

El Tejon 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.

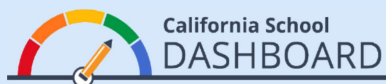
- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
-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

School Name	El Tejon School
Street	4337 Lebec Rd.
City, State, Zip	Lebec, CA 93243-0876
Phone Number	(661) 248-6680
Principal	Corey Hansen
Email Address	chansen@el-tejon.k12.ca.us
School Website	http://et.el-tejon.k12.ca.us/
County-District-School (CDS) Code	15751686009468

2023-24 District Contact Information

District Name	El Tejon Unified School District
Phone Number	661-248-6247
Superintendent	Sara Haflich
Email Address	shaflich@el-tejon.k12.ca.us
District Website	www.el-tejon.k12.ca.us

2023-24 School Description and Mission Statement

School Vision Statement

El Tejon School vision is to provide a program that meets the individual educational needs of each student in a safe and positive environment with the goal of preparing each student to be a confident and productive citizen. We commit to implementing promising strategies for achieving the mission of our school which is to develop our capacity to function as a professional learning community.

Description

Historically El Tejon School has experienced decreasing enrollment and it appears most recently it has stabilized. El Tejon School serves approximately 220 students in grades 5th –8th. It is one of three schools in the El Tejon Unified School District. The other two schools are Frazier Park School, which serves students in Transitional Kindergarten through fourth grades and Frazier Mountain High School, which serves ninth through twelfth grades.

El Tejon School is located along Interstate 5 in the town of Lebec. The attendance area encompasses a group of rural mountain communities in Kern, Los Angeles, and Ventura counties. These communities include Frazier Park, Lake of the Woods, Pinon Pines, Pine Mountain Club, and Lockwood Valley. Frazier Park is located approximately forty miles south of Bakersfield and forty miles north of Valencia.

Many of the parents in the community commute to Bakersfield or the Los Angeles area for employment. Employers within the community are oriented toward the construction, education, fast food, recreation, and service industries. El Tejon Unified School District is one of the largest employers in the community. The socioeconomic make-up of the community ranges from low to middle income.

Mission Statement

At El Tejon Middle School, we help all our students achieve high levels of learning and academic growth required for success in college, military and secondary training. We do what is best for our students academically, socially, and emotionally. Our small class sizes give us a unique advantage. We get to know our students and can provide them with programs and services that are beneficial to them and our community members.

El Tejon School will fully implement our mission by accomplishing the following:

Curriculum and Instruction:

To continue to align the site curriculum, instruction, and assessments with district and state standards.

To meet the needs of all students in 5th-8th grades so that they achieve proficiency in grade-level standards.

To maintain an ongoing process of evaluation, planning, implementation, and assessment of the academic program.

To continue to improve the quality of instruction by providing all staff with effective staff development.

To increase the number of students performing at Meeting Standards or Exceeding Standards levels on (Smarter Balanced Summative Assessments) in Mathematics and Language Arts.

Climate:

To foster ownership, pride, and stewardship among all staff members, students, and parents.

To foster an open, friendly, supportive, and professional environment for all.

To build a stimulating and productive environment for learning and teamwork.

To maintain a safe and secure campus.

Partnerships:

To create and maintain productive partnerships between El Tejon School and the community.

To maintain a positive relationship with the media.

To provide meaningful and regular opportunities for parents and community members to become partners in education.

Principal's Message

As parents and community members read this report, what will emerge is a picture of a school community that is committed to providing a student-centered educational environment with the expectation that all students focus on reaching their learning potential. We are an effective school with a strong academic focus and a commitment to continuous improvement; a positive

2023-24 School Description and Mission Statement

and safe learning environment, with a staff that is professionally skilled and personally committed to meeting the learning and emotional needs of students; and a student body that works to meet expectations and perform at its highest level of academic competence. Educators remain relevant in strategies and evaluate data to adjust their teaching to meet the needs of students based on individual needs.

The El Tejon staff strives to instill in ALL students the desire to become lifelong learners while demonstrating that education is essential to their lives. It is our goal that all students reach a level of skill and knowledge that will enable them to participate productively and with high levels of confidence and competence in an ever-changing world.

Sincerely,
Corey Hansen

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	49
Grade 6	48
Grade 7	52
Grade 8	40
Total Enrollment	189

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.9%
Male	47.1%
Asian	1.6%
Black or African American	1.1%
Filipino	1.1%
Hispanic or Latino	50.3%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	2.6%
White	42.9%
English Learners	14.3%
Foster Youth	0.5%
Homeless	16.9%
Socioeconomically Disadvantaged	86.8%
Students with Disabilities	19%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.50	38.26	25.00	71.24	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	8.90	0.80	2.36	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.90	52.73	7.80	22.24	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.40	4.13	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	9.30	100.00	35.10	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.60	45.46	24.30	66.02	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	9.76	2.00	5.42	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	9.76	3.00	8.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.19	11953.10	4.28
Unknown	3.50	34.93	7.40	20.07	15831.90	5.67
Total Teaching Positions	10.20	100.00	36.80	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	0.50	0.00
Misassignments	4.40	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.90	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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	51.2	12
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.8	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

All materials used at El Tejon School are from the most recent adoption and are available to each student.

Year and month in which the data were collected	1/5/2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders Program (5) Adopted 2016	Yes	0%

	Houghton Mifflin, Collections Program (6-8) Adopted 2016		
Mathematics	Math Expressions (5th)/2015 & Big Ideas Learning/2015	Yes	0%
Science	Houghton Mifflin Harcourt (k-12) Adopted 2020	Yes	0%
History-Social Science	McGraw-Hill (5-12) Adopted 2020	Yes	0%
Health	Glencoe/McGraw-Hill, Glencoe Teen Health Adopted 2022	Yes	0%

School Facility Conditions and Planned Improvements

El Tejon School was built in 1939. A clean, safe, and orderly environment for all students and staff is a priority at El Tejon School. Sixteen classrooms are utilized by students on the campus, including a science lab, fine arts room, family and consumer sciences rooms, performing arts stage, cafeteria, social emotional learning and student success facilitation room, library, Boys and Girls Club and a gymnasium.

The District staff and site custodians maintain the campus, buildings, and grounds. To maintain a safe and healthy environment, all custodians and maintenance staff receive training in general maintenance procedures, handling hazardous materials, safety procedures, playground equipment safety checks, and work safety issues.

The custodial/maintenance staff consists of 1 part-time custodian, one part-time groundskeeper, and one part-time maintenance worker, whose hours are staggered throughout the school day as well as before and after school hours. The custodian is also part-time bus drivers for the school district. The maintenance and grounds have established a reporting process to be implemented by the staff and administration.

District maintenance staff is responsible for the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure service and emergency repairs are given the highest priority. The MOT is responsible for working with the custodial staff to develop cleaning schedules that ensure a clean and safe school.

Most recently, and agriculture grounds was developed and is in full utilizations. Furthermore, 4 storage rooms were restored to classrooms including a science lab, fine arts room, family and consumer sciences rooms, music classroom, and social emotional learning and student success facilitation room. The entire roof has been replaced with tin roofing. Also, technology in each classroom was implemented including smartboards, smart TVs, smart boards, and student one to one devices and charging stations

Student safety on campus is vitally important. There is always staff supervision in the cafeteria 20 minutes before school begins in the morning, and on the playground during all recesses, and in the cafeteria at lunchtime. Staff supervision of bus loading and unloading before and after school is always provided.

Year and month of the most recent FIT report

9/15/2023

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		Chipping Paint MS1, Carpet tears Rm 8, Stained Ceiling Tiles Office, Cover Base by door has Gap Rm 2, rug not stretched, needs replacement, threshold torn room 21, Ceiling Tile Unhinged Rm 5,
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			

School Facility Conditions and Planned Improvements

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.

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
English Language Arts/Literacy (grades 3-8 and 11)	37	33	35	36	47	46
Mathematics (grades 3-8 and 11)	8	11	13	16	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
All Students	198	193	97.47	2.53	32.64
Female	104	102	98.08	1.92	37.25
Male	94	91	96.81	3.19	27.47
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	96	98.97	1.03	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	86	83	96.51	3.49	38.55
English Learners	29	29	100.00	0.00	3.45
Foster Youth	--	--	--	--	--
Homeless	35	34	97.14	2.86	23.53
Military	0	0	0	0	0
Socioeconomically Disadvantaged	118	114	96.61	3.39	28.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	35	100.00	0.00	5.71

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
All Students	198	192	96.97	3.03	11.46
Female	104	102	98.08	1.92	8.82
Male	94	90	95.74	4.26	14.44
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	96	98.97	1.03	7.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	86	82	95.35	4.65	13.41
English Learners	29	29	100.00	0.00	3.45
Foster Youth	--	--	--	--	--
Homeless	35	34	97.14	2.86	5.88
Military	0	0	0	0	0
Socioeconomically Disadvantaged	118	113	95.76	4.24	11.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	0.00

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)	24.14	15.73	26.04	20.21	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	93	89	95.70	4.30	15.73
Female	46	46	100.00	0.00	13.04
Male	47	43	91.49	8.51	18.60
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	46	95.83	4.17	8.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	34	34	100.00	0.00	20.59
English Learners	15	15	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	14	13	92.86	7.14	7.69
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	54	96.43	3.57	11.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	18	90.00	10.00	5.56

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	64%	98%	100%	52%	82%
Grade 7	76%	100%	100%	62%	96%

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

Parent Involvement is essential to overall student success at El Tejon School. Efforts to increase parent involvement are taking place through multiple opportunities for parents to connect with the school. In addition to school-sponsored events, El Tejon is increasing school-based sports events and academic challenges. Currently, we gather parent input through the Community Schools Parent teams and advisory committees, surveys, conferences, and interviews. Furthermore, we have a PTSO (parent organization) that provides assistance with fundraising efforts and encouraging parents to assist teachers in school. Parents are encouraged to support El Tejon School in the following ways; Graduation Committee, School Site Council, After School Programs and events through the Boys and Girls Club, Extended learning Opportunities, English Language Advisory Committee, Yearbook Committee, Community School Parent Committees, Family Nights, Associated Student Body, Coffee and Doughnuts with the Principal, and Safe School Ambassadors and Committee. Various school events are offered throughout the year, for example; Back to School Night, Open House, Quarterly Awards Assemblies, Science Fairs, Spring Carnival, Safe School Ambassadors Community Meeting, and Parent/Teacher Conferences. The AERIES student data system allows access for parents to check grades and monitor student progress. Quarterly newsletters are sent home with valuable information on events and tips on how to assist students. Our Upcoming Events Calendar reports activities for parents and is made available in English and Spanish. El Tejon's athletic program is extremely successful which encourages parents to participate in extra-curricular events as coaches and helpers. Mrs. Hansen holds a monthly Coffee and Donuts with the Principal program. This informal monthly gathering encourages parents to come to school to learn more about what's taking place and also to voice concerns. Community School partnership with the Frazier Mountain Community Resource Center has allowed for even greater collaboration as we are able to join coffee chats in a central location, as well as Park Day, parent trainings, and family advocacy. For more information on any of these programs, please contact Mrs. Hansen, Principal, at chansen@el-tejon.k12.ca.us and 661-248-6680.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	204	199	39	19.6
Female	106	106	18	17.0
Male	98	93	21	22.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	3	3	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	100	98	18	18.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	6	6	2	33.3
White	89	86	19	22.1
English Learners	33	32	6	18.8
Foster Youth	5	5	2	40.0
Homeless	35	34	8	23.5
Socioeconomically Disadvantaged	176	172	35	20.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	42	42	13	31.0

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	1.01	5.10	3.43	0.40	5.25	4.21	0.20	3.17	3.60
Expulsions	0.00	0.51	0.00	0.00	0.14	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.43	0
Female	1.89	0
Male	5.1	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	3.37	0
English Learners	6.06	0
Foster Youth	0	0
Homeless	2.86	0
Socioeconomically Disadvantaged	3.41	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Students and staff participate in regularly scheduled fire, disaster training, and lockdown drills. The Kern County Fire Department assesses the adequacy of emergency procedures and conducts yearly school safety inspections, all in accordance with a comprehensive School Safety Plan developed by a committee of staff and community members, which is updated annually. Additionally, El Tejon School and all schools in the El Tejon Unified School District now participate in a statewide emergency drill known as the "Great Shake Out." In addition, posted expectations for hygiene, logistics, and supplies are prominent around campus and inspected daily.

Included in the School Safety Plan is a specific Emergency Plan that addresses emergency preparedness, and is in compliance with California Standardized Emergency Management Systems (SEMS). This plan was developed in cooperation with local officials and includes specific courses of action to be taken in case of an emergency. Emergency supplies are kept in each classroom, and school-wide emergency supplies are also maintained in a shipping container on campus. These plans can be found in the school office at El Tejon School, in each classroom on campus, online at www.eltejon.org, and also at the school district office. The School Safety Plan was last reviewed, updated and board approved in January 2024.

On a daily basis, yard and cafeteria supervision is provided by both classified and certificated personnel. Doors are locked at all times for increased security measures. All visitors must report to the school office to obtain visitor passes. Last year we implemented a Hall Pass System, which requires students to sign in and out and use hall passes when leaving or entering a classroom. This and other safety procedures have been very successful. This is one of several safety measures to ensure that students are accounted for at all times. Additional measures are considered during a debriefing each time a lockdown drill is conducted. We are fortunate to have our local sheriff's department assist us in our efforts to be prepared in any type of emergency.

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	18	4	1	
Mathematics	13	6	1	
Science	22	3	1	
Social Science	22	3	1	

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	20	3	1	
Mathematics	20	3	1	
Science	20	3	1	
Social Science	20	3	1	

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	22	2	2	0
Mathematics	22	2	2	0
Science	22	2	2	0
Social Science	22	2	2	0

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

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	14,664.00	3,107.00	11,557.00	61,651.00
District	N/A	N/A	1,251	\$69,128
Percent Difference - School Site and District	N/A	N/A	160.9	-11.4
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	41.2	-23.4

Fiscal Year 2022-23 Types of Services Funded

El Tejon School provides the following programs:

- Title I (Basic Grant)
- Title II (Teacher & Principal Training & Recruiting)
- Title III (EL Program)
- Title IV (Safe and Drug-Free Schools and Communities)
- Induction for California Educators
- School Improvement Program (SIP)
- Special Education
- TUPE (Tobacco Use Prevention Education)
- AB 1113 School Safety & Violence Prevention
- Middle School Foundation Academies
- After School Tutoring
- * Boys & Girls Club (ASES)
- * CTE Pathways - FFA/Agriculture, Family and Consumer Sciences, Music, Art, Career Exploration
 - After School Sports Program
- * Bridges Program for 8th graders
- * Safe School Ambassadors
- * PBIS - Positive Behavior Interventions and Supports
- * STEAM - Science Technology Engineering Art and Math
- * Community School Supports and Services

All programs are aligned to our mission and vision. Data is gathered, monitored and reviewed to maintain the effectiveness of the program. Input from parents, community members, students, teachers, and staff are gathered and used to guide the student needs and thus drive the programs focus. All funding aligns with the intent and plan for each program.

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
Beginning Teacher Salary	\$44,781	\$47,616
Mid-Range Teacher Salary	\$66,290	\$75,580
Highest Teacher Salary	\$85,684	\$100,485
Average Principal Salary (Elementary)	\$93,974	\$114,067
Average Principal Salary (Middle)	\$90,795	\$123,622
Average Principal Salary (High)	\$0	\$125,386
Superintendent Salary	\$144,729	\$157,977
Percent of Budget for Teacher Salaries	25.12%	27.82%
Percent of Budget for Administrative Salaries	4.49%	5.78%

Professional Development

Professional development throughout the El Tejon Unified School District is structured around the goals and objectives outlined in the Local Control and Accountability Plan (LCAP) and the school site's Single Plan for Student Achievement (SPSA). Training and curriculum development revolves around the California Common Core Standards and frameworks, academic progress toward proficiency, student and school safety, and culture, and is focused on student and teacher needs. The school has a 60

Professional Development

minute Professional Learning Teams for teachers and staff to attend. Teams scheduled meeting during multiple 60 minute intervals on early release Wednesdays, and the various grade-level teachers and staff collaborate to practice cycles of collective inquiry. For the previous school year staff development days were held, covering various topics including:

- Math data review, implementation of priority Common Core State Standards
- Collaboration time focusing on Differentiated Instruction & Common Formative Assessments
- Universal Instructional Strategies for All Students

* Continuous improvement through data dives

*Social/Emotional Learning and Restorative Justice

*ELA/ELD Framework

*Math intervention, skills, and proficiency - NextGen Math and County Office of Education Math Talks

The district’s professional development focus was on Data Analysis, Student Engagement, Analyzing and Increasing Rigor in Curriculum, and Formative Assessment to guide instruction. Administrators have trained in the use of Professional Learning Teams and will guide teachers in working collaboratively on data analysis, improving student achievement, pacing calendars, and common core grade-level standards alignment. We have transferred to AERIES student data system. We are currently implementing KIDS that has helped us in multiple ways; not just specific demographic data, it also provides us an opportunity to gather group and individual assessment data.

The El Tejon Unified School District supports the efforts of all teachers—new and veteran—to gain the experience, knowledge, and skills to be effective leaders in the classroom through a range of programs. Kern County Superintendent of School has an induction State-sponsored program, is designed for first and second year credentialed teachers and provides skills assistance and reflective practices that are implemented over a two-year period. All staff members— both certificated and classified—are encouraged to attend professional workshops and conferences. Opportunities for observations of best practices are promoted within the District, and at school sites outside of the District that are demonstrating success in closing the achievement gap for all students. New teachers, experienced teachers, teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Kern County Superintendent of Schools Office, as well as continuing education opportunities offered through local colleges and universities.

New teachers and interns are provided a Mentor Teacher to assist them throughout the school year. The site Mentor provides much-needed support and coaching with instructional strategies, planning, and classroom management. All teachers have attended restorative practices training and meet monthly with Perseverance Education Trauma informed instructor and mentor, Dr. David Sandles. As the school year began a full day of restorative practices was provided to all teachers. 50 follow up sessions have been scheduled throughout the year to address teacher and student needs as they arise. Furthermore, two teachers received training in Safe School Ambassadors, which uses specific practices to encourage student self-regulation and develops a strong supportive culture. Teachers then trained support staff as well as 68 students. Current projections for student training increased to 75 students. In combination with this program we will be in our second year of AVID. We are focusing on increasing WICOR strategies across the grade levels and in all subjects.

Kern County Superintendent of Schools office is working alongside 3 district leadership teams on a continuous improvement model that focuses on tackling the root causes of chronic absenteeism in the district. Furthermore we have focused our instructional growth in Math. We are working with Kern County Superintendent of Schools Math Department to implement in person instructional modeling and coaching to increase best practices around mathematics. Data is continuously being evaluated to better inform instruction.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	37	43	44