

O.J. Actis Junior High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	O.J. Actis Junior High School
Street	2400 Westholme Boulevard
City, State, Zip	Bakersfield, CA 93309
Phone Number	(661) 833-1250
Principal	Patrick Spears
Email Address	pspears@pbvUSD.k12.ca.us
School Website	https://actis.pbvUSD.k12.ca.us/
Grade Span	
County-District-School (CDS) Code	15633626099428

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Actis Junior High School is committed to providing a learning environment and an instructional program that meets the needs of all learners. Our mission is to inspire all students to be respectful, responsible, and honest, in learning and in life. The goal of curriculum and instruction is to enable each student to acquire the academic, social, and emotional skills necessary to compete successfully at higher academic levels and to exercise the rights and responsibilities of citizenship. To this end, school staff works cooperatively and collaboratively with parents for the benefit of all students.

Specific academic goals are based on the District courses of study and various state frameworks. Progress towards the accomplishment of our goals is regularly monitored through performance indicators and annual self-studies. Regular meetings are held for staff, departments, leadership teams, parent club, and site council, in order to ensure that we are addressing the current needs of our students. Our well-defined vision and goals, help Actis students develop attitudes that enable them to be lifelong learners, engaged in their education through a variety of strategies.

Actis takes pride in our outstanding academic climate and tradition of service to the school community, and we are dedicated to preparing students to be productive and informed citizens of the 21st century. Our united team of dedicated teachers, support staff, students, and parents welcomes you to a school where traditional activities and events augment students' academic learning experiences.

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the District Office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the District, the county, and the state.

Actis Junior High School was established in 1979. The Actis staff is dedicated and focused on junior high students' unique physical, emotional, and social needs. Activities and curricula are developed to assist our students' needs and to support and maintain the concept of "Excellence in Education," as defined by the Panama-Buena Vista Union School District. Our mission is to inspire all students to be respectful, responsible, and honest, in learning and in life. We will accomplish this by providing a

2025-26 School Description and Mission Statement

solid academic foundation, an awareness that we live in a rapidly changing technological world, the skills and critical thinking needed for success in higher education, the preparation necessary to enter the workforce, a menu of courses of interest, and the guidance necessary to ensure healthy choices.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	346
Grade 8	335
Total Enrollment	681

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52
Non-Binary	0.1
American Indian or Alaska Native	0.4
Asian	2.9
Black or African American	12.8
Filipino	0.3
Hispanic or Latino	68.7
Native Hawaiian or Pacific Islander	0.9
Two or More Races	2.1
White	10.4
English Learners	11.9
Foster Youth	1.6
Homeless	0.6
Socioeconomically Disadvantaged	84.9
Students with Disabilities	16.4

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.

2021-22 Teacher Preparation and Placement

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)	31.3	85.77	697.2	86.58	234405.2	84
Intern Credential Holders Properly Assigned	2	5.47	26.4	3.28	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	31.1	3.86	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	7.9	0.98	11953.1	4.28
Unknown/Incomplete/NA	3.2	8.76	42.6	5.29	15831.9	5.67
Total Teaching Positions	36.5	100	805.3	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

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)	31.3	86.24	683.9	84.82	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	22.9	2.84	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	8.25	55.5	6.88	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6	0.74	11746.9	4.23
Unknown/Incomplete/NA	2	5.5	38	4.71	14303.8	5.15
Total Teaching Positions	36.3	100	806.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

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)	28.3	77.29	696.9	83.84	230039.4	100
Intern Credential Holders Properly Assigned	0	0	23	2.77	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	5.45	49.9	6.01	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.3	9.08	18.6	2.25	12112.8	4.34
Unknown/Incomplete/NA	3	8.18	42.6	5.13	13705.8	4.91
Total Teaching Positions	36.6	100	831.3	100	278927.1	100

Note: The data in this table is based on 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	2022-23	2023-24
Permits and Waivers	0.00	1.6	1.6
Misassignments	0.00	1.3	0.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	3	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	3
Local Assignment Options	0.00	0	0.3
Total Out-of-Field Teachers	0.00	0	3.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4.1	5.5
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	2.8	5.1

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

2025-26 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.

Year and month in which the data were collected

10/14/2025

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	Adopted 2017: "McGraw-Hill Education "StudySync" (7th & 8th)	0
Mathematics	Adopted 2014: Houghton Mifflin Harcourt "2015 California GO Math" K-8	0
Science	Adopted 2020: Amplify Education, Inc., "Amplify Science" Grades 7 & 8.	0
History-Social Science	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"	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

O.J. Actis, built in 1979, 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 exceed 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 inservice in emergency protocol and CPR. Identifying tags are issued to substitute teachers, volunteers, and other visitors as they register in our office. Adults entering our front gate must pass a checkpoint and be directed to the office by personnel on duty. The gates on the perimeter of the school playground are locked during school hours, and staff members are trained to activate lockdown procedures in the event of an emergency. Our positive partnership with local law enforcement is evident in their quick response time when concerns arise.

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 monthly, and a complete school site disaster plan has been prepared and is in place and available for public review. In past years, Actis staff have been the recipient of numerous District Safety Awards. Scheduled certificated supervision of students officially begins at 8:15 a.m. when the school opens and ends at 3:45 p.m.

Year and month of the most recent FIT report	4/23/2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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.

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

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.

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)	35	33	46	47	47	48
Mathematics (grades 3-8 and 11)	14	15	30	31	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	678	665	98.08	1.92	33.38
Female	325	318	97.85	2.15	36.79
Male	352	346	98.30	1.70	30.06
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	42.86
Black or African American	89	87	97.75	2.25	12.64
Filipino	--	--	--	--	--
Hispanic or Latino	464	456	98.28	1.72	35.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	42.31
White	67	66	98.51	1.49	42.42
English Learners	75	70	93.33	6.67	8.57
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	578	567	98.10	1.90	31.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	108	103	95.37	4.63	9.71

2024-25 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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	679	670	98.67	1.33	14.93
Female	326	321	98.47	1.53	11.84
Male	352	348	98.86	1.14	17.82
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	28.57
Black or African American	91	88	96.70	3.30	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	463	459	99.14	0.86	15.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	15.38
White	67	66	98.51	1.49	15.15
English Learners	75	75	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	579	572	98.79	1.21	13.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	108	103	95.37	4.63	1.94

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 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.

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

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	19.42	18.41	26.45	28.08	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	335	330	98.51	1.49	18.18
Female	159	157	98.74	1.26	15.29
Male	176	173	98.30	1.70	20.81
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	25.00
Black or African American	46	42	91.30	8.70	4.76
Filipino	--	--	--	--	--
Hispanic or Latino	224	223	99.55	0.45	16.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	30.77
White	31	31	100.00	0.00	38.71
English Learners	30	30	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	284	280	98.59	1.41	18.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	48	90.57	9.43	8.33

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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 7	98%	98%	98%	97%	99%

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.

2025-26 Opportunities for Parental Involvement

The parents of Actis Junior High 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 Actis Junior High include the following:

- * At Back to School Night (a school wide event), teachers/parents are given the opportunity to discuss the curriculum, academic assessments, levels of proficiency, and Common Core Standards used by the general education teacher. All certificated staff is present during the evening hours for parent information sessions.
- * Student Success Teams: At the request of teacher, parent or Categorical Programs Specialist, opportunities are provided to meet with a team of certificated teachers and a IIC Teacher trained to discuss intervention strategies to help a struggling student.
- * Parent-Teacher Conferences. Parents are encouraged to contact their child's teacher by phone or email to discuss any concerns.
- * Title I Events: Facilitated by the Title I Academic Coach, but often attended by certificated staff and the Principal as well. Events include, but are not limited to: End of the Quarter Evaluation, Checking Grades/Emailing Teachers, and SBAC: Preparing Students for Success.
- * Participation of parents in our district Title I Sub Committee, which holds two meetings annually to discuss programs and problem solve issues at hand.
- * Participation in ELAC (English Learner Advisory Committee) and DELAC (District English Learner Advisory Committee).

Parents are encouraged to contact the school office at (661) 833-1250 regarding parent involvement opportunities which are encouraged and supported through our Parent Club. Service projects involving the community include Adopt-A-Child, Clothing and blanket drives, and the March Of Dimes. Actis is involved in a business/school partnership program called Renaissance in which numerous awards were presented to improving and high achieving Actis students. Contact Person: Patrick Spears, Principal (661) 833-1250 or pspears@pbvUSD.net

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	768	736	194	26.4
Female	375	357	94	26.3
Male	392	378	100	26.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	21	2	9.5
Black or African American	103	97	34	35.1
Filipino	--	--	--	--
Hispanic or Latino	522	506	140	27.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	16	4	25.0
White	77	73	11	15.1
English Learners	105	99	25	25.3
Foster Youth	23	18	11	61.1
Homeless	--	--	--	--
Socioeconomically Disadvantaged	662	635	179	28.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	136	124	50	40.3

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: 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 data.

Suspensions								
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
6.98	3.81	4.3	2.75	2.15	1.78	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
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
0	0	0	0	0	0	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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.30	0.00
Female	4.27	0.00
Male	4.34	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	9.52	0.00
Black or African American	6.80	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.26	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	16.67	0.00
White	3.90	0.00
English Learners	3.81	0.00
Foster Youth	21.74	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.53	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.35	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.

2025-26 School Safety Plan

Actis Junior High is committed to maintaining a positive learning environment that supports both academic and personal growth. The goal of Actis' discipline program is to help students develop self-discipline through a consistent system of rewards and consequences. Clear guidelines are established to ensure students experience a meaningful, productive, and enjoyable school environment. Appropriate behavior is encouraged through praise, motivational incentives, assertive discipline, and conflict-resolution strategies designed to promote personal growth. Expulsions are used only when required by law or after all other interventions have been exhausted. Actis Junior High believes that students who develop a strong sense of personal responsibility will grow both academically and emotionally.

Parents and students are informed of discipline policies at the start of each school year through classroom orientations, quarterly discipline discussions, and individual parent-student handbooks.

To further support a safe, welcoming, and purposeful learning environment, Actis Junior High has implemented Positive Behavioral Interventions and Supports (PBIS). PBIS is a proactive, school-wide approach to discipline that reinforces positive student behaviors while providing additional support to students who need help meeting expectations. Actis' All-American Values—Responsibility, Respect, and Honesty—guide student behavior. Students are expected to “ACT” responsibly, respectfully, and honestly in all school settings. These expectations are taught through activities, lessons, discipline discussions, and videos.

Each year, Actis Junior High's Comprehensive School Safety Plan is reviewed and updated by the School Site Council, which includes the principal (or designee), certificated and classified staff, and a parent of a current student. The plan is approved annually by the district's Board of Trustees and reviewed by local officials, including police and fire departments. The Safe School Plan is shared with staff during monthly meetings, and the campus regularly conducts fire and lockdown drills. In addition, emergency professionals provide ongoing safety training for staff.

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	23	27	23	2
Mathematics	27	3	19	0
Science	28	4	17	2
Social Science	27	3	21	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22	24	30	
Mathematics	22	15	13	
Science	25	4	22	
Social Science	26	3	22	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	22	27	26	3
Mathematics	23	11	17	1
Science	26	4	20	
Social Science	26	5	19	

2024-25 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	350

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	14,123.00	5,025.00	9,098.00	78,486.00
District	N/A	N/A	11,502.00	\$91,220
Percent Difference - School Site and District	N/A	N/A	-23.3	-8.4
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-16.8	-20.4

Fiscal Year 2024-25 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.

Fiscal Year 2024-25 Types of Services Funded

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, 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:

- Provide low-income and minority students greater access to effective 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.
- Increase student achievement consistent with the challenging state academic standards; and
- Improve the quality and effectiveness of 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 funds are used to provide resources and training 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
Beginning Teacher Salary	\$58,223	\$61,597
Mid-Range Teacher Salary	\$88,860	\$98,902
Highest Teacher Salary	\$117,885	\$126,340
Average Principal Salary (Elementary)	\$159,028	\$158,383
Average Principal Salary (Middle)	\$161,141	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$290,490	\$288,332
Percent of Budget for Teacher Salaries	29.97%	31.29%
Percent of Budget for Administrative Salaries	4.33%	5.38%

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	29	29	29