

Berlyn 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	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
Grade Span	K-6
County-District-School (CDS) Code	36-67819-6036131

2025-26 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

2025-26 School Description and Mission Statement

Berlyn Elementary serves students from Transitional Kindergarten through 6th grade. We currently have approximately 616 students who are served by 27 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. At Berlyn, our educational program focuses on teaching students how to thrive academically, as well as improving their social-emotional well-being, while also promoting a culture of acceptance and inclusivity for all community members.

2025-26 School Description and Mission Statement

Berlyn Elementary School offers an academically rich program for TK-6th graders that includes higher level thinking strategies to ensure students are engaged in learning to move forward towards college and career as 21st century learners. We implement a daily Social Emotional Learning lesson along with a focus on promoting positive student behavior. All students in TK/Kindergarten have access and utilize a dedicated iPad, and all students in 1st-6th grades utilize a Chromebook. Our school implements Positive Behavioral Interventions and Supports, commonly known as PBIS. One component is the use of our three behavior expectations. The students at Berlyn Elementary School are Respectful, Responsible and Safe. We were proud recipients of the Platinum PBIS award recognition for 2024 and 2025, the Gold PBIS award recognition in 2021, 2022 and 2023, as well as receiving the Community Cares Recognition in 2020. We have also been recognized as one of America's healthiest schools, receiving the Healthier Generation Award in 2022, 2023, 2024 and 2025.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	106
Grade 1	89
Grade 2	82
Grade 3	81
Grade 4	96
Grade 5	82
Grade 6	103
Total Enrollment	639

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	54.1
American Indian or Alaska Native	0.3
Asian	1.3
Black or African American	1.4
Filipino	0.5
Hispanic or Latino	91.4
Native Hawaiian or Pacific Islander	1.1
Two or More Races	0.6
White	3.4
English Learners	27.4
Foster Youth	0.5
Homeless	13.9
Socioeconomically Disadvantaged	91.7
Students with Disabilities	21.4

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)	27	84.38	888.8	90.57	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.9	0.61	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4	12.5	17.5	1.78	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	9.7	0.99	11953.1	4.28
Unknown/Incomplete/NA	1	3.13	59.3	6.04	15831.9	5.67
Total Teaching Positions	32	100	981.4	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	83.87	891.1	92.2	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	0.62	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	9.68	18	1.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.1	0.53	11746.9	4.23
Unknown/Incomplete/NA	2	6.45	46.2	4.79	14303.8	5.15
Total Teaching Positions	31	100	966.6	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)	29	93.55	893	92.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.3	0.96	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.23	7.8	0.82	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	13.1	1.36	12112.8	4.34
Unknown/Incomplete/NA	1	3.23	43.1	4.46	13705.8	4.91
Total Teaching Positions	31	100	966.5	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	1
Misassignments	4.00	3	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.00	3	1

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)	13.3	10.3	0
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

Year and month in which the data were collected August 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	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	0%
Mathematics	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-8 - Eureka Math* (Great Minds)- Adopted 2015 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. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 Adopted May, 2020	0%
Science	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	0%
History-Social Science	K-5 Studies Weekly Adopted 2023	0%

	<p>Not a state adoption, however, the district has determined through local review, that the materials are still aligned to current state standards.</p> <p>6-8 My World Interactive (Pearson) - Adopted 2018</p>	
Foreign Language	N/A	0%
Health	<p>K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p>	0%
Visual and Performing Arts	<p>TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p> <p>TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p> <p>TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p>	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A
<p>Note: Cells with N/A values do not require data.</p>		

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 cards and must officially sign the student out of school. The school has a total of 37 classrooms, a library, 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 22 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.

School Facility Conditions and Planned Improvements

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 9/11/2025, 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 "Good" school rating. There a few deficiencies noted on the report. Work orders were submitted to resolve them and since them 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

9/11/2025

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			Paint/replace stained ceiling tiles (repair completed); patch and paint walls and ceiling (work order submitted)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Remove surplus stored outside P12 (completed)
Electrical	X			Install blank plate at jbox in ceiling (repair completed); install 2 missing wiremold 500 90s at NW corner of room (repair completed); remove low voltage wiring on north wall if no longer in use (repair completed); install missing single gang blank plates at S/E corner of room (repair completed); replace existing lighting in boys and girls restrooms with new LED fixtures (repair completed)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Remove/relocate table blocking electric panel and remove box next to water heater (repair completed); fire extinguisher has not been signed off (completed); replace all "jelly jar" light in classroom bathrooms with new LED lights (repair completed); south breezeway paint is chipping and peeling-repair and paint as needed throughout the school year.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Door is not latching closed (repaired). Patch broken concrete on exterior south of room G-2 (work order submitted); install LED exterior light on P14. Area is very dark at night.

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)	34	34	41	44	47	48
Mathematics (grades 3-8 and 11)	27	21	31	34	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	359	355	98.89	1.11	33.52
Female	159	159	100.00	0.00	42.14
Male	200	196	98.00	2.00	26.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	330	327	99.09	0.91	33.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	93	92	98.92	1.08	8.70
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	218	216	99.08	0.92	28.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	104	100	96.15	3.85	13.00

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	359	354	98.61	1.39	21.19
Female	159	159	100.00	0.00	26.42
Male	200	195	97.50	2.50	16.92
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	330	326	98.79	1.21	20.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	93	92	98.92	1.08	6.52
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	218	215	98.62	1.38	16.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	104	99	95.19	4.81	5.05

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)	19.35	20.25	20.6	24.25	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	80	79	98.75	1.25	20.25
Female	30	30	100.00	0.00	20.00
Male	50	49	98.00	2.00	20.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	74	73	98.65	1.35	21.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	22	22	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	53	53	100.00	0.00	18.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	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.

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	100.00%	100.00%	100.00%	100.00%	100.00%

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

Berlyn Elementary School encourages and offers multiple opportunities for parent involvement throughout the school year, including opportunities to attend school-wide family events and/or district-wide events, school advisory committee meetings and 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 5 Teachers on Assignment (TOAs) 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 flyers, posting on our marquee, messages on Parent Square, and informaton on the school website. Interpretation and childcare are provided for all parent meetings. Coffee with Admin meetings are held monthly and provide an opportunity to connect with others and 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, family breakfast opportunities, family picnics, and more. All parents are encouraged to attend these events through flyers, monthly newsletters, postings on our marquee, and classroom teacher 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. Posts on the vrious online platforms (Parent Square, Instagram, website) 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	690	676	86	12.7
Female	309	307	29	9.4
Male	381	369	57	15.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	--	--	--
Black or African American	13	12	7	58.3
Filipino	--	--	--	--
Hispanic or Latino	627	615	71	11.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	23	23	7	30.4
English Learners	213	209	24	11.5
Foster Youth	--	--	--	--
Homeless	105	102	20	19.6
Socioeconomically Disadvantaged	633	622	85	13.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	181	177	38	21.5

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
0.72	1.18	1.74	1.56	1.19	1.56	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	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	1.74	0.00
Female	0.32	0.00
Male	2.89	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	7.69	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.44	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	2.35	0.00
Foster Youth	0.00	0.00
Homeless	1.90	0.00
Socioeconomically Disadvantaged	1.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.10	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

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

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

Berlyn's School Disaster Preparedness Plan is revised annually to update staff, students and parents on response procedures during emergencies. The school staff reviewed the updated safety plan and Emergency Handbook during a staff meeting held on October 21, 2025. School Site Council last reviewed and approved the updated plan on November 3, 2025. Updated Emergency Response Booklets and Earthquake Procedures Booklets are available to all Berlyn staff members. During the Great Shakeout, which took place on October 16, 2025, 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 10/2025 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 Parent Square, 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.

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	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

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	20	1	3	0
1	21	1	2	0
2	25	0	3	0
3	26	0	3	0
4	25	0	3	0
5	27	0	3	0
6	28	0	3	0
Other	10	6	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	16	2	2	
1	26		3	
2	24		3	
3	24		3	
4	32		2	
5	21	1	2	
6	29		3	
Other	14	6	1	

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

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	9721.98	2892.53	6829.45	130758.00
District	N/A	N/A	1463	\$110,380
Percent Difference - School Site and District	N/A	N/A	129.4	22.2
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-44.8	30.3

Fiscal Year 2024-25 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, and bilingual instructional aide who works directly with English Learners to provide primary language support and English language development support. To support with academic interventions, funds are provided for an intervention teacher and one instructional assistant who provide direct intervention to students in reading and in math. Berlyn also funds a part-time Campus Mentor whose focus is 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 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	\$69,782	\$61,597
Mid-Range Teacher Salary	\$105,685	\$98,902
Highest Teacher Salary	\$129,830	\$126,340
Average Principal Salary (Elementary)	\$183,587	\$158,383
Average Principal Salary (Middle)	\$189,187	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$386,975	\$288,332
Percent of Budget for Teacher Salaries	31.51%	31.29%
Percent of Budget for Administrative Salaries	4.89%	5.38%

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 2025-2026 school year, all staff members are engaging in professional development focused on writing, student engagement, 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5