El Tejon School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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
Grade Span	5-8
County-District-School (CDS) Code	15751686009468

2024-25 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

2024-25 School Description and Mission Statement

School Vision Statement
El Tejon School is dedicated to providing a comprehensive educational program that addresses the unique needs of every student within a safe and supportive environment. Our goal is to prepare each student to become a confident, capable, and contributing member of society. We are committed to adopting innovative strategies to fulfill our mission of fostering a professional learning community that supports continuous growth and achievement.

School Description

2024-25 School Description and Mission Statement

El Tejon School has historically faced declining enrollment but has recently reached a point of stabilization, serving approximately 220 students in grades 5 through 8. It is one of three schools within the El Tejon Unified School District. The district's other schools include Frazier Park School, serving students in Transitional Kindergarten through 4th grade, and Frazier Mountain High School, which serves students in grades 9 through 12.

El Tejon School is situated along Interstate 5 in the town of Lebec, California. Its attendance area encompasses a collection of rural mountain communities across Kern, Los Angeles, and Ventura counties, including Frazier Park, Lake of the Woods, Pinon Pines, Pine Mountain Club, and Lockwood Valley. Frazier Park is located approximately 40 miles south of Bakersfield and 40 miles north of Valencia.

The community's employment landscape includes a mix of local jobs in construction, education, recreation, and service industries, with many parents commuting to Bakersfield or the greater Los Angeles area for work. The El Tejon Unified School District is one of the largest employers in the area. The socioeconomic profile of the community spans from low to middle income, reflecting the diverse needs of its residents.

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

Dear Parents and Community Members,

This report offers a comprehensive look into a vibrant school community dedicated to fostering a student-centered and enriching educational environment. At El Tejon School, we uphold the belief that every student has the potential to achieve excellence. Our commitment to academic success is reflected in our continuous efforts to enhance learning experiences, maintain a safe and supportive atmosphere, and cultivate a team of highly skilled professionals devoted to meeting the academic and emotional needs of every child.

Our students consistently rise to the challenge of high expectations, demonstrating resilience and a strong work ethic to achieve their personal best. Meanwhile, our educators are innovative and adaptable, employing data-driven methodologies to provide personalized instruction that caters to the diverse needs of our learners.

The dedicated staff at El Tejon is passionate about inspiring every student to embrace lifelong learning and to understand the profound importance of education in shaping their futures. Our ultimate mission is to equip each student with the knowledge, skills, and confidence necessary to thrive in and contribute meaningfully to an ever-changing world.

Sincerely,
Corey Hansen
Principal

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	50
Grade 6	55
Grade 7	52
Grade 8	61
Total Enrollment	218

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.20
Male	51.4
Non-Binary	0.5
American Indian or Alaska Native	0.5
Asian	1.8
Black or African American	1.4
Filipino	0.5
Hispanic or Latino	46.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4.1
White	45
English Learners	11.9
Foster Youth	1.8
Homeless	17
Socioeconomically Disadvantaged	87.2
Students with Disabilities	21.6

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/Incomplete/NA	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/Incomplete/NA	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

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)	4.60	45.11	28.50	77.72	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.10	20.91	2.70	7.38	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	11.23	2.10	5.80	11746.90	4.23
Unknown/Incomplete/NA	2.30	22.56	3.30	9.07	14303.80	5.15
Total Teaching Positions	10.30	100.00	36.70	100.00	277698.00	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.50	0.00	0
Misassignments	4.40	1.00	2.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	4.90	1.00	2.1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	1.1
Total Out-of-Field Teachers	0.00	0.00	1.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	51.20	12	16.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.80	0	0

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

2024-25 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	1/2/2024

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 Houghton Mifflin, Collections Program (6-8) Adopted 2016	Yes	0%
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%

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

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, CTE lab, 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.

School Facility Conditions and Planned Improvements

Most recently, and agriculture grounds was developed and is in full utilizations. Furthermore, 6 storage rooms were restored to classrooms including a science lab, fine arts room, family and consumer sciences rooms, music classroom, CTE Lab, social emotional learning and community resource 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	10/09/2024

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		Room 9 Sink Sagging, Electrical Plate broken, Room 4 - walls have unpainted patches, Room 8- Carpet is worn through, Room 20 Rug Seam is running, Room 11 wall around the back door is damaged from contractor install, MS-2 one of three faucets not fully functioning, No hot water working Admin - Rug is stained and worn, Gym hall and bathrooms need painting
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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	33	33	36	36	46	47
Mathematics (grades 3-8 and 11)	11	20	16	25	34	35

2023-24 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	230	224	97.39	2.61	33.48
Female	116	114	98.28	1.72	38.60
Male	113	109	96.46	3.54	28.44
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	110	109	99.09	0.91	25.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	101	96	95.05	4.95	41.67
English Learners	30	30	100.00	0.00	10.00
Foster Youth	--	--	--	--	--
Homeless	34	33	97.06	2.94	21.21
Military	--	--	--	--	--
Socioeconomically Disadvantaged	134	131	97.76	2.24	25.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	46	93.88	6.12	13.04

2023-24 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	230	224	97.39	2.61	19.64
Female	116	113	97.41	2.59	14.16
Male	113	110	97.35	2.65	25.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	110	110	100.00	0.00	10.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	101	95	94.06	5.94	25.26
English Learners	30	30	100.00	0.00	10.00
Foster Youth	--	--	--	--	--
Homeless	34	32	94.12	5.88	12.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	134	131	97.76	2.24	14.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	47	95.92	4.08	8.51

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	15.73	20.54	20.21	25.36	30.29	30.73

2023-24 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	115	113	98.26	1.74	20.35
Female	65	64	98.46	1.54	17.19
Male	50	49	98.00	2.00	24.49
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	56	55	98.21	1.79	12.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	52	51	98.08	1.92	29.41
English Learners	14	13	92.86	7.14	7.69
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33	6.67	28.57
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	65	98.48	1.52	18.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	21	95.45	4.55	9.52

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.

2023-24 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 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 5	98	98	98	98	98
Grade 7	96	96	96	96	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.

2024-25 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, Parenting Partners Leadership Seminar, 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, Parenting Partners Leadership Seminars, 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, Parenting Partners Leadership Seminars, 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	238	236	56	23.7
Female	122	120	27	22.5
Male	115	115	29	25.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	111	111	27	24.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	107	106	25	23.6
English Learners	31	31	8	25.8
Foster Youth	--	--	--	--
Homeless	47	47	16	34.0
Socioeconomically Disadvantaged	205	205	53	25.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	53	52	16	30.8

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
5.1	3.43	9.24	5.25	4.21	6.81	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.51	0	0	0.14	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.24	0.00
Female	3.28	0.00
Male	14.78	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	13.08	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	14.89	0.00
Socioeconomically Disadvantaged	10.24	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.43	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.

2024-25 School Safety Plan

Students and staff regularly participate in scheduled fire, disaster, and lockdown drills. The Kern County Fire Department evaluates the effectiveness of emergency procedures and conducts annual school safety inspections, as outlined in a comprehensive School Safety Plan. This plan, developed by a committee of staff and community members, is reviewed and

2024-25 School Safety Plan

updated annually. Additionally, El Tejon School and all schools within the El Tejon Unified School District take part in the statewide emergency drill known as the “Great Shake Out.” Hygiene, logistics, and supply expectations are prominently posted around campus and inspected daily.

The School Safety Plan includes a detailed Emergency Plan that complies with California’s Standardized Emergency Management Systems (SEMS) and addresses all aspects of emergency preparedness. This plan, created in collaboration with local officials, outlines specific actions to take in various emergencies. Emergency supplies are stored in each classroom, with additional campus-wide supplies housed in a dedicated shipping container. Copies of the School Safety Plan are available in the school office, in each classroom, on the district website at www.eltejon.org, and at the district office. The plan was last reviewed, updated, and board-approved in January 2024.

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

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	26		4	
Mathematics	21	1	4	
Science	25		3	
Social Science	26		4	

2023-24 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

2023-24 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	4
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$76,533
Percent Difference - School Site and District	N/A	N/A	160.9	-21.5
State	N/A	N/A	$10,771	$78,673
Percent Difference - School Site and State	N/A	N/A	7.0	-24.3

Fiscal Year 2023-24 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 (Agricultural Science, Arts, Media, and Entertainment, Family and Consumer Sciences, Entrepreneurship, Bridges, and Collee and Career readiness)
- After School Tutoring (Math ad Language Arts - Writing emphasis)

* 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 ad Math
* Community School Supports and Services
* Paxton Patterson Career Exploration Laboratory
* Music (Introduction and Advanced Band)
* 3-D Printing
* Robotics
* Welding
* AVID College and Career Readiness

All programs are aligned to our mission and vision. Data is gathered, monitored and reviewed to maintain the effectiveness of the program. Input form 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$50,000	$50,757
Mid-Range Teacher Salary	$72,276	$75,693
Highest Teacher Salary	$96,070	$105,687
Average Principal Salary (Elementary)	$117,081	$121,443
Average Principal Salary (Middle)	$114,226	$132,509
Average Principal Salary (High)	$0	$133,106
Superintendent Salary	$159,126	$167,660
Percent of Budget for Teacher Salaries	23.88	25.51
Percent of Budget for Administrative Salaries	5.12	5.93

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 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 and Math Tasks with Open Middle Math

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,

Professional Development

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 70 students. Current projections for student training increased to 75 students. In combination with this program we will be in our third 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 and suspension rates in the district. Furthermore we have focused our instructional growth in Math. We are working with Kern County Superintendent of Schools Math Department implementing 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	43	44	44