

Bernal Intermediate
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

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

Principal: Ms. Tamara Unck,
Principal

Phone: (408) 578-5731

Grade 7-8
Span:

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 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.

About This School

Ms. Tamara Unck, Principal

📍 Principal, Bernal Intermediate

About Our School

Contact

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

Phone: [\(408\) 578-5731](tel:(408)578-5731)

Email: tunck@ogsd.net

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	Manzo, Jose
Email Address	jmanzo@ogsd.net
Website	www.ogsd.net

School Contact Information (School Year 2023–24)

School Name	Bernal Intermediate
Street	6610 San Ignacio Ave.
City, State, Zip	San Jose, CA , 95119-1935
Phone Number	(408) 578-5731
Principal	Ms. Tamara Unck, Principal
Email Address	tunck@ogsd.net
Website	http://bernal.ogsd.net
County-District-School (CDS) Code	43696256072177

Last updated: 1/31/24

School Description and Mission Statement (School Year 2023–24)

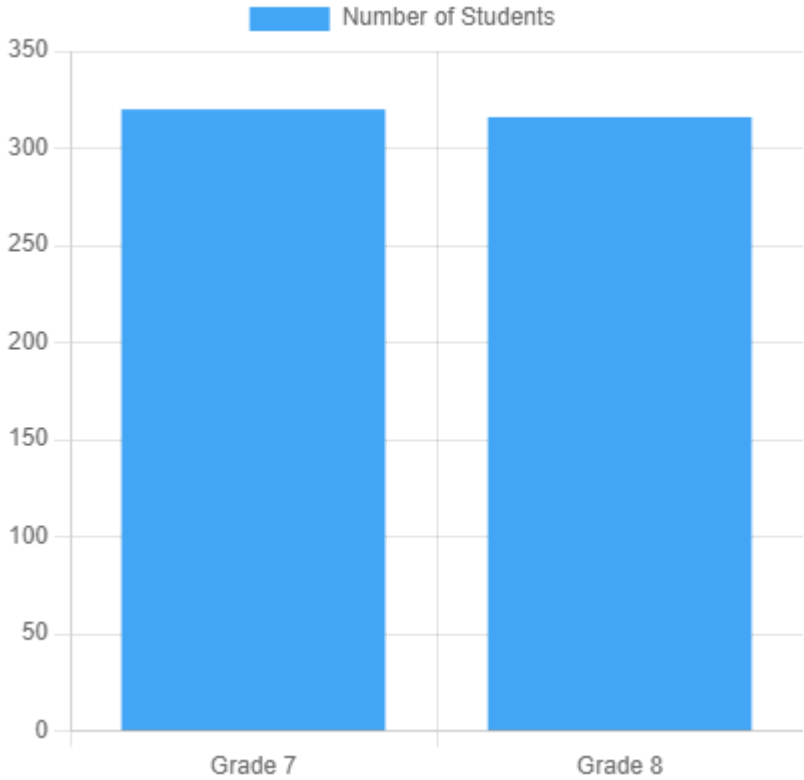
Bernal Intermediate School believes that teaching and learning needs to occur in safe environments that support the overall needs of students and adults. Schools, home and community share responsibility for student success through proactive communication and respected “voice” for all stakeholders. At 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 2022-23 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 socialemotional 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, Ethnic Studies, Digital Arts and Design, Chess, Symphonic Band, Piano, Art, Advance Art, and Leadership. Our school is trained in Professional Learning Communities, PBIS, Restorative Practices, Cycle of Inquiry, and WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies.

Last updated: 1/31/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 7	320
Grade 8	316
Total Enrollment	636



Last updated: 1/31/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	47.20%
Male	52.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	20.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	12.60%
Foster Youth	0.50%
Homeless	0.20%
Migrant	0.00%

Student Group	Percent of Total Enrollment
Black or African American	3.80%
Filipino	6.00%
Hispanic or Latino	45.40%
Native Hawaiian or Pacific Islander	1.30%
Two or More Races	7.50%
White	15.60%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	31.40%
Students with Disabilities	11.50%

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 2020–21)

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)	30.80	92.72%	385.40	91.56%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	8.30	1.98%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	1.98%	1.60	0.39%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.10	0.74%	12115.80	4.41%
Unknown/Incomplete/NA	1.70	5.26%	22.40	5.32%	18854.30	6.86%
Total Teaching Positions	33.20	100.00%	420.90	100.00%	274759.10	100.00%

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

Last updated: 1/30/24

Teacher Preparation and Placement (School Year 2021–22)

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)	30.60	92.13%	383.80	93.10%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.70	0.91%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	1.98%	4.00	0.97%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.00	0.73%	11953.10	4.28%
Unknown/Incomplete/NA	1.90	5.83%	17.60	4.28%	15831.90	5.67%
Total Teaching Positions	33.20	100.00%	412.30	100.00%	279044.80	100.00%

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

Last updated: 1/30/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.60	0.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.60	0.60

Last updated: 11/2/23

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

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

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.60%	2.3%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	3-8: Expeditionary Learning	Yes	0
Mathematics	6-8: College Prep Math (CPM)	Yes	0
Science	TK-8: Twig Science	Yes	0
History-Social Science	6-8: Discovery Education	Yes	0
Foreign Language	NA		0
Health	NA		0
Visual and Performing Arts	NA		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/30/24

School Facility Conditions and Planned Improvements

Bernal Intermediate School is comprised of a large two story building that houses administration, science, music, locker rooms, kitchen, and multipurpose room on the first floor, a library and classrooms on the second floor; there is a single story building

used for physical education and trainer rooms and a large gym that was recently constructed.

At the time of the inspection, the District found the site to be in Good condition. The campus recently received new fire alarm system, HVAC system, and a new roof. The District will finalize the installation this summer, 2024. The District hopes to expand the interior modernization in the coming years.

Last updated: 1/31/24

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 2024

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2024

Overall Rating	Good
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Last updated: 1/31/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

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

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	59%	55%	50%	48%	47%	46%
Mathematics (grades 3-8 and 11)	40%	39%	41%	41%	33%	34%

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.

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

Last updated: 1/31/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	651	623	95.70%	4.30%	54.98%
Female	309	293	94.82%	5.18%	60.75%
Male	342	330	96.49%	3.51%	49.85%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	132	129	97.73%	2.27%	79.84%
Black or African American	23	22	95.65%	4.35%	40.91%
Filipino	34	34	100.00%	0.00%	70.59%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	303	283	93.40%	6.60%	38.87%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	46	95.83%	4.17%	71.74%
White	103	101	98.06%	1.94%	59.00%
English Learners	89	75	84.27%	15.73%	13.33%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	224	210	93.75%	6.25%	39.05%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	82	73	89.02%	10.98%	16.44%

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

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.

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.

Last updated: 1/31/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	651	629	96.62%	3.38%	39.43%
Female	309	296	95.79%	4.21%	40.20%
Male	342	333	97.37%	2.63%	38.74%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	132	131	99.24%	0.76%	68.70%
Black or African American	23	21	91.30%	8.70%	9.52%
Filipino	34	34	100.00%	0.00%	76.47%
Hispanic or Latino	303	290	95.71%	4.29%	21.72%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	46	95.83%	4.17%	41.30%
White	103	99	96.12%	3.88%	46.46%
English Learners	89	86	96.63%	3.37%	6.98%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	224	216	96.43%	3.57%	22.69%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	82	75	91.46%	8.54%	8.00%

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

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.

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.

Last updated: 1/31/24

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 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	40.43%	34.82%	36.27%	35.97%	29.47%	30.29%

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

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.

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.

Last updated: 1/31/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	329	317	96.35%	3.65%	35.33%
Female	143	135	94.41%	5.59%	38.52%
Male	186	182	97.85%	2.15%	32.97%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	66	66	100.00%	0.00%	56.06%
Black or African American	12	10	83.33%	16.67%	--
Filipino	14	14	100.00%	0.00%	50.00%
Hispanic or Latino	159	151	94.97%	5.03%	21.85%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	23	92.00%	8.00%	52.17%
White	51	51	100.00%	0.00%	43.14%
English Learners	45	42	93.33%	6.67%	7.14%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	109	103	94.50%	5.50%	20.39%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	42	38	90.48%	9.52%	15.79%

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.

Last updated: 1/31/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

For the SARC reporting year (2021–22), the percentage of students participating in each of the five Fitness Components is reported below.

The formula for the participation rate (percent) of students meeting each of the five FITNESSGRAM Components, by grade is:

$$\frac{\text{(The number of students who participated in the FITNESSGRAM Component)}}{\text{– divided by –}} \text{(The total number of students enrolled at time of testing)}$$

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
7	73%	73%	63%	64%	63%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

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.

Last updated: 1/30/24

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

Opportunities for Parental Involvement (School Year 2023–24)

OGSD's efforts to solicit stakeholder feedback to inform stakeholders of the use of federal categorical monies as it relates to the School Plan for Student Achievement and the Learning Continuity and Attendance Plan. 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. 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. Stakeholders have opportunities to attend Parent Information Nights, volunteer at school, participate on or in all school parent groups. Parents also have the opportunity to attend school fieldtrips, i.e. Band, Graet America, Fun Friday, and AVID.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	695	672	154	22.9%
Female	335	319	81	25.4%
Male	360	353	73	20.7%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	1	100.0%
Asian	141	133	10	7.5%
Black or African American	27	25	6	24.0%
Filipino	38	38	4	10.5%
Hispanic or Latino	320	312	91	29.2%
Native Hawaiian or Pacific Islander	10	8	2	25.0%
Two or More Races	51	49	10	20.4%
White	107	106	30	28.3%
English Learners	100	95	24	25.3%
Foster Youth	3	3	1	33.3%
Homeless	9	7	5	71.4%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	245	235	79	33.6%
Students Receiving Migrant Education Services	1	1	0	0.0%
Students with Disabilities	92	88	26	29.5%

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.

Last updated: 1/31/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.13%	7.12%	12.81%	0.02%	2.08%	3.01%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

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.

Last updated: 1/31/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.81%	0.00%
Female	9.55%	0.00%
Male	15.83%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	5.67%	0.00%
Black or African American	29.63%	0.00%
Filipino	7.89%	0.00%
Hispanic or Latino	17.50%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	11.76%	0.00%
White	6.54%	0.00%
English Learners	11.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	17.96%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	17.39%	0.00%

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

Last updated: 1/31/24

School Safety Plan (School Year 2023–24)

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 Bronco Bucks to help meet its school climate goals. Bronco Bucks allow our school 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. Bronco Bucks 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. Staff will have the ability to walk the school campus and instantly reward students for target behaviors, using our previously established reward system that focuses on acknowledging specific positive social and academic student RISE behaviors. The use of Bronco Bucks will be aligned with school-based reward and recognition programs described in the PBIS plan for a more efficient analysis of the outcomes. Bronco Bucks are 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. Use this link to access Bernal School's complete School Safety Plan: <https://www.ogsd.net/our-schools/school-safety-plans?>

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 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28.00	1	20	3
Mathematics	29.00		20	3
Science	30.00		14	9
Social Science	30.00		15	8

* 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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	4	19	1
Mathematics	27.00	3	18	2
Science	28.00	2	15	6
Social Science	28.00	1	20	2

* 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 2022–23)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	4	18	2
Mathematics	25.00	6	16	2
Science	32.00	0	14	6
Social Science	31.00	0	12	8

* 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.

Last updated: 1/31/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	276.52

* 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.

Last updated: 1/31/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.30
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.30
Resource Specialist (non-teaching)	
Other	0.00

* 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.

Last updated: 1/31/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16240.00	\$5610.00	\$10630.00	\$91144.00
District	N/A	N/A	\$9434.00	\$91454.00
Percent Difference – School Site and District	N/A	N/A	7.79%	-0.23%
State	N/A	N/A	\$7606.62	\$89574.00
Percent Difference – School Site and State	N/A	N/A	20.95%	1.16%

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

Last updated: 1/31/24

Types of Services Funded (Fiscal Year 2022–23)

We offer a tiered serve model for programs and services funded during the 2023-2024 school year. The initial level of academic behavioral and social emotional services and programs happens in the classrooms School Accountability Report Card [https://sarconline.org/public/print/43696256072177/2020-2021\[2/8/2022 9:32:16 AM\]](https://sarconline.org/public/print/43696256072177/2020-2021[2/8/2022 9:32:16 AM]) 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.

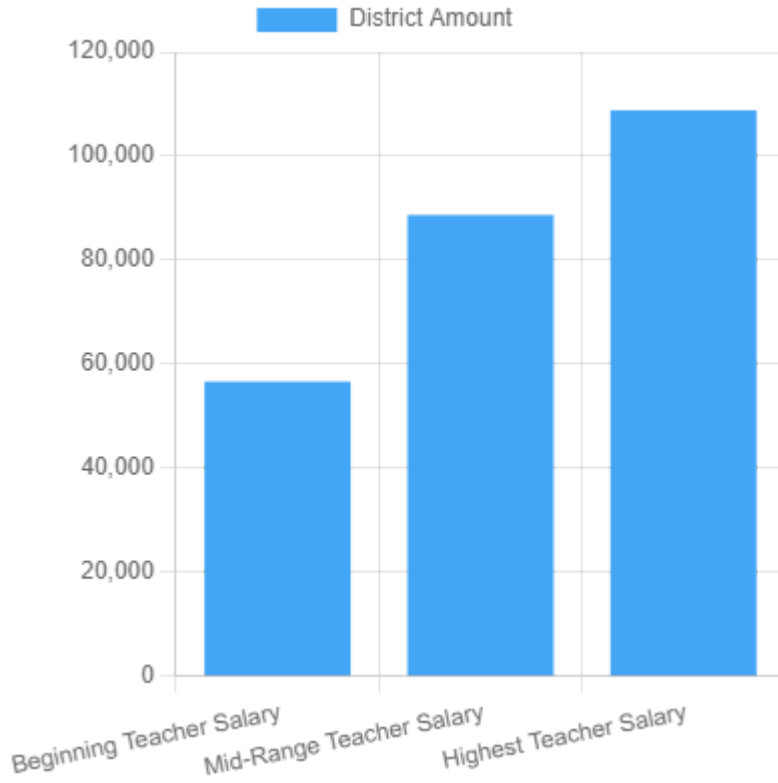
Last updated: 1/31/24

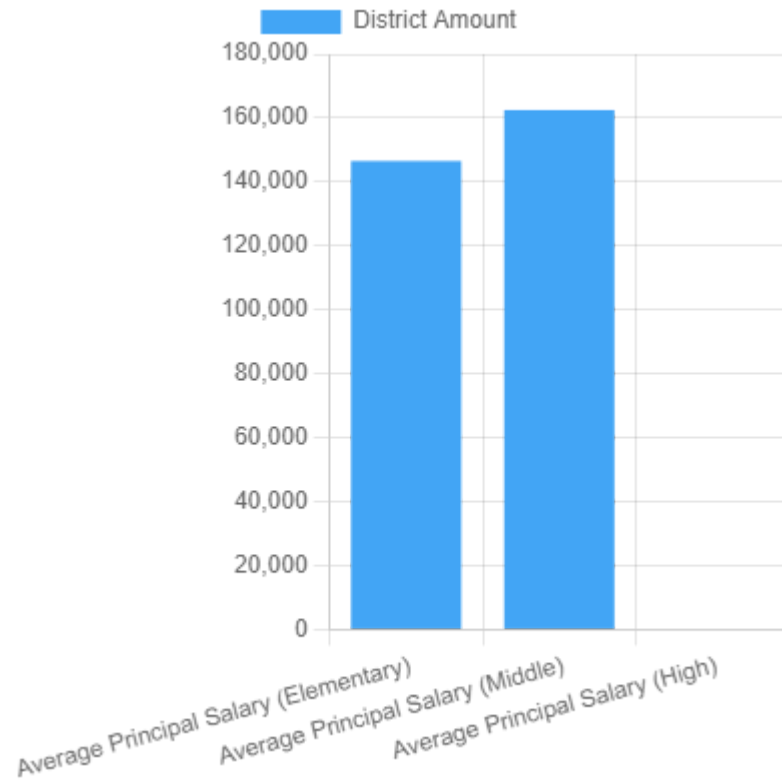
Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56663.00	\$54215.36
Mid-Range Teacher Salary	\$88683.00	\$86843.27
Highest Teacher Salary	\$108801.00	\$111440.49
Average Principal Salary (Elementary)	\$146557.00	\$140851.44
Average Principal Salary (Middle)	\$162486.00	\$147064.90
Average Principal Salary (High)	\$0.00	\$142189.00
Superintendent Salary	\$317729.00	\$252465.94
Percent of Budget for Teacher Salaries	33.74%	33.16%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	4.81%	5.15%

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





Last updated: 1/31/24

Professional Development

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/31/24