SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16

Bernal Intermediate

Address:	6610 San Ignacio Ave. San Jose, CA 95119-1935
Principal:	Dr. Jamal D. Splane, Principal
Phone:	(408) 578-5731
Email:	jsplane@ogsd.net
Web Site:	
CDS Code:	43696256072177

Oak Grove Elementary

Superintendent:	Jose Manzo
Phone:	(408) 227-8300
Email:	jmanzo@ogsd.net
Web Site:	www.ogsd.net

SchoolCity

I   DATA AND ACCESS

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 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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents 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 http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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.

II   ABOUT THIS SCHOOL

District Contact Information
Most Recent Year

District Name:	Oak Grove Elementary
Phone Number:	(408) 227-8300
Superintendent:	Jose Manzo
E-mail Address:	jmanzo@ogsd.net
Web Site:	www.ogsd.net

School Contact Information
Most Recent Year

School Name:	Bernal Intermediate
Street:	6610 San Ignacio Ave.
City, State, Zip:	San Jose, CA 95119-1935
Phone Number:	(408) 578-5731
Principal:	Dr. Jamal D. Splane, Principal
E-mail Address:	jsplane@ogsd.net
Web Site:	
County-District-School (CDS) Code:	43696256072177

School Description and Mission Statement – Most Recent Year

Bernal is one of nineteen schools in the Oak Grove School District, a district committed to developing an inclusive, caring educational community in which each individual has the opportunity to achieve his or her potential with full preparation for a college and career ready path of success. Bernal is committed to continuous improvement of all students as they learn to use their complex thinking and in depth analysis of rigorous instruction. The Bernal Staff is dedicated to meeting and raising goals for student performance on the Academic Performance Index (API) for all sub-groups, focusing in the areas of math and language arts. Students write weekly in all curricular areas, using the Smarter Balanced writing rubric. High priorities continue to be student safety, high expectations, academic rigor, communication with our Bernal families, and meeting the goals of the District's Five-Year Plan in the area of eighth grade Algebra. In 2013 Bernal was recognized for the fourth time as a California Distinguished School. In 2009 Bernal's API was 790. In 2010 -2011 Bernal School's overall API was 814. In 2011-2012 Bernal's API was 851, a growth of 37 points from the previous school year. All API subgroups within the Bernal student population grew substantially during the 2012-2013 School Year. The growth of our Socioeconomically Disadvantaged Student subgroup grew from 716 to 774, outpacing the County and State overall student performance, qualifying Bernal School once again for eligibility to apply for Distinguish School status. The Bernal Staff is committed to providing quality instruction in a safe nurturing learning environment promoting excellence in academic achievement for the 21st century.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	413
Grade 8	394
Total Enrollment	807

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	5.2%
American Indian or Alaska Native	0.5%
Asian	25%
Filipino	5.8%
Hispanic or Latino	36.8%
Native Hawaiian/Pacific Islander	0.9%
White	24.3%
Two or More Races	1.5%
Socioeconomically Disadvantaged	31.1%
English Learners	10.7%
Students with Disabilities	11.2%
Foster Youth	0.2%

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 Credentials

Teachers	School 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	37	39	37	542
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	2	1	0	11

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

NOTE: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	82.79%	17.21%
All Schools in District	86.36%	13.64%
High-Poverty Schools in District	87.82%	12.18%
Low-Poverty Schools in District	85.35%	14.65%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Adopted in 2014/excellent quality/one per student	Engage New York	0%
Mathematics	Adopted in 2014/excellent quatlity/one per student	Engage New York at TK-6 College Preparatory Math at 7-8	0%
Science	Adopted in 2001/excellent quality/one per student	Harcourt School Publishers, Harcourt Science. Prentice Hall Publishers, Science Explorer.	0%
History-Social Science	Adopted in 1999/excellent quality/one per student	Mc Graw Hill, Adventures in Time and Place.	0%
Foreign Language			0%
Health		Harcourt Brace Jovanovich, HBJ Health	0%
Visual and Performing Arts		Silver Burdett & Ginn, World of Music	0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements – Most Recent Year

As per the Williams' settlement, all Oak Grove schools are maintained in a manner that assures a clean, safe, and functional site as determined by periodic evaluation.

Measure P: On November 4, 2014 the voters in Oak Grove School District approved the issuance of Measure P. Measure P authorized the issuance of $89.8 million in bonds to benefit the Oak Grove School District. The funds are meant to be used to renovate, repair, acquire, construct and modernize classrooms and facilities, and increase student access to computers and technology.

During the summer of 2014 this site has had the HVAC system and controls upgrades completed

With the approval of Measure Q in November 1995, the Oak Grove community authorized a $75 million General Obligation Bond for needed school modernization projects. Combined with state modernization funds, the Bond program has made significant improvements at all of our schools. Future facility improvements will ensure that critical services continue to be provided for our students for years to come.

After successful completion of the Measure Q Bond Program, the Oak Grove community approved Measure S in November 2008, which authorized an additional $125 million General Obligation Bonds to continue needed school modernization projects, construct two new intermediate school gymnasiums, and consider solar technology systems throughout the district. The District has completed solar panel construction on Bernal Campus in the Summer of 2011 and has began construction of a new gymnasium with a completion date of Fall 2012. Combined with local Routine Repair funds and State Deferred Maintenance funds, future facility improvements will ensure that critical services continue to be provided for our students for years to come.

School Facility Good Repair Status – Most Recent Year

Using the most recent 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 Overall Rating

Month and year in which data were collected: January 2016

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

Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

	Exemplary	Good	Fair	Poor
Overall Rating	✔	-	-	-

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], Science California Standards Tests); and

- The percentage of pupils 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.

California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	58%	47%	44%
Mathematics (grades 3-8 and 11)	56%	38%	33%

NOTE: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	412	406	98.5%	20%	19%	38%	20%
Male	412	208	50.5%	23%	18%	39%	17%
Female	412	198	48.1%	18%	21%	38%	23%
Black or African American	412	25	6.1%	32%	28%	32%	0%
American Indian or Alaska Native							
Asian	412	118	28.6%	12%	10%	43%	35%
Filipino	412	26	6.3%	8%	23%	46%	19%
Hispanic or Latino	412	128	31.1%	34%	28%	30%	8%
Native Hawaiian or Pacific Islander	412	4	1%	--	--	--	--
White	412	100	24.3%	15%	17%	45%	20%
Two or More Races	412	5	1.2%	--	--	--	--
Socioeconomically Disadvantaged	412	136	33%	39%	26%	27%	7%
English Learners	412	39	9.5%	67%	23%	10%	0%
Students with Disabilities	412	42	10.2%	57%	24%	10%	5%
Students Receiving Migrant Education Services	412	5	1.2%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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.

NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	391	376	96.2%	15%	24%	40%	19%
Male	391	181	46.3%	18%	24%	37%	16%
Female	391	195	49.9%	12%	24%	43%	21%
Black or African American	391	16	4.1%	31%	31%	38%	0%
American Indian or Alaska Native	391	3	0.8%	–	–	–	–
Asian	391	86	22%	3%	17%	36%	43%
Filipino	391	21	5.4%	19%	29%	48%	5%
Hispanic or Latino	391	150	38.4%	23%	28%	40%	6%
Native Hawaiian or Pacific Islander	391	4	1%	–	–	–	–
White	391	91	23.3%	9%	21%	44%	24%
Two or More Races	391	5	1.3%	–	–	–	–
Socioeconomically Disadvantaged	391	102	26.1%	24%	30%	32%	10%
English Learners	391	36	9.2%	53%	25%	14%	0%
Students with Disabilities	391	32	8.2%	59%	22%	6%	0%
Students Receiving Migrant Education Services	391	3	0.8%	–	–	–	–
Foster Youth	–	–	–	–	–	–	–

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	412	404	98.1%	15%	22%	24%	38%
Male	412	206	50%	13%	24%	20%	42%
Female	412	198	48.1%	17%	20%	27%	34%
Black or African American	412	24	5.8%	42%	33%	17%	8%
American Indian or Alaska Native							
Asian	412	118	28.6%	6%	8%	23%	63%
Filipino	412	26	6.3%	4%	15%	35%	46%
Hispanic or Latino	412	128	31.1%	23%	32%	26%	16%
Native Hawaiian or Pacific Islander	412	4	1%	--	--	--	--
White	412	99	24%	11%	27%	20%	41%
Two or More Races	412	5	1.2%	--	--	--	--
Socioeconomically Disadvantaged	412	136	33%	26%	32%	24%	15%
English Learners	412	39	9.5%	38%	41%	15%	5%
Students with Disabilities	412	42	10.2%	50%	29%	10%	10%
Students Receiving Migrant Education Services	412	5	1.2%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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.

NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

*Level 1 = Standard not met
Level 2 = Standard nearly met
Level 3 = Standard met
Level 4 = Standard exceeded

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	391	377	96.4%	19%	28%	18%	33%
Male	391	181	46.3%	21%	27%	14%	36%
Female	391	196	50.1%	17%	30%	21%	31%
Black or African American	391	15	3.8%	20%	53%	13%	13%
American Indian or Alaska Native	391	3	0.8%	--	--	--	--
Asian	391	86	22%	7%	12%	16%	64%
Filipino	391	21	5.4%	19%	43%	24%	14%
Hispanic or Latino	391	150	38.4%	27%	39%	15%	19%
Native Hawaiian or Pacific Islander	391	4	1%	--	--	--	--
White	391	93	23.8%	16%	18%	22%	40%
Two or More Races	391	5	1.3%	--	--	--	--
Socioeconomically Disadvantaged	391	102	26.1%	27%	35%	16%	21%
English Learners	391	36	9.2%	53%	33%	8%	6%
Students with Disabilities	391	33	8.4%	52%	30%	9%	3%
Students Receiving Migrant Education Services	391	3	0.8%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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.

NOTE:　The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
　Level 2 = Standard nearly met
　Level 3 = Standard met
　Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	73%	76%	83%	60%	60%	56%	59%	60%	56%

NOTE:　Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56%	Native Hawaiian or Pacific Islander	–
All Students at the School	83%	White	86%
Male	85%	Two or More Races	–
Female	82%	Socioeconomically Disadvantaged	73%
Black or African American	75%	English Learners	67%
American Indian or Alaska Native	–	Students with Disabilities	38%
Asian	91%	Students Receiving Migrant Education Services	–
Filipino	85%	Foster Youth	–
Hispanic or Latino	79%		

NOTE:　Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STATE PRIORITY: OTHER PUPIL OUTCOME

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5			
7	16.4%	22.8%	42.2%
9			

NOTE: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 - Most Recent Year

Parents have the opportunity to be involved in the education of their children in a variety of ways including the following:
* Home & School Club
* School Site Council
* Hispanic Parent Meetings
* African American Parent Koffee Klatch
* Scholastic Book Fair and Book Club
* District Advisory Committee

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			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.19	8.8	2.03	2.84	4.05	1.75	5.07	4.36	3.8
Expulsions	0	0.36	0	0.02	0.05	0	0.13	0.1	0.09

School Safety Plan – Most Recent Year

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 Positive Behavior Intervention System (PBIS), conflict resolution, conflict/peer mediation, positive discipline, refusal training for students and parents, drug, gangs, alcohol, substance abuse, bullying, harassment, cyberbullying, graffiti, tobacco prevention education, developmental assets, Santa Clara County's Project Cornerstone, and the Wellness Policy including physical and nutritional education.

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. Currently Bernal has instituted an Attendance Incentive Program, which targets attendance and tardies.

In order to reduce the number of incidents of bullying and harassment among students and to ensure that students feel neither intimidated nor threatened by bullying or harassment, Bernal has an ongoing program that specifically addresses issues of race, ethnicity, gender, sexual orientation, perceived sexual orientation, and perceptions which commonly surface in bullying/harassment incidents. Bernal has partnered with Santa Clara County's Project Cornerstone, which focuses on developing the forty-one developmental assets that make children thrive.

We also have ongoing classroom instruction and use social settings inside and outside the classroom 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.

Each year staff is educated, trained, and practices the concepts of the National Emergency Management System which includes fire drills, earthquake evacuation, first aid procedures, communicable disease action plan, and emergency evacuation maps. Each year the school conducts Code Red Drill to prepare students and staff in the event that intruders are on campus presenting a dangerous situation.

We balance the school discipline plan with positive incentives, as well as appropriate alternative consequence plans. School-wide rules are posted in each classroom. Positive incentives are offered for positive behavior/attitude, good attendance, positive wellness, and academics. Alternatives reviewed as options to positive discipline include campus clean-up, campus projects, incentives, community services, behavior plans/contracts, Friday School, site or off-site group or individual counseling, and/or alternative placements.

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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	19	19	5	24	17	8	14	23	15	20	5
Mathematics	26	9	19	6	27	5	20	7	26	7	23	4
Science	28	3	15	9	31	3		20	31		13	11
Social Science	30	2	12	13	31	1	15	11	29	1	22	6

* 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	400
Counselor (Social/Behavioral or Career Development	.2	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.6	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist (non - teaching)	2.5	N/A
Other		N/A

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

* 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 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		$71,179
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	$5,348	$72,993
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2014-15)

Programs funded by categorical or "extra student" funds include:
1.   Extended Day and Year Programs
2.   Remedial Services provided by teachers
3.   Community Liaison and Mental Health Services
4.   Coaching (mentoring for staff development)
5.   Instructional supplies and technology
6.   Visual/performing arts
7.   Programs for high achievers and GATE students
8.   Safe Schools Specialist who supports student attendance
9.   Professional development workshops and visitations

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$45,457	$43,091
Mid-Range Teacher Salary	$71,147	$70,247
Highest Teacher Salary	$87,287	$89,152
Average Principal Salary (Elementary)	$114,878	$112,492
Average Principal Salary (Middle)	$114,174	$116,021
Average Principal Salary (High)		$117,511
Superintendent Salary	$217,350	$192,072
Percent of Budget for Teacher Salaries	38%	41%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development - Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Bernal provides extensive training for teachers in the implementation of standards, development of effective assessment, and understanding the Closing the Achievement Gap Plan. Teacher have implemented the Cycle of Inquiry Process where they meet on a bimonthly bases to examine student work. This provides teachers an opportunity to improve their teaching practice. There are numerous opportunities for participation in district in-services, out-of-district conferences, workshops, and committees. Currently much emphasis at the site level has been dedicated to the understanding and implementation of the Common Core State Standards, beginning during the 2013-2014 school year. We have a leadership team (Continuous Improvement/Equity Team) that leads site staff development around analyzing student work, developing effective strategies for the classroom, and using department time to improve instruction. The Bernal staff has four days of professional development in August, January, May, and June. We also adjust the schedule on Wednesdays to provide one hour of professional development or department planning time weekly.