

# Earl Warren Junior High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Earl Warren Junior High School
<b>Street</b>	4615 Mountain Vista Drive
<b>City, State, Zip</b>	Bakersfield, CA 93311
<b>Phone Number</b>	(661) 665-9210
<b>Principal</b>	Darryl Pope
<b>Email Address</b>	dpope@pbvUSD.k12.ca.us
<b>School Website</b>	<a href="https://warren.pbvUSD.k12.ca.us/">https://warren.pbvUSD.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	15633626112262

## 2023-24 District Contact Information

<b>District Name</b>	Panama-Buena Vista Union School District
<b>Phone Number</b>	(661) 831-8331
<b>Superintendent</b>	Katie Russell
<b>Email Address</b>	krussell@pbvUSD.k12.ca.us
<b>District Website</b>	<a href="http://www.pbvUSD.k12.ca.us/">http://www.pbvUSD.k12.ca.us/</a>

## 2023-24 School Description and Mission Statement

Earl Warren Junior High School (A California Gold Ribbon School) is one of five junior high schools in the Panama-Buena Vista Union School District. It was named in honor of United States Chief Justice Earl Warren, who was raised in the Bakersfield area and attended local schools. He served as Attorney General of California from 1939 to 1943, Governor of California from 1943 to 1953, and was appointed Chief Justice of the United States Supreme Court by President Eisenhower in 1953 and served until 1969. We are proud to have our school named in honor of such a great American patriot. Earl Warren, Jr., son of the late Chief Justice Warren, attended the school's dedication ceremonies in 1994.

The staff at Earl Warren Junior High School is looking forward to assisting our students to make the transition from elementary school to high school during their time here. We are committed to providing for the academic, emotional, physical, and social growth of its students in a school environment that embraces diversity. This commitment allows students to grow in the following areas: critical thinking, responsible decision making, productive citizenship, individual creativity, positive self-esteem, and an appreciation not only for their own welfare but for that of others.

As Principal, I consider it a privilege to serve the Earl Warren Junior High School learning community. This year promises to be yet another year of success for the Wildcats both inside the classroom and out. In addition to the regular academic program provided for students in English/Language Arts, Math, History, Science, and Physical Education, Warren students are offered a wide variety of elective classes such as instrumental and vocal music, exploring technology, art (drawing, cartooning, pottery, fabrics/textiles), math intervention, study skills, Study Hall, AVID (Advancement Via Individual Determination) classes and yes, even Ukulele classes. Extracurricular activities for Warren students include student government, color-guard, intramural sports, Oral Language Festival, Battle of the Books, Henry Greve Speech Competition, Science Fair, Math Field Day, History Day, and after-school sports.

In addition to the regular classrooms, the Warren school site includes a 456-seat multipurpose room, a gym capable of seating 700 students, a comprehensive library with a computerized card catalog, and a periodical research system. All classrooms have Internet access along with every student is equipped with a personal one-to-one device.

The Wildcats have a history of great accomplishments in a wide variety of areas. In the area of instrumental music, the Warren band and orchestra have received Superior Ratings at the California Music Educators Festival and placed record numbers of students in the Kern County Honor Band, Orchestra, and Chorus. Yearly we have students who take projects to the District,

## 2023-24 School Description and Mission Statement

County, and even State levels in the California Science Fair, and we have students who win trophies in the Kern County Oral Language Festival. In addition to these kinds of accomplishments, Warren students make outstanding contributions in the area of community service. The Warren AVID program collects and donates hundreds of pairs of socks annually to local homeless shelters and students and staff participate annually in the Relay for Life which contributes over \$5,000 to the American Cancer Society.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA
Grade 4	NA
Grade 5	NA
Grade 6	NA
Grade 7	491
Grade 8	496
Grade 9	NA
Grade 10	NA
Grade 11	NA
Grade 12	NA
<b>Total Enrollment</b>	<b>984</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.56%
Male	52.34%
Non-Binary	0.10%
American Indian or Alaska Native	0.51%
Asian	17.28%
Black or African American	6.10%
Filipino	0.91%
Hispanic or Latino	45.83%
Native Hawaiian or Pacific Islander	0.61%
Two or More Races	3.15%
White	21.85%
English Learners	6.61%
Foster Youth	0.20%
Homeless	0.93%
Migrant	0.00%
Socioeconomically Disadvantaged	51.63%
Students with Disabilities	9.25%

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	37.60	92.46	687.10	87.62	228366.10	
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	16.60	2.12	4205.90	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	21.80	2.78	11216.70	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	0.49	5.60	0.71	12115.80	4.41
<b>Unknown</b>	2.80	7.03	53.00	6.77	18854.30	6.86
<b>Total Teaching Positions</b>	40.70	100.00	784.30	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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	36.80	91.62	697.20	86.58	234405.20	
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	26.40	3.28	4853.00	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	2.49	31.10	3.86	12001.50	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	1.64	7.90	0.98	11953.10	4.28
<b>Unknown</b>	1.70	4.23	42.60	5.29	15831.90	5.67
<b>Total Teaching Positions</b>	40.20	100.00	805.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	2020-21	2021-22
Permits and Waivers		0.00
Misassignments		
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.60
Local Assignment Options	0.20	0.00
<b>Total Out-of-Field Teachers</b>	0.20	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All grade levels have access to the district adopted state approved English Language Arts textbooks, Benchmark Advance in grades TK-6 and StudySync in grades 7 and 8. In addition, sites have leveled readers to use for small group guided reading instruction and intervention. Kindergarten uses phonemic awareness books to solidify instruction for letter sounds and blending. Grades 1-3 use additional resources to supplement their phonics curriculum. 95% Group materials are used to supplement ELA instruction. They are also used during intervention blocks to address the specific needs of students two or more years behind grade level. Students are also engaged using computer programs such as Lexia and, Read Naturally Live. All grade levels have access to the district adopted state approved math textbooks, Go Math for math instruction. In addition, Engage NY is used to supplement math instruction, when needed. Students are also engaged using Next Gen Math, a computer program designed to differentiate instruction in math.

<b>Year and month in which the data were collected</b>	11/1/2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Adopted 2017: "McGraw-Hill Education "StudySync" (7th & 8th)	Yes	0
<b>Mathematics</b>	Adopted 2014: Houghton Mifflin Harcourt "2015 California GO Math" K-8	Yes	0
<b>Science</b>	Adopted 2020: Amplify Education, Inc., "Amplify Science" Grades 7 & 8.	Yes	0
<b>History-Social Science</b>	Adopted 2019: McGraw-Hill - "IMPACT CA World History and Geography, Medieval and Early Modern Times" Grade 7 McGraw-Hill. "IMPACT CA Grade 8 United States History and Geography, Growth and Conflict"	Yes	0
<b>Foreign Language</b>	N/A		0
<b>Health</b>	N/A		0
<b>Visual and Performing Arts</b>	N/A		0

## School Facility Conditions and Planned Improvements

Warren Junior High School provides a safe and clean environment for learning. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning. Ongoing repairs and modifications to the physical plant are reported to the maintenance department as necessary in accordance with California Building and Safety Codes. The District's Coordinator of Safety and Risk Management verifies quarterly that OSHA requirements are met. The exterior grounds are well lit and the perimeter of the school facility is fenced for student protection and safety. A team of custodians ensures classrooms and campus grounds are kept clean and safe. The restrooms are cleaned, sanitized, and secured at the end of each school day with 100% of the toilets in operating condition. As outlined in our Safe Schools Plan, the safety committee has addressed concerns for the safe coming and going of our students. Staff receives in-service emergency protocol and CPR. Identifying tags are issued to substitute teachers, volunteers, and other visitors as they register in our office. The gates on the perimeter of the school campus are locked during school hours and staff members are trained to activate lockdown and lockout procedures in the event of an emergency. Our positive partnership with local law enforcement is evident in their quick response time when concerns arise. Along with our regular campus security. Designated staff members carefully supervise students on the playground and in the cafeteria. Grounds and playground equipment are inspected regularly for potential hazards. The District provides ongoing training in CPR/First Aid as part of its staff development program. Fire and/or disaster drills occur in accordance with Ed Code, and a complete school site disaster plan has been prepared and is in place and available for public review. Scheduled supervision of students begins officially at 8:00 a.m. when the school opens and supervision ends at 3:45 p.m.

**Year and month of the most recent FIT report**

4/11/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	70	67	47	46	47	46
<b>Mathematics</b> (grades 3-8 and 11)	41	40	30	31	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	937	916	97.76	2.24	66.52
<b>Female</b>	461	449	97.40	2.60	72.10
<b>Male</b>	474	465	98.10	1.90	60.99
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	160	156	97.50	2.50	85.90
<b>Black or African American</b>	60	57	95.00	5.00	53.57
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	413	404	97.82	2.18	56.33
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	60	60	100.00	0.00	70.00
<b>White</b>	223	218	97.76	2.24	72.94
<b>English Learners</b>	55	49	89.09	10.91	4.08
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	302	291	96.36	3.64	54.48
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	83	80	96.39	3.61	22.50

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	938	921	98.19	1.81	40.11
<b>Female</b>	462	454	98.27	1.73	39.07
<b>Male</b>	474	465	98.10	1.90	41.08
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	160	159	99.38	0.62	71.70
<b>Black or African American</b>	61	56	91.80	8.20	19.64
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	413	406	98.31	1.69	26.85
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	60	60	100.00	0.00	41.67
<b>White</b>	223	219	98.21	1.79	45.66
<b>English Learners</b>	55	55	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	302	293	97.02	2.98	28.08
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	84	80	95.24	4.76	12.50

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. 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 CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	36.50	39.35	26.00	27.70	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	439	434	98.86	1.14	39.17
Female	224	221	98.66	1.34	40.72
Male	214	212	99.07	0.93	37.26
American Indian or Alaska Native	0	0	0	0	0
Asian	74	74	100.00	0.00	54.05
Black or African American	34	32	94.12	5.88	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	186	186	100.00	0.00	31.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	21.05
White	116	113	97.41	2.59	48.67
English Learners	19	19	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	138	136	98.55	1.45	24.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	28	93.33	6.67	10.71

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	97.2	97.2	97.2	97.2	97.2
Grade 9	NA	NA	NA	NA	NA

## 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.

#### 2023-24 Opportunities for Parental Involvement

The parents of Warren Junior High School students support their children, the school, and the community by helping their children at home with their school work, providing a caring environment, and by attending conferences, programs, and athletic and academic events. Opportunities for Parental Involvement at Warren Junior High School also include the Parent Club, English Language Advisory Council, and many other voluntary roles around campus. We also host a variety of Parent Nights; Training and Topical Workshops; AVID Parent Nights; and Student Study Teams (SST). For more information, parents are welcomed to contact the school. Contact Person: Darryl Pope, Principal - Contact Phone: (661) 665-9210.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	989	972	198	20.4
Female	495	483	99	20.5
Male	492	487	99	20.3
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	164	162	8	4.9
Black or African American	65	62	12	19.4
Filipino	11	10	1	10.0
Hispanic or Latino	440	431	111	25.8
Native Hawaiian or Pacific Islander	11	11	1	9.1
Two or More Races	29	29	9	31.0
White	234	232	49	21.1
English Learners	71	68	23	33.8
Foster Youth	7	7	3	42.9
Homeless	10	10	5	50.0
Socioeconomically Disadvantaged	571	564	144	25.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	91	90	28	31.1

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

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	0.00	5.84	1.11	0.07	2.65	2.75	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

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.11	0
Female	1.21	0
Male	1.02	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.61	0
Black or African American	4.62	0
Filipino	0	0
Hispanic or Latino	1.59	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.82	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.75	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.1	0

## 2023-24 School Safety Plan

Our school's Comprehensive School Safety Plan is reviewed and updated annually following a review by the School Site Council, comprised of a minimum of the school principal (or designee), certificated staff, classified staff, and a parent of a current student. It is annually reviewed and approved by the district's Board of Trustees. Every August, school administrators review, update, and discuss the Warren Junior High School Safety Plan with teachers and staff. The focus and goal of our School Safety Plan are to build and maintain a safe, orderly, and positive learning environment. The Warren Junior High Positive Behavior Intervention and Support (PBIS) plan strives to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Warren Junior High School believes students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, individual parent-student handbooks, and quarterly discipline talks given by the vice-principal, campus supervisor, and school counselors.

Students with excessive tardies, truancies, or unexcused absences are subject to intervention and/or disciplinary action including detention and mandatory parent conferences. "We truly believe that missing school is missing out." The District has established an Independent Study Program for students who must be absent for more than 2 and up to 14 days.

Warren establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives as well as assertive discipline and conflict resolution tools to further develop personal growth. Expulsions occur only when required by law or when all other alternatives are exhausted.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	58	7	2
Mathematics	27	3	22	8
Science	28	1	20	10
Social Science	29	1	27	3

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	16	34	20
Mathematics	26	7	19	8
Science	29	1	17	12
Social Science	29	2	19	9

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	11	41	15
Mathematics	26	7	25	4
Science	29	1	19	11
Social Science	30	1	16	13

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	937



## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,298.00	2,800.00	7,497.00	81,588.00
District	N/A	N/A	11,502.00	\$78,871
Percent Difference - School Site and District	N/A	N/A	-42.2	-2.0
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-12.8	6.7

## Fiscal Year 2022-23 Types of Services Funded

The District's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Coordinating Federal Funds for strategies to meet the goals of the SPSA.
- Coordinating State and Local funds for strategies to meet the goals of the SPSA.
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the District receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

The District's categorical fund includes monies for:

Title I:

Title I, Part A is a federal program to ensure that schools with high percentages of children from low-income families have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on State academic achievement standards and assessments. Funds support effective, evidence-based educational strategies that close the achievement gap and enable students to meet challenging academic standards. All expenditures must be supplemental to the basic core program and written into the School Plan for Student Achievement based on a comprehensive needs assessment. Input on budget and expenditures is gathered and shared with the staff, School Site Councils, the school's English Learner Advisory Committee, and District Advisory Committees. Use of funds may include any of the following: hiring supplemental staff, professional development, supplemental instructional materials, technology, library materials, after-school academic support, parental engagement activities, social-emotional well-being, consultants, and assistance for homeless children and youth.

Title II:

Title II provides supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders which include:

Increase student achievement consistent with the challenging state academic standards;

Improve the quality and effectiveness of teachers, principals, and other school leaders;

Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and

Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title III:

The district uses Title III funds to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. The focus is on professional development for teachers across the district that will: 1). Improve the instruction and assessment of ELs; 2).

Enhance the ability of teachers to implement curriculum, and improve their instructional strategies for ELs; and 3). Effectively increase students' English language proficiency.

Title IV:

The District uses Title IV funds to improve students' academic achievement by providing all students with access to a balanced academic program including a wide range of support including physical health/wellness, social-emotional, positive behavior, and mental health to improve conditions for student learning. Use of funds may include any of the following: hiring specialized support personnel, professional learning, supplemental instructional materials, technology, consultants, etc.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$50,796	\$52,641
<b>Mid-Range Teacher Salary</b>	\$77,526	\$83,981
<b>Highest Teacher Salary</b>	\$101,072	\$107,522
<b>Average Principal Salary (Elementary)</b>	\$127,787	\$136,247
<b>Average Principal Salary (Middle)</b>	\$128,697	\$142,248
<b>Average Principal Salary (High)</b>	NA	\$139,199
<b>Superintendent Salary</b>	\$231,000	\$242,166
<b>Percent of Budget for Teacher Salaries</b>	33%	33.16%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

Professional Development Focus areas include 21st-century learning strategies, English Language Development, district-adopted curriculum, educational technology strategies, district-adopted intervention strategies for MTSS, Direct Interactive Instruction, Classroom Management, Common Core Standards Implementation, Grade Level Focus Groups, as well as PBIS and AVID implementation. Areas were selected based on a district-wide survey reflecting on student achievement and areas of additional need from the teacher's point of view. Professional development is delivered through district-wide Educator Learning Summit, pbvUniversity, administrative leadership training, site-specific professional learning, conference attendance, and Kern County Superintendent of Schools and university partnerships. Each site participates in a weekly early release day to focus on Professional Learning Communities, which include ninety minutes of release time for teachers to receive school site professional learning and develop Common Core standards-aligned lessons with their collaborative teams. Through administrative professional learning opportunities, follow-up coaching is provided to support district-driven instructional priorities to support the implementation of teacher professional learning. Teachers are also supported by site administration, academic coaches, New Teacher Support, instructional coordinators, and specialists.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	6