Bernal Intermediate

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

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 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/.

About This School

Ms. Tammy Unck, Principal

Principal, Bernal Intermediate

Contact

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

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

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	Chaidez, Ivan
Email Address	ichaidez@ogsd.net
Website	www.ogsd.net

School Contact Information (School Year 2025–26)

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
Grade Span	7-8
County-District-School (CDS) Code	43696256072177

School Description and Mission Statement (School Year 2025–26)

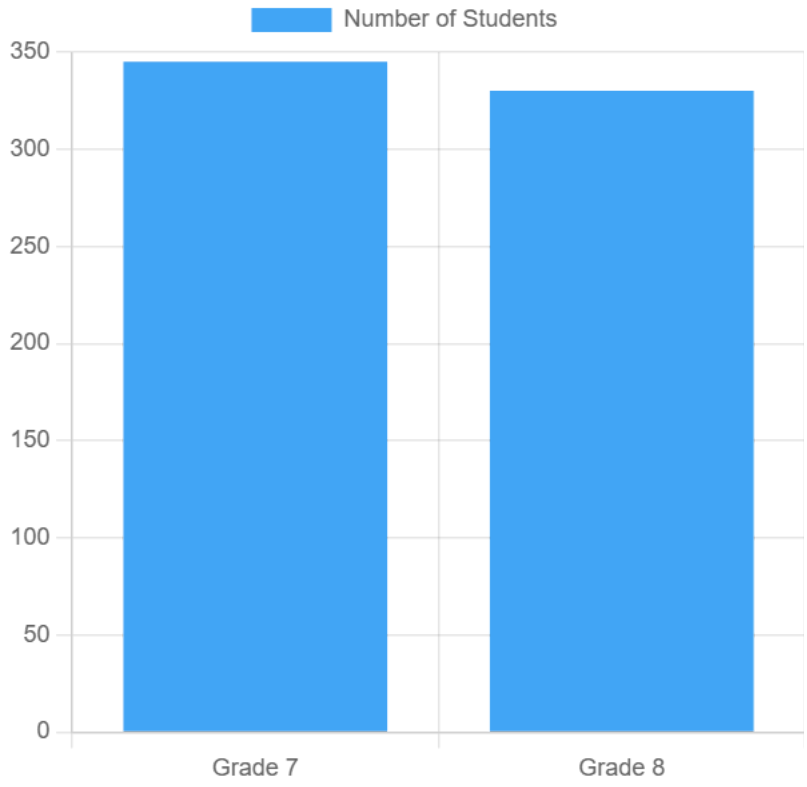
Bernal Intermediate School believes that teaching and learning needs to occur in safe environments that support the overall needs of students and adults. Schools, home and community share responsibility for student success through proactive communication and respected “voice” for all educational partners. 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.

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, Drama, Ethnic Studies, Digital Arts and Design, Chess, Symphonic Band, Modern Band, Art, Advanced Art, Printmaking and Leadership. Our school is trained in Professional Learning Communities, PBIS, Restorative Practices, Cycle of Inquiry, and WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 7	345
Grade 8	330
Total Enrollment	675



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	48.00%
Male	52.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	24.30%
Black or African American	2.70%
Filipino	4.10%
Hispanic or Latino	45.80%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	7.00%
White	15.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	16.40%
Foster Youth	0.10%
Homeless	2.50%
Migrant	0.40%
Socioeconomically Disavantaged	42.80%
Students with Disabilities	13.00%

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 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.

Teacher Preparation and Placement (School Year 2022–23)

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)	28.80	92.21%	358.80	91.45%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.70	0.70%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	3.51%	13.90	3.55%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	1.05%	1.30	0.34%	11746.90	4.23%
Unknown/Incomplete/NA	1.00	3.19%	15.50	3.96%	14303.80	5.15%
Total Teaching Positions	31.30	100.00%	392.30	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	27.10	90.02%	349.60	88.09%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.80	0.46%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	18.10	4.58%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1.00	0.25%	12112.80	4.34%
Unknown/Incomplete/NA	3.00	9.95%	26.20	6.62%	13705.80	4.91%
Total Teaching Positions	30.10	100.00%	396.90	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.60	1.1	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.60	1.1	0.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.3	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0.3	0.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.3%	4%	0.00%
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%	0.00%

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 2025–26)

The district has a board adopted curriculum used by all Sites. The most recent curriculum adoptions can be found at:

https://www.ogsd.net/departments/educational-services/curriculum-instruction-and-assessment/core-curriculum-tk-8th-grade

The data on this page represents the curriculum indicated on the above mentioned website.

Each year, the district conducts a comprehensive curriculum audit certifying that all students have full access to all materials. Additionally, the state and county offices of education select random schools to undergo a visual inspection to determine that the curriculum materials were indeed satisfactory and accessible to the students.

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		0
Mathematics		0
Science		0
History-Social Science		0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

At the time of inspection, the campus found to be in overall Good condition. Work orders were submitted to address minor lighting issues, sink faucet leak, and toilet repairs.

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: December 2025

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2025

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

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)	56%	56%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	44%	44%	41%	43%	35%	37%

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 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	660	631	95.61%	4.39%	56.26%
Female	313	304	97.12%	2.88%	55.92%
Male	347	327	94.24%	5.76%	56.57%
American Indian or Alaska Native	--	--	--	--	--
Asian	165	162	98.18%	1.82%	77.16%
Black or African American	14	12	85.71%	14.29%	16.67%
Filipino	27	27	100.00%	0.00%	77.78%
Hispanic or Latino	299	282	94.31%	5.69%	36.52%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	50	47	94.00%	6.00%	57.45%
White	100	96	96.00%	4.00%	77.08%
English Learners	103	93	90.29%	9.71%	9.68%
Foster Youth	--	--	--	--	--
Homeless	16	14	87.50%	12.50%	28.57%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	275	260	94.55%	5.45%	39.62%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	94	74	78.72%	21.28%	12.16%

Note: ELA 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.

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	660	644	97.58%	2.42%	43.94%
Female	313	304	97.12%	2.88%	40.46%
Male	347	340	97.98%	2.02%	47.06%
American Indian or Alaska Native	--	--	--	--	--
Asian	165	165	100.00%	0.00%	71.52%
Black or African American	14	13	92.86%	7.14%	0.00%
Filipino	27	27	100.00%	0.00%	55.56%
Hispanic or Latino	299	287	95.99%	4.01%	21.95%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	50	50	100.00%	0.00%	48.00%
White	100	97	97.00%	3.00%	61.86%
English Learners	103	101	98.06%	1.94%	9.90%
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	16	16	100.00%	0.00%	25.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	275	264	96.00%	4.00%	27.27%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	94	80	85.11%	14.89%	7.50%

Note: 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.

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.

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	37.22%	36.66%	36.40%	35.80%	30.73%	32.33%

Note: 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.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	330	318	96.36%	3.64%	36.79%
Female	164	159	96.95%	3.05%	32.08%
Male	166	159	95.78%	4.22%	41.51%
American Indian or Alaska Native	--	--	--	--	--
Asian	81	80	98.77%	1.23%	56.25%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	144	138	95.83%	4.17%	17.39%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15%	3.85%	52.00%
White	56	52	92.86%	7.14%	51.92%
English Learners	45	44	97.78%	2.22%	6.82%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	137	130	94.89%	5.11%	19.23%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	40	80.00%	20.00%	17.50%

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.

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 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
7	93%	98%	99%	92%	94%

Note: The admistration of the PFT requires only participation results 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.

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 2025–26)

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, principals pulse, 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, Great America, Fun Friday, AVID Family College Night, History Day, Student Success Collaboration Meeting, and Science Expo Night.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	709	690	120	17.4%
Female	342	331	62	18.7%
Male	367	359	58	16.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	169	167	2	1.2%
Black or African American	18	18	4	22.2%
Filipino	29	28	0	0.0%
Hispanic or Latino	331	320	91	28.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	48	47	5	10.6%
White	108	105	17	16.2%
English Learners	125	118	29	24.6%
Foster Youth	--	--	--	--
Homeless	17	17	4	23.5%
Socioeconomically Disadvantaged	316	304	91	29.9%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	108	105	33	31.4%

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.

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 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
Suspensions	12.81	8.71	5.08	3.01	2.78	2.06	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.08%	0.00%
Female	5.85%	0.00%
Male	4.36%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	1.18%	0.00%
Black or African American	11.11%	0.00%
Filipino	3.45%	0.00%
Hispanic or Latino	7.85%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	4.63%	0.00%
English Learners	7.20%	0.00%
Foster Youth	0.00%	0.00%
Homeless	5.88%	0.00%
Socioeconomically Disadvantaged	8.54%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	12.96%	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.

School Safety Plan (School Year 2025–26)

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. Bernal's Safe School Plan was approved by School Site Council on Tuesday, December 9, 2025.

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 (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	4	16	4
Mathematics	33.00		6	14
Science	34.00		5	15
Social Science	34.00		6	14

* 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 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	7	13	5
Mathematics	32.00		9	11
Science	33.00		6	14
Social Science	33.00		6	14

* 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 2024–25)

Title	Ratio
Pupils to Academic Counselor*	529.23

* 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 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.30
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.60
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.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17718.00	$7888.00	$9830.00	$105864.00
District	N/A	N/A	$10057.00	$99700.00
Percent Difference – School Site and District	N/A	N/A	-1.53%	-0.63%
State	N/A	N/A	$11146.18	$101700.00
Percent Difference – School Site and State	N/A	N/A	-8.54%	2.66%

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

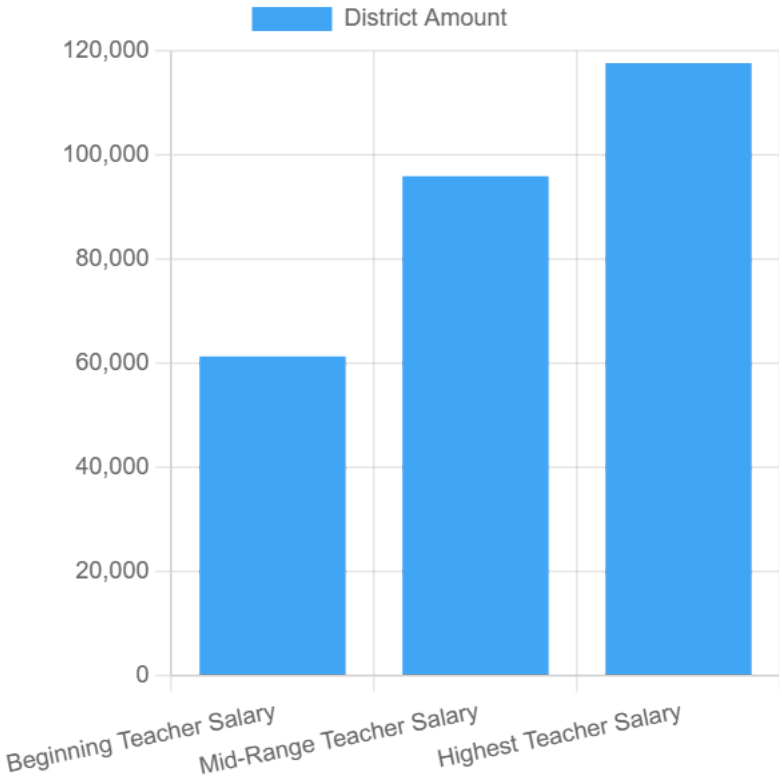
Types of Services Funded (Fiscal Year 2024–25)

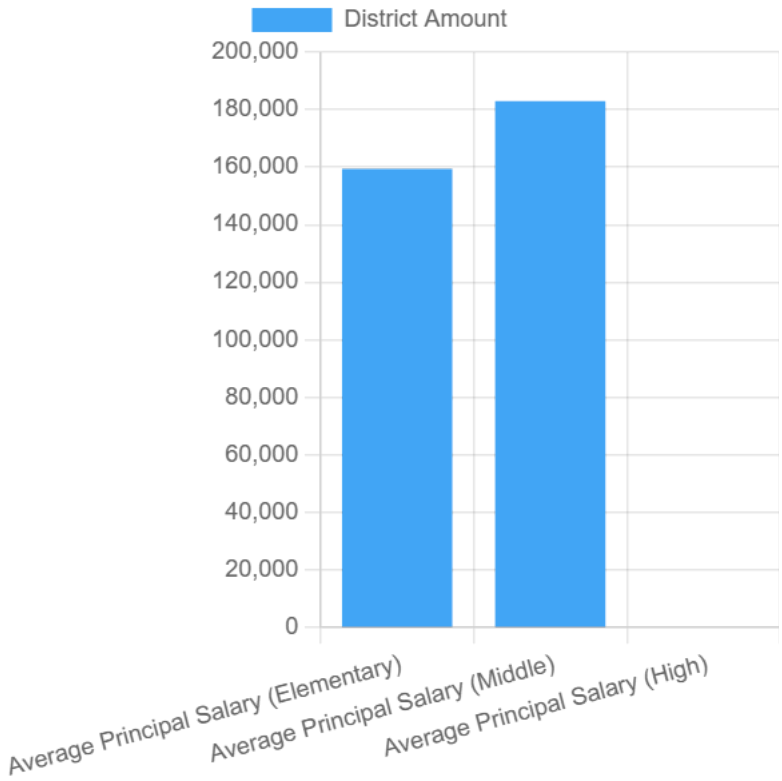
We offer a tiered serve model for programs and services funded during the 2025-2026 school year. The initial level of academic behavioral and social emotional services and programs happens in the classroomsSchool Accountability Report Card https://sarconline.org/public/print/43696256072177/2020-2021[2/8/2022 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 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, site english language aquisition, and the village. Supplemental academic support is provided through interventions that take place outside of the instructional day. Supplemental social emotional and behavioral support comes in the form of counselors doing one-to-one check in's, home visits and maintain safety and check-in‘s by phone on a regular basis.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$61287.00	$61596.88
Mid-Range Teacher Salary	$95919.00	$98902.37
Highest Teacher Salary	$117679.00	$126339.83
Average Principal Salary (Elementary)	$159412.00	$158382.71
Average Principal Salary (Middle)	$182994.00	$165207.00
Average Principal Salary (High)	$0.00	$162237.00
Superintendent Salary	$340290.00	$288331.69
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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


District Amount
120,000
100,000
80,000
60,000
40,000
20,000
0
Beginning Teacher Salary
Mid-Range Teacher Salary
Highest Teacher Salary


District Amount
200,000
180,000
160,000
140,000
120,000
100,000
80,000
60,000
40,000
20,000
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses %

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

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

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3