a device to support their learning. 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 2019.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	109
Grade 1	93
Grade 2	76
Grade 3	119
Grade 4	121
Grade 5	125
Grade 6	91
Total Enrollment	734

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.3
Asian	0.8
Filipino	0.4
Hispanic or Latino	91.1
Native Hawaiian or Pacific Islander	0.8
White	3.4
Two or More Races	1.5
Socioeconomically Disadvantaged	91.3
English Learners	36.6
Students with Disabilities	15.3
Foster Youth	0.7
Homeless	9.9

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	33	33	33	963
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	0%
Mathematics	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program 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. *TK mathematics materials are from the most recent state adoption.	No	0%
Science	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%
History-Social Science	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018 *K-6 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%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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. Students are allowed on campus at 7:20 a.m. for breakfast and are allowed on the playground at 7:40 a.m. Teachers, administrators, and support staff supervise all student recesses, arrivals, and dismissals. The entire front of the school is fenced in. All gates are locked 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 34 classrooms, a library, a Makerspace, an administration building with a staff workroom, a separate office building, 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.

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 September 3, 2019, 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.

School Facility Good Repair Status:

The last state inspection mandated under the Williams Settlement was completed on September 3, 2019. The report on this inspection was forwarded to the Superintendent of Schools. Any areas of concern noted by the team were corrected as reflected elsewhere in this report. There were no insufficiencies in the area of Instructional Materials. There were no extreme or good repair deficiencies in the area of School Facilities. There were not SARC findings to report, and there were no findings in the Teacher Assignment category. There were no finding observed in any of the four required areas.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: September 3, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	27	30	43	44	50	50
Mathematics (grades 3-8 and 11)	22	23	31	36	38	39

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	435	432	99.31	0.69	30.32
Male	232	229	98.71	1.29	26.20
Female	203	203	100.00	0.00	34.98
Black or African American	12	12	100.00	0.00	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	391	388	99.23	0.77	30.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	15	15	100.00	0.00	40.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	406	404	99.51	0.49	28.96
English Learners	220	219	99.55	0.45	23.74
Students with Disabilities	81	80	98.77	1.23	11.25
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	54	54	100.00	0.00	20.37

Note: 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.

Note: 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.

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	435	433	99.54	0.46	22.86
Male	232	230	99.14	0.86	20.00
Female	203	203	100.00	0.00	26.11
Black or African American	12	12	100.00	0.00	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	391	389	99.49	0.51	22.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	15	15	100.00	0.00	40.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	406	405	99.75	0.25	20.99
English Learners	220	220	100.00	0.00	17.73
Students with Disabilities	81	80	98.77	1.23	8.75
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	54	54	100.00	0.00	14.81

Note: 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.

Note: 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.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	26.2	29.5	14.8

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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 Elementary Administrator, Mrs. Desarai Patrick, connects students and parents with outside services they may need. We also have 3 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. Translation and childcare are provided. Monthly Coffee with the Principal meetings are 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. 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. Parents also receive information through Connect-Ed automated phone messages. Berlyn has a newly formed Parent Teacher Organization (PTO). This parent led group offers many opportunities to become involved through their monthly meetings and community engagement events.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.6	2.3	1.5	2.5	2.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 recently reviewed and discussed with the staff in October 2019. School Site Council last approved the Berlyn Elementary School Safety Plan on February 22, 2019. 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. Updated Emergency Response Booklets and Earthquake Procedures Booklets are available to all Berlyn staff members. 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 10/19/2019 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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		4		25		5		22		5	
1	27		4		25		3		23		4	
2	25		5		21	1	4		24		3	
3	24	1	5		22	1	5		21	2	4	
4	31		2		32		4		27		4	
5	30		4		25		3		30		4	
6	28	1		3	22	2	4		22	2	3	
Other**					14	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7074.0	\$1264.0	\$5809.0	\$90580.0
District	N/A	N/A	\$1608.0	\$87,821.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	113.3	3.1
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-25.5	9.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Berlyn Elementary school offers many instructional and extracurricular activities for students. Groups of students are offered the opportunity to participate in our Associated Student Body, Clubs such as : Chess, Coding and Robotics, and Sports that includes: Soccer, Track and Field and Basketball. Berlyn Elementary also offers intervention support to include academic areas during the instructional day. Berlyn currently employs a full time Campus Mentor who develops programs and supports student engagement activities during recess times.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,733	\$45,741
Mid-Range Teacher Salary	\$83,119	\$81,840
Highest Teacher Salary	\$100,254	\$102,065
Average Principal Salary (Elementary)	\$132,145	\$129,221
Average Principal Salary (Middle)	\$134,622	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$289,542	\$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

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 utilized 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 or Teacher On Assignment. Through our professional development plan, teachers are monitored and supported with co-teaching, teacher/administration meetings, formal and informal visits to classrooms and student performance/data decision-making.

Certificated Staff for the 2019-20 school year are engaging in professional development that includes focusing on the rigor of the Common Core State Standards, implementation of Learning Targets, research based best practices, planning for individualized support and intervention, and various grade levels are attending additional training in the areas of Mathematics, Literacy and Fluency. During Previous school years (2017-2018 and 2018-2019), staff has engaged in professional development that focused on the areas of Fluency, Mathematics, new curriculum adoptions and others based on need of the grade level or staff members.