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Bernal Intermediate

2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

About	Conditions	Outcomes	Engagement	Other

Address:

6610 San Ignacio Ave.
San Jose, CA , 95119-1935

Principal:

Ms. Tammy Unck, Principal

Phone:

(408) 578-5731

Grade Span:

7-8

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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.

About This School

Ms. Tammy Unck, Principal

Principal, Bernal Intermediate

About Our School

Contact

Bernal Intermediate
6610 San Ignacio Ave.
San Jose, CA 95119-1935

Phone: (408) 578-5731
Email: tunck@ogsd.net

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name

Oak Grove Elementary

Phone Number

(408) 227-8300

Superintendent

Manzo, José

Email Address

jmanzo@ogsd.net

Website

www.ogsd.net

School Contact Information (School Year 2021—2022)

School Name

Bernal Intermediate

Street

6610 San Ignacio Ave.

City, State, Zip

San Jose, CA , 95119-1935

Phone Number

(408) 578-5731

Principal

Ms. Tammy Unck, Principal

Email Address

tunck@ogsd.net

Website

http://bernal.ogsd.net

County-District-School (CDS) Code

43696256072177

Last updated: 1/20/22

School Description and Mission Statement (School Year 2021—2022)

Bernal Intermediate School believes that teaching and learning needs to occur in safe environments that support the overall needs of students and adults. Schools, home and community share responsibility for student success through proactive communication and respected "voice" for all stakeholders. At Bernal, teachers and staff maintain high expectations around the belief that all students can, and will, meet and exceed academic and behavioral standards, given the right support. Teachers and staff engage in year round interdisciplinary teams with clear standards of professional practice, monitoring, and accountability. Teachers and staff support each other around instruction and school climate. All students will have access to rigorous curriculum and assessments that are directly aligned to the standards. Instruction uses students' prior knowledge, learning styles, and cultural background. The COVID-19 pandemic has created conditions at Bernal Intermediate School that compelled us to stop, reflect and identify the impacts that a year-and-a-half of distance learning created for our school community. These impacts have influenced our parent and teacher community with a goal in 2021-22 to prioritize communication with our stakeholders. With regard to the top goal, actions or strategies, our community overwhelmingly wanted to see positive academic gains for all student populations. These and other community activities will be adapted to the current learning environment as we progress through the school year (e.g. virtual, in person, modified).

Our core values remain focused on rigorous instruction, safe school environment, collaborative planning and learning, and pride in who we are as a school. Student outcomes are at the center of what we do. Through an interactive and developmental approach, we work as a team to establish a positive and safe school climate, building community, purpose, belonging and school spirit, all to ensure that classroom instruction remains rigorous, relevant and meaningful predicated on strong, positive adult to student relationships.

Bernal uses data both formative and summative data to guide instruction as well as social-emotional lessons. Data from department professional learning communities, interdisciplinary teams, district assessments (i.e. iReady Reading and Math Diagnostic), and state assessments (i.e. SBAC, CA Dashboard Overall Academic Performance Levels, ELPAC, reclassification), teacher/department weekly, bi-weekly, and monthly assessments help drive the development of future lessons, and we do student social-emotional check-ins four times a week during school-wide Advisory period. We monitor student progress and student social-emotional well-being daily and weekly during check-ins with staff, department and team meetings, committee meetings, and professional development.

Bernal offers unique elective courses such as AVID, Biomedical Engineering, App Creator, Game Analysis, Digital Arts and Design, Chess, Symphonic Band, Piano Lab, Art, Advance Art, Leadership, and Health. Our school is trained in Professional Learning Communities, PBIS, Restorative Practices, Cycle of Inquiry, and WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies.

Last updated: 1/19/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 7	370
Grade 8	346
Total Enrollment	716
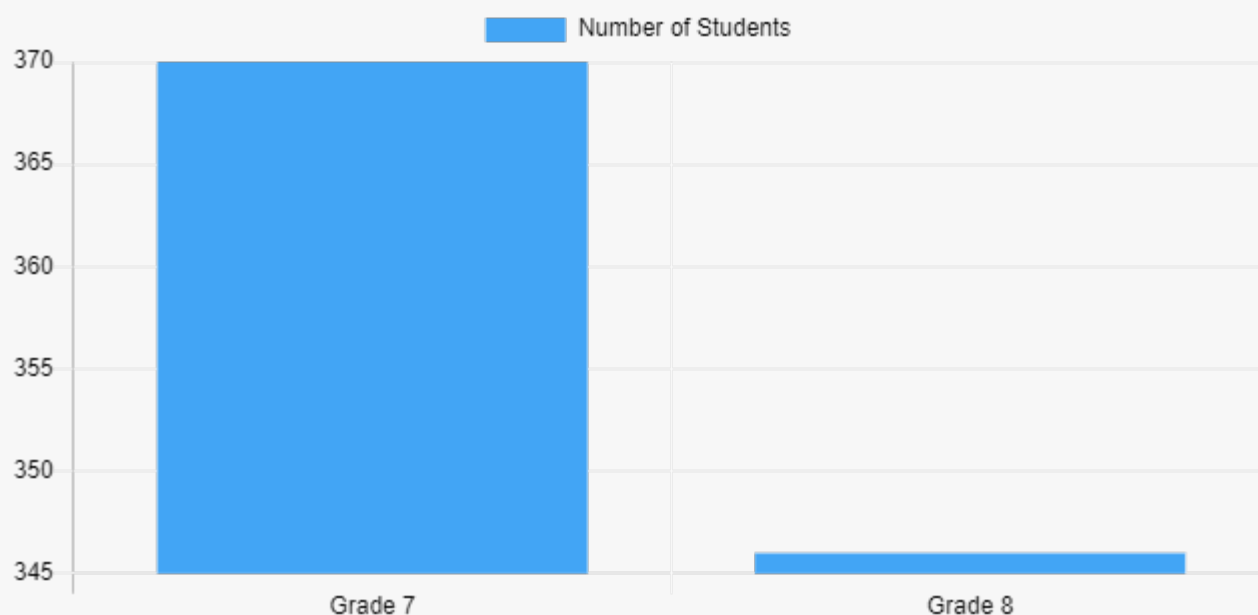
Last updated: 1/19/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	46.90%
Male	53.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	27.10%
Black or African American	3.10%

Filipino	5.70%
Hispanic or Latino	40.90%
Native Hawaiian or Pacific Islander	1.10%
Two or More Races	6.10%
White	15.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	12.80%
Foster Youth	0.30%
Homeless	0.10%
Migrant	0.00%
Socioeconomically Disavantaged	23.60%
Students with Disabilities	13.10%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020—2021)

	School	School	District	District	State	State

Authorization/Assignment	Number	Percent	Number	Percent	Number	Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	3-8: Expeditionary Learning	Yes	0%
Mathematics	6-8: College Prep Math (CPM)	Yes	0%

Science	6-8 Prentice Hall	No	0%
History-Social Science	Discovery Education	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/27/22

School Facility Conditions and Planned Improvements

Maintenance staff completed the FIT inspection in January 2022. The site overall condition is Good, however due to several lighting issues the FIT rating is Fair. All lighting issues have been recorded and work orders generated to address repairs needed.

Last updated: 1/27/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

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

Year and month of the most recent FIT report: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No action needed.
Interior: Interior Surfaces	Good	No action needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No action needed.
Electrical: Electrical	Poor	Several lights were out site wide, including interior of classrooms and exterior lights. All work orders have been generated for maintenacne staff to address.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No action needed.
Safety: Fire Safety, Hazardous Materials	Good	No action needed.
Structural: Structural Damage, Roofs	Good	No action needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No action needed.

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Fair

Last updated: 1/27/22

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).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;

- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/20/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

	Total	Number	Percent	Percent Not	Percent Met or

Student Group	Enrollment	Tested	Tested	Tested	Exceeded
All Students	717	NT	NT	NT	NT
Female	335	NT	NT	NT	NT
Male	382	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	197	NT	NT	NT	NT
Black or African American	21	NT	NT	NT	NT
Filipino	32	NT	NT	NT	NT
Hispanic or Latino	294	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	53	NT	NT	NT	NT
White	108	NT	NT	NT	NT
English Learners	88	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	208	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	101	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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

Last updated: 1/19/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment

Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	717	NT	NT	NT	NT
Female	335	NT	NT	NT	NT
Male	382	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	197	NT	NT	NT	NT
Black or African American	21	NT	NT	NT	NT
Filipino	32	NT	NT	NT	NT
Hispanic or Latino	294	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	53	NT	NT	NT	NT
White	108	NT	NT	NT	NT
English Learners	88	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	208	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	101	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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

Last updated: 1/19/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): iReady Diagnostic Reading Assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	715	612	86	14	70
Female	355	287	86	14	76
Male	380	325	86	14	64
American Indian or Alaska Native	3	3	100	0	100
Asian	195	178	91	9	89
Black or African American	22	21	95	5	24
Filipino	64	61	95	5	89
Hispanic or Latino	286	217	76	24	52
Native Hawaiian or Pacific Islander	9	8	89	11	38
Two or More Races	29	27	93	7	90
White	106	96	91	9	73
English Learners	84	57	68	12	14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	48	35	73	27	37

Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	115	85	74	26	27

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/27/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s): iReady Diagnostic Math Assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	716	641	90	10	54
Female	336	300	89	11	57
Male	380	341	90	10	51
American Indian or Alaska Native	3	3	100	0	67
Asian	195	186	95	5	82
Black or African American	22	19	86	14	21
Filipino	11	11	100	0	9
Hispanic or Latino	286	235	82	18	28
Native Hawaiian or Pacific Islander	9	7	78	22	43

Two or More Races	29	28	97	3	68
White	107	102	95	5	54
English Learners	84	70	83	17	13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	48	39	81	19	21
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	109	77	71	29	17

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/27/22

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	NT	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020

school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/27/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	343	NT	NT	NT	NT
Female	168	NT	NT	NT	NT
Male	175	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	94	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	13	NT	NT	NT	NT
Hispanic or Latino	139	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	30	NT	NT	NT	NT
White	54	NT	NT	NT	NT
English Learners	39	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	84	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	45	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/19/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

Last updated: 1/19/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/19/22

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

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A

9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/19/22

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

OGSD's efforts to solicit stakeholder feedback to inform stakeholders of the reopening plan for the 2021-22 school year, the use of federal categorical monies as it relates to the School Plan for Student Achievement and the Learning
Continuity and Attendance Plan, began in June and continued regularly throughout the development process. OGSD's reopening plan explicitly identified research, survey and data collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders has provided and continues to provide staff and administration invaluable input to inform the school's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health. In addition to surveys, beginning in June we also convened a Reopening Schools Taskforce with over 84 District Stakeholders.

We continue to use digital google meet and zoom meetings in order to gain parent stakeholder input for the development and approval of this plan.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	746	736	55	7.5
Female	347	341	22	6.5
Male	399	395	33	8.4
American Indian or Alaska Native	202	199	3	8.4
Asian	3	3	0	0.0
Black or African American	23	22	3	13.6
Filipino	42	41	0	0.0
Hispanic or Latino	307	303	40	13.2
Native Hawaiian or Pacific Islander	9	9	0	0.0
Two or More Races	45	45	2	4.4
White	114	113	6	5.3
English Learners	103	99	12	12.1
Foster Youth	3	3	1	33.3
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	223	219	37	16.9
Students Receiving Migrant Education Services	0	0	0	0.0

Students with Disabilities	104	103	24	23.3

Last updated:

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
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	6.19%	0.13%	2.81%	0.02%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	2.87%	0.84%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/19/22

Suspensions and Expulsions by Student Group

(School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.13	0
Female	0	0
Male	0.25	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.33	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.45	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

Providing a safe school is a high priority for Bernal School. To this end, there are continuous improvement processes and collaborative efforts that provide comprehensive health education and a strong academic foundation within a safe and secure learning environment that ensures success for all students. Prevention education at Bernal includes supplemental programs and policies including Restorative Justice Practices, Positive Behavior Intervention System (PBIS), conflict resolution, conflict/peer mediation, positive discipline, refusal training for students and parents for drugs, gangs, alcohol, substance abuse, bullying, harassment, cyberbullying, and graffiti. Bernal also uses the digital platform HERO to help meet its school climate goals. Hero is a cloud-based management solution that allows schools and districts the opportunity to monitor forms of student behaviors, document and recognize positive student actions, track student attendance at school events, and assist teachers with classroom management.

The Hero software platform will focus on enhancing PBIS systems at the school level to help achieve goals for improving climate and culture, including increasing the ease of school to home communication and notification. For example, staff will have the ability to walk the school campus and use a mobile device to instantly reward students for target behaviors, using our previously established reward system that focuses on acknowledging specific positive social and academic student RISE behaviors. Hero provides remote and onsite support for desktop application, mobile devices, and software tools specific to the product. The use of this software will be aligned with school-based reward and recognition programs described in the PBIS plan for a more efficient analysis of the outcomes. Hero is designed to reinforce desired learning behaviors and improve the overall quality of the learning experience where:

· Students are provided opportunities for reinforcement of desired behaviors to encourage their positive behaviors and

mitigate their not-so-good habits.

· Instructional staff are given the tools they need to enhance their partnership in the immediate reinforcement of positive

behaviors for all students.

· Administrators are given the tools to identify and support differentiated strategies for top-performing students and those

who may need additional intervention.

Attendance is closely monitored and students with unexcused absences of 10% or more receive law/school district/partnership intervention. Truancy abatement is a common goal of the school/district and other agency collaborative partnerships. We also have ongoing classroom instruction to focus on the life skills of empathy, anger management, and problem solving. Advisory sessions weekly offered through our teaching staff provided students with opportunities to develop goals, responsibility and high expectations in the middle school setting. We strive to improve the system of publications to students, staff, and community which will include or focus on student awards/recognition, rewards, school activities, achievements, acknowledgments, and announcements.

Last updated: 1/19/22

D. Other SARC information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00	10	17	7
Math	28.00	4	15	9
Science	27.00	3	15	9
Social Science	31.00		16	7

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	25.00	8	20	2
Math	25.00		20	4
Science	31.00		13	10
Social Science	31.00		13	10

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area

rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	28.00	1	20	3
Math	28.00		20	3
Science	30.00		14	9
Social Science	30.00		15	8

Last updated: 1/19/22

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	311.3

Last updated: 12/31/99

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.63

Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.70
Resource Specialist (non-teaching)	2.00
Other	0.00

Last updated: 12/31/99

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13188.00	$4112.00	$9076.00	$80806.00
District	N/A	N/A	$8460.00	$85750.00
Percent Difference – School Site and District	N/A	N/A	4.63%	-4.00%
State	N/A	N/A	$8443.83	$85863.00
Percent Difference – School Site and State	N/A	N/A	4.75%	-4.09%

Last updated: 1/14/22

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

Types of Services Funded (Fiscal Year 2020–2021)

We offer a tiered serve model for programs and services funded during Distance Learning. The initial level of academic behavioral and social emotional services and programs happens in the classrooms

with teachers. For academics, teachers use board-approved curriculum to support all of the content standards in each grade level. Behaviorally and socially emotionally, teachers use PBIS and RISE expectations that are taught, reinforced, and rewarded each day of the instructional year. For social emotional support, teachers use NearPod, another digital platforms to continue check in, monitor, and address social emotional areas of need that arise from time to time. The next layer of support and program comes from our administrative support team. The services include referrals to in school counseling, referrals to outside community-based agencies such as schooling services, and individual and family out reach that supports basic daily necessities of life. Utilize additional parent support opportunities through parent meeting such as home and school association, school site council, the lack, and coffee klatch. Supplemental academic support is provided through digital tutoring that takes place outside of the instructional day. Supplemental social emotional and behavioral support comes in the form of counselors doing one-to-one check 's, home visits that are socially distant and maintain safety and health standards following county health department guidelines, and check-in's by phone on a regular basis.

Last updated: 1/19/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53709.00	$52060.00
Mid-Range Teacher Salary	$84060.00	$84043.00
Highest Teacher Salary	$103129.00	$107043.00
Average Principal Salary (Elementary)	$141017.00	$133582.00
Average Principal Salary (Middle)	$145187.00	$138803.00
Average Principal Salary (High)	$0.00	--
Superintendent Salary	$298043.00	$240628.00
Percent of Budget for Teacher Salaries	35.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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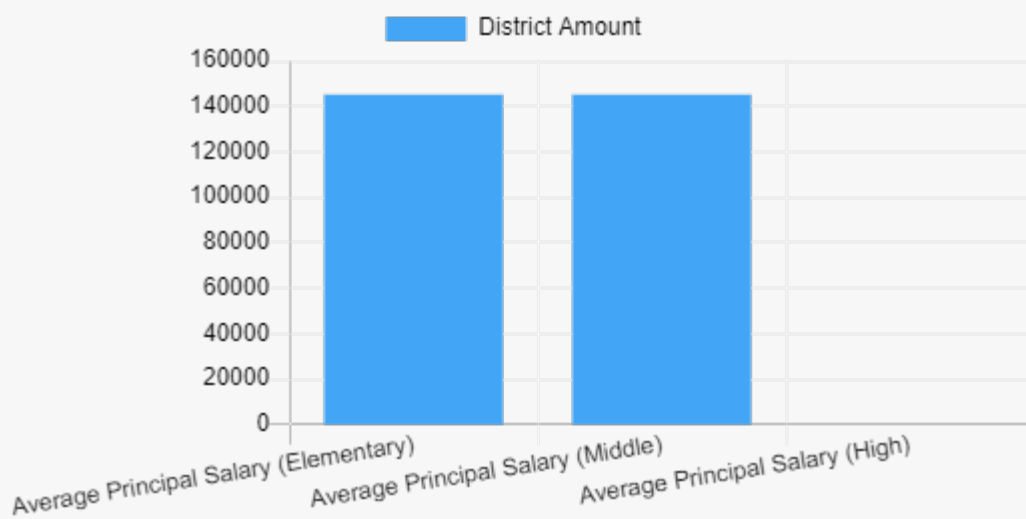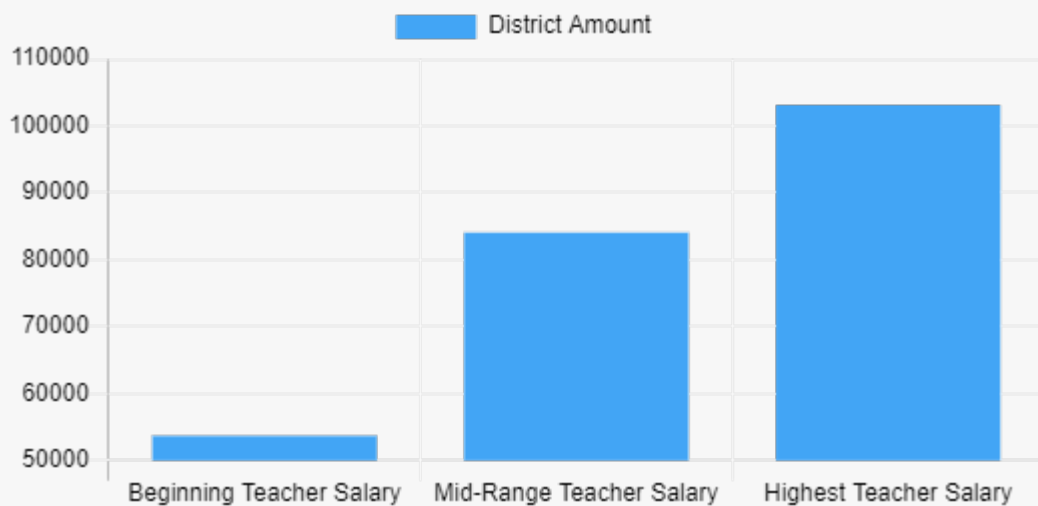
Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0

Total AP Courses Offered*	0.00%

Last updated: 1/19/22

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	6226	4	0.06	99.94	--
Female	3021	0	0.00	100.00	--
Male	3205	4	0.12	99.88	--
American Indian or Alaska Native	14	0	--	100.00	--
Asian	1344	0	0.00	100.00	--
Black or African American	191	0	0.00	100.00	--
Filipino	197	0	0.00	100.00	--
Hispanic or Latino	3044	1	0.03	99.97	--
Native Hawaiian or Pacific Islander	57	0	0.00	100.00	--
Two or More Races	456	0	0.00	100.00	--
White	923	3	0.33	99.67	--
English Learners	1302	0	0.00	100.00	--
Foster Youth	18	0	0.00	100.00	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2286	1	0.04	99.96	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	817	4	0.49	99.51	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/22

LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	6226	4	0.06	99.94	--
Female	3021	0	0.00	100.00	--
Male	3205	4	0.12	99.88	--
American Indian or Alaska Native	14	0	--	100.00	--
Asian	1344	0	0.00	100.00	--
Black or African American	191	0	0.00	100.00	--
Filipino	197	0	0.00	100.00	--
Hispanic or Latino	3044	1	0.03	99.97	--
Native Hawaiian or Pacific Islander	57	0	0.00	100.00	--
Two or More Races	456	0	0.00	100.00	--
White	923	3	0.33	99.67	--
English Learners	1302	0	0.00	100.00	--
Foster Youth	18	0	0.00	100.00	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2286	1	0.04	99.96	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	817	4	0.49	99.51	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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

Last updated: 1/28/22

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s: iReady Diagnostic Reading Assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	6181	5771	93	7	56
Female	3006	2806	93	7	60
Male	3175	2965	93	7	52
American Indian or Alaska Native	12	11	92	8	64
Asian	1334	1292	97	3	78
Black or African American	192	170	89	11	42
Filipino	412	398	97	3	71
Hispanic or Latino	2960	2674	90	10	39
Native Hawaiian or Pacific Islander	59	57	97	3	40
Two or More Races	293	284	97	3	70
White	910	876	96	4	68
English Learners	1275	1168	92	8	17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	821	751	91	9	27
Students Receiving Migrant Education Services	45	43	96	4	2
Students with Disabilities	903	809	90	10	23

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/27/22

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s: iReady Diagnostic Math Assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	6192	5833	94	6	41
Female	3011	2843	94	6	41
Male	3181	2990	94	6	40
American Indian or Alaska Native	12	11	92	8	36
Asian	1336	1300	97	3	72
Black or African American	192	172	90	10	26
Filipino	413	402	97	3	52
Hispanic or Latino	2964	2708	91	9	21

Native Hawaiian or Pacific Islander	59	57	97	3	14
Two or More Races	294	286	97	3	52
White	913	888	97	3	50
English Learners	1278	1170	92	6	13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	821	758	92	8	16
Students Receiving Migrant Education Services	46	42	91	9	13
Students with Disabilities	814	721	89	11	13

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/27/22

California Department of Education
1430 N Street
Sacramento, CA 95814