

# Bernice Chipman 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>	Bernice Chipman Junior High School
<b>Street</b>	2905 Eissler St.
<b>City, State, Zip</b>	Bakersfield, CA 93306
<b>Phone Number</b>	661-631-5210
<b>Principal</b>	Tomas Prieto
<b>Email Address</b>	prietot@bcsd.com
<b>School Website</b>	www.bcsd.com/chipman
<b>County-District-School (CDS) Code</b>	15-63321-6008841

## 2023-24 District Contact Information

<b>District Name</b>	Bakersfield City School District
<b>Phone Number</b>	661-631-4600
<b>Superintendent</b>	Mark Luque
<b>Email Address</b>	supt@bcsd.com
<b>District Website</b>	www.bcsd.com

## 2023-24 School Description and Mission Statement

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters. As you read this Report Card, you will gain a better understanding of Chipman as a school with a record for improvement, a faculty that is professionally skilled and personally committed to meeting the learning needs of students, and a student body that is enthusiastic and motivated to perform well. Chipman's multi-tiered system of support meets students where they are and works to provide them with the skills and support necessary to ensure the success of all students. It is this system and the school's commitment to student success that earned Chipman the recognition as a California and a National School to Watch in 2023.

Our vision for Bernice Harrell Chipman Junior High School is to prepare and empower all students to become driving forces in today's rapidly advancing society.

The mission of Bernice Harrell Chipman Junior High School is to provide students with a rigorous and innovative environment that will ensure academic achievement through collaboration, critical thinking, problem-solving, and inclusion.

To meet these goals we offer courses in Project Lead the Way, Robotics, Technology, Video Journalism, Instrumental and Vocal Music, and Music Theatre. Students have the opportunity to take advanced coursework through our GATE and Honors classes, Accelerated Math, and Algebra. Chipman students compete in a variety of academic competitions throughout the year such as Oral Language, Speech, Math Counts, Math Field Day, Music, and Robotics. Intramural and Intermural sports such as football, volleyball, basketball, soccer, softball, track and field, cross country, and E-Sports help students to build community and collaboration skills while staying physically fit. Student organizations such as Anime Club, Pokemon Club, Japanese Language Learning Club, Black Student Union, Art Club, Chess Club, Pride and Ally Club, and Lego Club provide students an opportunity to collaborate and build an inclusive community on campus.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	5
Grade 7	358
Grade 8	364
Total Enrollment	727

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8%
Male	49.2%
American Indian or Alaska Native	1%
Asian	1.2%
Black or African American	5.6%
Filipino	0.7%
Hispanic or Latino	72.4%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1.4%
White	17.6%
English Learners	8.4%
Foster Youth	0.6%
Homeless	1.2%
Migrant	0.7%
Socioeconomically Disadvantaged	73.6%
Students with Disabilities	10.9%

### 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>	29.70	77.10	1203.60	84.54	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.59	85.70	6.02	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.00	10.36	68.30	4.80	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.60	6.92	24.60	1.73	12115.80	4.41
<b>Unknown</b>	1.10	3.00	41.40	2.91	18854.30	6.86
<b>Total Teaching Positions</b>	38.60	100.00	1423.80	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>	29.00	74.08	1218.30	84.11	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	3.40	8.76	79.60	5.50	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.90	2.53	42.90	2.96	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.20	8.22	35.90	2.48	11953.10	4.28
<b>Unknown</b>	2.40	6.33	71.50	4.94	15831.90	5.67
<b>Total Teaching Positions</b>	39.10	100.00	1448.40	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	3.00	0.90
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>4.00</b>	<b>0.90</b>

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	0.00
Local Assignment Options	2.60	3.20
<b>Total Out-of-Field Teachers</b>	<b>2.60</b>	<b>3.20</b>

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)	3.8	0
<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)	15.9	0

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

Every student is provided with sufficient and standards-aligned textbooks or other instructional materials.

Year and month in which the data were collected

October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades TK-5: Benchmark Education Company, Benchmark Advance California; Benchmark Adelante California, 2018  Grades 6-8: McGraw Hill, Study Sync, 2018  Grades TK-5: Benchmark Education Company, Benchmark Advance (How English Works) (ELD), 2018  Grades 6-8: HMH, English 3D (ELD), 2017	Yes	0%
<b>Mathematics</b>	Grades K-5: McGraw Hill, McGraw Hill My Math, 2013  Grades 6-8: McGraw Hill, McGraw Hill California Math, Courses 1-3, 2013  Grade 7: McGraw Hill, Glencoe Math Accelerated, 2013  Grade 8: McGraw Hill, Glencoe Algebra 1, 2013	Yes	0%
<b>Science</b>	Grades 7-8: Twig Science California Science, Twig Education Inc., 2020	Yes	0%
<b>History-Social Science</b>	Grades K-5: Harcourt School Publishers, Reflections, 2007  Grade 6: Pearson Education, myWorld Ancient Civilizations, 2019  Grade 7: Pearson Education, myWorld Medieval And Modern Times, 2019  Grade 8: Pearson Education, myWorld Growth and Conflict, 2019	Yes	0%
<b>Foreign Language</b>		Yes	0%
<b>Health</b>		Yes	0%
<b>Visual and Performing Arts</b>	Grades TK-6 (Elementary): The California Arts Project, BCSD Course of Study TK-5 (Online), 2019  Grades 6-8 (Jr Hi/Middle School): Pearson Scott Foresman, Pearson/Scott Foresman, Art, 2007  Grades 6-8: Silver Burdett, Silver Burdett Making Music, 2007	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

## School Facility Conditions and Planned Improvements

Chipman School was built in 1968 and modernized in 2010. It sits on 10.3 acres of which 6.13 acres is playground. This school has 38 classrooms, a multi-purpose facility, music room, learning center, library, and a staff lounge.

The custodial staff adheres to a weekly cleaning schedule that includes classrooms, restrooms, cafeteria and kitchen areas.

The District's Mobile Maintenance Team visits the school site at least twice a year. Maintenance emergencies are addressed immediately. District personnel maintain the grounds at least once every two weeks.

This site also is maintained to ensure a clean, safe, and functional facility as determined pursuant to a Facility Inspection Tool developed by the State of California Office of Public School Construction.

Year and month of the most recent FIT report

10/29/2022

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			
<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)	35	38	27	27	47	46
<b>Mathematics</b> (grades 3-8 and 11)	14	21	13	15	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>	711	702	98.73	1.27	38.46
<b>Female</b>	360	356	98.89	1.11	44.66
<b>Male</b>	351	346	98.58	1.42	32.08
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	11	100.00	0.00	36.36
<b>Black or African American</b>	39	38	97.44	2.56	31.58
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	516	509	98.64	1.36	36.54
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	126	125	99.21	0.79	45.60
<b>English Learners</b>	56	56	100.00	0.00	3.57
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	11	10	90.91	9.09	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	528	520	98.48	1.52	34.42
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	82	81	98.78	1.22	2.47

## 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>	711	700	98.45	1.55	21.43
<b>Female</b>	360	354	98.33	1.67	22.03
<b>Male</b>	351	346	98.58	1.42	20.81
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	11	100.00	0.00	45.45
<b>Black or African American</b>	39	38	97.44	2.56	18.42
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	516	507	98.26	1.74	19.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	126	125	99.21	0.79	26.40
<b>English Learners</b>	56	56	100.00	0.00	5.36
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	11	10	90.91	9.09	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	528	518	98.11	1.89	18.15
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	82	81	98.78	1.22	1.23

## 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
<b>Science</b> (grades 5, 8 and high school)	16.02	17.60	14.13	14.62	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
<b>All Students</b>	365	363	99.45	0.55	17.63
<b>Female</b>	186	185	99.46	0.54	14.05
<b>Male</b>	179	178	99.44	0.56	21.35
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	22	22	100.00	0.00	18.18
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	260	258	99.23	0.77	14.34
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	64	64	100.00	0.00	26.56
<b>English Learners</b>	32	31	96.88	3.12	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	271	269	99.26	0.74	14.87
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	46	46	100.00	0.00	6.52

## 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	96.6	98	98.3	97.7	97.7

## 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

Family and community involvement and support are encouraged at all school activities. Chipman embraces the belief that the more we can team together, the more successful our students will be. We also believe that continual two-way communication is essential to successful parent involvement programs. Parents are encouraged to participate in our annual Back-To-School Night each Fall, the Chipman Booster Club, annual fundraisers, School Site Council, English Learner Advisory Committee, African American Parent Advisory Committee, parent education meetings, parent surveys, field trips, and classroom activities. Chipman uses the student portal, Aeries, to help families keep up to date on their student's academics and behavior. School-Wide parent conferences are scheduled in the Fall and Spring. Individual conferences may also be scheduled as needed. The school employs eight (8) bilingual support staff members who assist with translation services when needed.

The Chipman Parent Center, staffed by a full-time Family and Community Engagement (FACE) Liaison, provides a space where parents can not only feel at home but have access to resources and information to support their student as well as their own personal development as a parent. Chipman's FACE Liaison organizes various family activities such as Family Picnics, Science/Math Nights, Reading Nights, Game Nights, Art/Paint Nights, and informational classes on a diverse range of topics that are requested through our parent survey or are directly related to campus life. The Parent Center also hosts a monthly Parent Cafe which provides parents the opportunity to socialize, build community, and learn about activities happening on campus. Parents are also kept informed of upcoming events through the Chipman Webpage, social media accounts on Facebook, Instagram, and Twitter, the Parent Square messaging app, monthly newsletters, Family and Community Engagement Calendars, bulletins sent home with the students, and through our voicemail system (School Messenger). The school's digital marquee is also updated weekly to inform students and parents of upcoming events and opportunities for parents to get involved. Please call (661) 631-5210 to volunteer or to access information concerning participation opportunities.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	791	769	226	29.4
Female	408	394	114	28.9
Male	383	375	112	29.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	8	8	5	62.5
Asian	12	11	1	9.1
Black or African American	47	46	16	34.8
Filipino	5	5	0	0.0
Hispanic or Latino	569	552	152	27.5
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	10	10	6	60.0
White	139	136	45	33.1
English Learners	69	67	19	28.4
Foster Youth	8	7	0	0.0
Homeless	27	27	18	66.7
Socioeconomically Disadvantaged	601	582	184	31.6
Students Receiving Migrant Education Services	7	7	4	57.1
Students with Disabilities	90	89	27	30.3

### 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	0.10	9.45	8.22	0.03	2.60	2.80	0.20	3.17	3.60
Expulsions	0.00	0.00	0.88	0.00	0.00	0.10	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.22	0.88
Female	9.07	0.49
Male	7.31	1.31
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	21.28	2.13
Filipino	0	0
Hispanic or Latino	7.38	1.05
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	7.19	0
English Learners	2.9	0
Foster Youth	0	0
Homeless	18.52	3.7
Socioeconomically Disadvantaged	10.15	1.16
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.44	0

## 2023-24 School Safety Plan

Chipman established its Comprehensive School Safety Plan in 1998. A law enforcement officer specializing in safety provided direction in the establishment of the School Safety Plan. Chipman's School Safety Plan is current and is updated annually. The Chipman School Site Council approved the plan on February 7, 2023. The Safety Plan was discussed with the staff on August 28, 2022, October 20, 2022, January 26, 2023, February 23, 2023, and April 27, 2023. Key elements of Chipman's School Safety Plan include the following: (a) routine and emergency disaster procedures; (b) suspension, and expulsion procedures; (c) teacher notification of pupils with a specific discipline history; (d) child abuse reporting procedures, (e) the district's sexual harassment policy; (f) school crime data; (g) the student dress code; (h) safe entrance and exit procedures; (i) the civil defense and disaster plan; (j) discipline rules and procedures, and (k) Bullying Prevention and Intervention. Our overall goal is to maintain a safe and orderly school environment conducive to learning.

## 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	22	22	30	4
Mathematics	21	19	22	2
Science	24	10	20	8
Social Science	26	6	24	5

## 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	22	19	40	3
Mathematics	22	16	24	3
Science	27	5	20	10
Social Science	24	12	22	6

## 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	18	35	17	7
Mathematics	21	11	22	2
Science	22	10	21	2
Social Science	22	9	22	2

## 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	0

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	0.3
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	4.6

## 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
<b>School Site</b>	11248.79	2531.65	8717.14	89657.49
<b>District</b>	N/A	N/A	9171.03	\$79,778
<b>Percent Difference - School Site and District</b>	N/A	N/A	-5.1	13.7
<b>State</b>	N/A	N/A	\$7,607	\$89,574
<b>Percent Difference - School Site and State</b>	N/A	N/A	7.3	2.7

## Fiscal Year 2022-23 Types of Services Funded

LCFF  
 State Lottery  
 Expanded Learning Opportunities  
 Title I  
 ESSR  
 Special Ed.  
 Ongoing/Major Maintenance  
 Educator Effectiveness



## 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>	\$52,296	\$54,215
<b>Mid-Range Teacher Salary</b>	\$78,839	\$86,843
<b>Highest Teacher Salary</b>	\$104,193	\$111,440
<b>Average Principal Salary (Elementary)</b>	\$150,000	\$140,851
<b>Average Principal Salary (Middle)</b>	\$149,460	\$147,065
<b>Average Principal Salary (High)</b>	\$0	\$142,189
<b>Superintendent Salary</b>	\$244,189	\$252,466
<b>Percent of Budget for Teacher Salaries</b>	30.49%	33.16%
<b>Percent of Budget for Administrative Salaries</b>	3.96%	5.15%

## Professional Development

Professional development is designed to provide continuous learning opportunities for administrators, teachers, and classified personnel. Training opportunities affirm the basic philosophy of education that learning is a lifelong process that contributes to the well-being of the students, teachers, administrators, and community. Professional Development is an essential component of effective instruction and student learning.

All training revolves around identified needs of students and adults for the purpose of the improvement of instruction and increasing content knowledge. Central to all training are student achievement data, district focus areas, the Common Core State Standards, the state adopted standards-based instructional materials, and strategies to effectively teach the academic content standards to all students.

During the 2022-2023 school year, district professional development focused on supporting good first instruction and the use of core instructional materials in all content areas. In preparation of the school year, teachers were offered three full days of professional development sponsored by the district and additional dates at the school sites. Regularly scheduled follow ups and extensions to summer learning were provided throughout the school year. Topics addressed the use of core curriculum to support the Next Generation Science Standards, Foundational Reading Skills, Reading Comprehension, Using Manipulatives, Literature and Problem Solving in Mathematics, Project Based Learning and incorporating technology.

Additional support was provided by academic coaches and district specialists for reading/language arts, mathematics, science, writing and social emotional learning. The district provided time and resources for collaboration, planning, and professional development. Additionally, professional development on Multi-Tiered Systems of Support and Support to school and district teams.

Teachers new to the District received four days of professional development prior to the beginning of the school year focused on orientation to District and school site policies and services, Common Core State Standards, classroom management, curriculum and pacing, using technology and setting up the classroom. Teachers in their second year with the District received two days of professional development prior to the beginning of the school year provided by the school site and focused on improving best practices.

New teachers with California preliminary credentials received professional development through the Bakersfield City School District (BCSD) Teacher Induction Program (TIP). The focus of BCSD TIP is being mentored by an experienced teacher, growing in the California Standards for the Teaching Profession (CSTP) and meeting the California Induction standards. The culmination of TIP is the recommendation for the CA Clear Credential. Each TIP teacher was assigned a veteran teacher who served as a mentor. The mentors received on-going professional development in coaching/mentoring strategies, instructional strategies, and guiding cycles of inquiry. Professional development was provided through individual mentoring, monthly meetings, and after-school workshops.

## Professional Development

Intern teachers received professional development at monthly meetings focusing on the initial teaching skills of the CSTP including classroom management, lesson planning, assessment, and establishing a climate that is conducive to student achievement. Each Intern was assigned a mentor that provided day-to-day support in these areas as well as advisement toward meeting credential requirements. Mentors received monthly professional development in meeting the needs of Intern teachers. Interns also received coursework and supervision from universities partnered with BCSD to provide the Intern Program.

Teachers on Short Term Staffing Permits (STSPs) were provided mentors and monthly trainings on beginning pedagogy and best teaching practices. Each teacher on a STSP designed a plan to meet requirements to move to a CA Intern or Preliminary Credential. Support was provided for required testing and BCSD staff worked closely with university partners to ensure teachers on permits were taking prerequisite requirements to move to credentials.

Teachers on Provisional Intern Permits (PIPs) were provided a weekly cohort meeting focused on beginning pedagogy. Two cohort meetings occurred weekly to allow teachers on a PIP to work around university course schedules. Support was provided for required testing and BCSD staff worked closely with university partners to ensure teachers on permits were taking prerequisite requirements to move to credentials.

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>			