Bryn Mawr Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

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

2025-26 School Contact Information

School Name	Bryn Mawr Elementary School
Street	11680 Whittier Avenue
City, State, Zip	Loma Linda, CA 92354
Phone Number	(909) 478-5650
Principal	Esther Tamanaha
Email Address	Esther_tamanaha@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/brynmawr
Grade Span	K-5
County-District-School (CDS) Code	36-67843-6111132

2025-26 District Contact Information

District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Juan Cabral
Email Address	juan_cabral@redlands.k12.ca.us
District Website	www.redlands.k12.ca.us

2025-26 School Description and Mission Statement

Bryn Mawr Elementary School, built in the city of Loma Linda in 1993, serves a diverse student population in grades TK-5 with an average class size of 25 students in grades TK-3, and 35 students in grades 4-5. It is the only Redlands Unified School District school in Loma Linda and is one of the largest elementary schools in the District, with a student population of approximately 630 students. Loma Linda Medical Center acts as an international magnet for employees, medical students, and patients. The city of Loma Linda lays claim to this renowned institution. As a result, our school is comprised of a richly diverse student population originating from each U.S. region and almost thirty countries. Approximately 13% of the students speak English as a second language. Even though the school is located in an upper middle-class residential area, Bryn Mawr is a Community Eligibility Provision (CEP) school. This means that due to our high socially-economically disadvantaged population,

2025-26 School Description and Mission Statement

all students qualify for free breakfast and lunch under this program.

The staff is comprised of 24 certificated general education classroom teachers, 5 special education teachers, 1 School Counselor, 2 Speech teachers, 1 school psychologist, 1 Assistant principal and 1 Principal. The hard working, dedicated staff recognizes the seriousness of educating young people to be leaders and life-long learners. Support staff (custodians, food service workers, secretaries, instructional assistants, etc.) coupled with the teaching staff partner with parents and our local community to provide quality, standards-based instruction for all students within an educational environment where caring for kids is paramount. All staff members recognize and model appropriate, dignity-building interactions with students. The students' academic and emotional development is the primary focus of our school as evidenced by our effective strategies, programs, and interventions. Students receive character education through participation in the Leader in Me system, which equips our students with leadership habits to be "life-ready" and successful in whatever their endeavors. One needs only to walk the halls of Bryn Mawr to see and experience the accepting, loving, and supportive culture and climate of the school with its well behaved students.

Bryn Mawr's quality in education is validated by the following accolades:

- Bryn Mawr was selected to receive the Theresa P. Hughes Family-School Partnership Award (one of 9 schools selected state-wide with 1,500 schools submitting applications) in 2001.
- In 2001, Bryn Mawr was honored to receive Golden Bell Award in the area of Parent Involvement and received special recognition in the area of Building Developmental Assets.
- In 2002, Bryn Mawr was selected as a California Distinguished School
- In 2003, Bryn Mawr was selected as a California Title I Achieving School.
- In 2003, Bryn Mawr was nominated as A California Blue Ribbon Nominee
- In 2004, Bryn Mawr was selected as a California Title I Achieving School
- In 2006, Bryn Mawr was named as a California Distinguished School-Honorable Mention Award
- In 2007, Bryn Mawr received the Title 1 Achieving School Award
- In 2018, Bryn Mawr was named as a California Distinguished School
- In 2019, Bryn Mawr became a Leader In Me school
- Bryn Mawr has received the California Business for Excellence in Education award in 2011, 2012, 2013, 2014, 2015, 2016, 2017, and 2018.

We believe:

- Every child has a right to a quality education and can succeed;
- Every child has a right to a safe and nurturing educational environment;
- Every child has a right to a variety of learning opportunities challenging him/her to take the next step intellectually;
- Every child has a right to be educated in an environment of mutual respect and human dignity;
- Parental involvement is crucial for student success at all grade levels;
- High expectations are essential for student achievement;
- Learning is a life-long experience.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	137
Grade 1	92
Grade 2	97
Grade 3	88
Grade 4	117
Grade 5	91
Total Enrollment	622

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.5
Asian	13.7
Black or African American	9.2
Filipino	6.8
Hispanic or Latino	47.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.2
White	10.3
English Learners	12.2
Foster Youth	0.8
Homeless	1.6
Socioeconomically Disadvantaged	68.3
Students with Disabilities	20.9

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.

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)	24.7	87.61	852.6	87.88	234405.2	84
Intern Credential Holders Properly Assigned	1	3.54	6.3	0.66	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	1.77	22.2	2.29	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	31.8	3.28	11953.1	4.28
Unknown/Incomplete/NA	2	7.08	57.1	5.89	15831.9	5.67
Total Teaching Positions	28.2	100	970.2	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.2	89.76	850.2	87.12	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	7.5	0.77	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	34.3	3.52	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	30	3.08	11746.9	4.23
Unknown/Incomplete/NA	3	10.24	53.7	5.5	14303.8	5.15
Total Teaching Positions	29.2	100	975.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	23.7	81.19	844.4	86.83	230039.4	100
Intern Credential Holders Properly Assigned	0	0	10.5	1.09	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.5	8.55	22.6	2.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	24	2.47	12112.8	4.34
Unknown/Incomplete/NA	3	10.26	70.8	7.28	13705.8	4.91
Total Teaching Positions	29.2	100	972.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0.5
Misassignments	0.50	0	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.50	0	2.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.5	0	7.4
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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. All materials have been reviewed by teachers and administrators and pilot programs run at school sites prior to selection of each textbook. All core textbooks are State approved and aligned to the State content standards. All students including English Learners are issued a Math, English, Science, and Social Studies State-adopted textbook to use in class and to take home to complete required homework assignments. Each year new consumable materials are also supplied to all students. Copies of student textbooks are available for parent review at the District Instructional Resource Center.

Supplemental computer software programs that support the learning of state standards include Accelerated Reader (motivates reading), Rosetta Stone (ELL), TenMarks math program, and Mystery Science (NGSS-based science instruction and experimentation). PEP and Houghton Mifflin Early Literacy materials are used in our Reading Intervention Program. 95% Group reading Intervention also supports students in grades K-5.

Year and month in which the data were collected	December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2013)***Not from a most recent state adoption for K-5 but is considered from the most recent local adoption for TK. ***The Current Adoption is considered to be aligned to the Common Core State Standards.	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2014)	0%
Science	Inspire Science by McGraw-Hill (2021)	0%
History-Social Science	Social Studies Alive! TCI (2019)	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	0%

Science Laboratory Equipment (grades 9-12)	N/A	N/A

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

School Facility Conditions and Planned Improvements

Description of the safety, cleanliness, and adequacy of the school facility:

Safety: Maintenance and repairs are handled via a work order process, with emergency repairs given the highest priority. The school features a schoolwide paging and address system. School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, teachers and safety monitors are strategically assigned to designate entrance areas and the playground. During recess, teachers, recess supervisors, and paraeducators supervise playground activity. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure. Our school is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

Cleanliness: The governing board's cleaning standards have been adopted. Students and staff emphasize a litter-free environment. Custodians clean the campus daily, with site custodians cleaning classrooms daily. The Principal and Assistant Principal work with custodial staff to develop cleaning schedules and schedule cleaning projects. A district grounds crew maintains landscaping and lawns.

Adequacy: Built in 1993, the facility includes 34 classrooms. The school is equipped with modern technology, including 1:1 student-to-laptop carts (TK-5), ceiling-mounted LED projectors, 75" Newline interactive flat panels, digital document cameras, Surface Book 2 laptops for teachers, and a networked STEAM lab. Outdoor features include an amphitheater and a shared facility use with the City of Loma Linda at Leonard Bailey Park (two baseball fields, two tennis courts).

Description of any planned or recently completed facility improvements:

No planned or recently completed facility improvements with specific dates are detailed in the current narrative, beyond the initial construction date and the ongoing technology installations.

Year and month of the most recent FIT report	July 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	52	49	50	50	47	48
Mathematics (grades 3-8 and 11)	38	40	37	37	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	304	295	97.04	2.96	49.15
Female	145	141	97.24	2.76	53.19
Male	159	154	96.86	3.14	45.45
American Indian or Alaska Native	0	0	0	0	0
Asian	37	35	94.59	5.41	71.43
Black or African American	37	37	100.00	0.00	48.65
Filipino	24	22	91.67	8.33	77.27
Hispanic or Latino	152	148	97.37	2.63	37.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15	3.85	68.00
White	27	27	100.00	0.00	40.74
English Learners	35	29	82.86	17.14	17.24
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	209	202	96.65	3.35	39.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	75	74	98.67	1.33	16.22

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	304	299	98.36	1.64	40.13
Female	145	143	98.62	1.38	41.26
Male	159	156	98.11	1.89	39.10
American Indian or Alaska Native	0	0	0	0	0
Asian	37	37	100.00	0.00	78.38
Black or African American	37	37	100.00	0.00	45.95
Filipino	24	23	95.83	4.17	60.87
Hispanic or Latino	152	148	97.37	2.63	22.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	53.85
White	27	27	100.00	0.00	44.44
English Learners	35	33	94.29	5.71	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	209	204	97.61	2.39	27.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	75	74	98.67	1.33	13.51

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	46.53	39.56	32.96	33.45	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	91	100.00	0.00	39.56
Female	46	46	100.00	0.00	43.48
Male	45	45	100.00	0.00	35.56
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	58.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	43	43	100.00	0.00	30.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	33.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	65	65	100.00	0.00	27.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	3.33

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.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Bryn Mawr School is very fortunate to have the active involvement and support of our parent community. Parent volunteers support the school program with their participation as members of the Parent Teacher Association (PTA), School Site Council, English Learner Advisory Committee (ELAC), classroom helpers, and numerous family events and activities throughout the year such as Grandparents' Day celebration, Book Fairs, 7 Habits of Highly Effective Families workshops, STEM Family Nights, Valentine's Day dance, Leadership Day, and Multicultural Week. None of these activities would be possible without the support of our parents and PTA. In addition, parents are also part of the site Safety Committee where parental perspectives on issues are used to develop plans for school safety practices and procedures.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	710	682	153	22.4
Female	325	313	67	21.4
Male	385	369	86	23.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	95	94	3	3.2
Black or African American	72	63	20	31.7
Filipino	45	45	2	4.4
Hispanic or Latino	342	329	108	32.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	60	59	4	6.8
White	74	70	13	18.6
English Learners	96	92	18	19.6
Foster Youth	--	--	--	--
Homeless	17	16	5	31.3
Socioeconomically Disadvantaged	499	480	132	27.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	163	160	62	38.8

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.03	0.72	1.41	4.39	3.21	3.02	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.41	0.00
Female	0.00	0.00
Male	2.60	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.56	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.75	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.04	0.00
Foster Youth	0.00	0.00
Homeless	5.88	0.00
Socioeconomically Disadvantaged	1.80	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.29	0.00

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

2025-26 School Safety Plan

Bryn Mawr School utilizes data from its suspension/expulsion reports to evaluate the current status of school crime. A Comprehensive Safe School Plan is adopted and approved by the School Site Council each school year and is reflective of the school's safety needs determined with the help of the school safety committee. The key components of Bryn Mawr's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. To ensure student safety during arrival, campus monitors, teachers, the Assistant Principal and the Principal supervise the school grounds including the bus drop-off area, cafeteria, and playground. All access gates are monitored by staff during arrival and dismissal. During the school day all campus access points to school grounds are locked with the exception of the front entrance, which is through the administration office. The front gate is closed during the school day, and signs are posted to advise all visitors that they must report to the administration office and may not be on school grounds unless they have a visitor's pass that has been processed through the Raptor Visitor Management System. During the school day there is only one access point onto campus through the front office. After school, teachers supervise students by being present outside their doors. Duty assignments are given to teachers, campus monitors, the Assistant Principal and the Principal to supervise the bus loading area and pickup areas until all students have left the campus. Bryn Mawr has additional perimeter security fencing which ensures we have a secure campus, and enhances the safety of our staff and students during the school day. The Comprehensive School Safety Plan (CSSP) was reviewed and passed by the School Site Council at their meeting on October 2025.

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.

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	17	3	4	0
1	24	0	3	0
2	23	0	5	0
3	22	0	4	0
4	32	0	2	0
5	25	0	4	0
6	0	0	0	0
Other	20	2	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	5	0	0
1	24	0	4	0
2	26	0	3	0
3	23	0	5	0
4	27	0	3	0
5	32	0	1	0
6	0	0	0	0
Other	15	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	4		
1	28		3	
2	24		4	
3	27		3	
4	27	1	2	
5	28	1		1
Other	14	3		

2024-25 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	315

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$11,412.60	$3,762.79	$7,649.81	$76,834.98
District	N/A	N/A	$10,404.68	$105,673
Percent Difference - School Site and District	N/A	N/A	-30.5	-31.6
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-37.2	-29.8

Fiscal Year 2024-25 Types of Services Funded

Summary of Strengths Learning Environment
Staff and parents set high standards and expectations for student achievement and behavior. Students and staff are proud of their school. School wide recognition of student leadership, achievement and citizenship is provided so that each student has the opportunity to be recognized for exemplary performance. Bi-weekly recognition assemblies, trimester awards assemblies, attendance incentives, reading "dog tags", field trips, family events, and positive reinforcement within classrooms all assist staff in recognizing students for good work or citizenship. All of this contributes to an outstanding learning environment where students want to attend.

Heath and Wellness
Bryn Mawr School stresses both a healthy mind and a healthy body. Instruction in this area integrates many curricular areas. In addition to the district's curriculum goals, children apply knowledge that will enhance their quality of life by offering strategies for a healthy lifestyle with such things as PE, health- themed assemblies, and healthy cafeteria food.

Literacy Instruction
Primary and Intermediate teachers have been trained in literacy strategies to help students become proficient readers and writers. Staff development in Benchmark Phonics, "Thinking Maps", and "Leverage Learning - Writing" have empowered teachers to be more effective. It has been exciting to see the progress of students due to the intervention and hard work of teachers. Classroom teachers are also working toward GLAD certification through online training.

Class Size Reduction
Class sizes for Transitional Kindergarten and Kindergarten are 22 students on average. In grades 1-3 class sizes are 25:1 on average, while grades 4 & 5 pupil-to-teacher ratios continue to be approximately 32:1 (with maximum class size at 35:1).

Student Organization
The Academic Organizer has made a tremendous difference in the ability of 3rd - 5th grade students to organize themselves to be successful. Students in grades 3-5 receive a printed agenda which has resource information, school rules, a calendar, and character education information. Students in grades TK - 2nd use homework folders as a means of staying organized, and all grades send weekly newsletters informing parents of assignments due and classroom activities.

Challenges and Critical Needs Teacher Training
There is an ongoing need to provide training for teachers and, in particular, new teachers in the areas of effective teaching and learning using research-based strategies (differentiated and direct interactive teaching), teaching to mastery, professional collaboration and the use of outcome data to guide instruction.

Technology
The staff at Bryn Mawr participates in technology training each year, ranging from data analysis software, assessment software, Internet resources such as Google Classroom and Google Drive, and STEAM activities and resources. We believe that technology should enhance and facilitate student learning, but can only be met if the teacher is well trained in its use.

Fiscal Year 2024-25 Types of Services Funded

Three Year Student Objectives

- Each 3rd-5th grade Bryn Mawr student will meet growth targets in reading, language, and mathematics based on the CA Assessment of Student Performance and Progress (CAASPP) summative assessment.
- Students will learn and practice the 7 Habits of Highly Effective People through the implementation of the school-wide Leader in Me system.
- Most, if not all, students will be fluent readers and demonstrate growth in reading skills from beginning to the end of the school year.
- Through the use of the Academic Organizer, all students will exit Bryn Mawr School with the organization skills necessary to be successful at middle and high schools.
- Accelerated Reader Program strategies will be reviewed and realigned with the programs guidelines to better meet the needs of all students.
- Thinking Maps and "Leverage Learning - Writing" will be implemented as school wide strategies.
- Bryn Mawr students will regularly apply wellness strategies to create a healthier lifestyle that will enhance their overall quality of life.
- At-risk students will receive interventions through a remedial program taught by staff. Student progress will be monitored.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$63,332	$62,783
Mid-Range Teacher Salary	$100,688	$97,783
Highest Teacher Salary	$132,936	$128,020
Average Principal Salary (Elementary)	$164,336	$160,224
Average Principal Salary (Middle)	$175,641	$166,992
Average Principal Salary (High)	$190,691	$180,971
Superintendent Salary	$312,120	$313,465
Percent of Budget for Teacher Salaries	32.19%	30.05%
Percent of Budget for Administrative Salaries	4.7%	5%

Professional Development

The Bryn Mawr staff is committed to continual improvement. The School-Based Coordinated Program, Title I, and Single School Plan budgets provide funds which enable teachers to attend workshops and conferences and receive training from trainers and coaches. Releasing teachers with substitute teachers, as well as using collaborative days and after school meetings are used to enable teachers to maintain our school wide writing program called "Leverage Learning - Writing". Also, our school wide use of Thinking Maps strategies, which complement the writing program, is in full implementation at each grade level. Collaboration days (minimum days) are set aside throughout the year for Professional Learning Community activities. In addition, teachers are provided additional district training days during the school year in instructional strategies, English-Language Arts, math, and science.

14 days during the 2022-23 school year were dedicated to trainings. 4 of those days were full days (Leader in Me, reading and writing training), while 10 of the days were partial days (eg data analysis trainings, student leadership binder trainings, reading, math, and counseling/SEL program trainings).

Professional Development

34 days during the 2023-24 school year were dedicated to trainings. 4 of those days were full days (Leader in Me, STEAM activities and resources), while 30 of the days were partial days (eg data analysis trainings, student leadership binder trainings, reading, math, and counseling/SEL program trainings).
36 days during the 2024-25 school year were dedicated to trainings. 5 of those days were full days (Literacy, Safety, Leader in Me), while 31 of the days were partial days (eg data analysis trainings, student leadership binder trainings, reading, math, and counseling/SEL program trainings).

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	34	36	36