

El Tejon School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

School Name	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	https://et.el-tejon.k12.ca.us/
Grade Span	5-8
County-District-School (CDS) Code	15751686009468

2025-26 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	https://www.el-tejon.k12.ca.us/

2025-26 School Description and Mission Statement

El Tejon School is committed to ensuring that all students achieve high levels of learning and academic growth necessary for success in college, military service, and post-secondary training. Serving approximately 220 students in grades five through eight, the school has reached enrollment stability after past declines and plays a vital role within the El Tejon Unified School District. Located in the rural mountain community of Lebec along Interstate 5, El Tejon School serves families across Kern, Los Angeles, and Ventura counties. The surrounding communities reflect diverse socioeconomic backgrounds, ranging from low to middle income, with families employed locally or commuting to nearby urban centers. This unique regional and community context shapes the school's mission to equitably meet the academic and social-emotional needs of every student.

To fulfill its mission, El Tejon School is dedicated to functioning as a professional learning community focused on continuous improvement. Curriculum, instruction, and assessment are aligned with district and state standards to ensure all students achieve proficiency in grade-level expectations. The school maintains a cycle of evaluation, planning, implementation, and assessment to strengthen its academic programs, while investing in ongoing professional development to enhance instructional quality. Through these efforts, El Tejon School strives to increase student performance on state assessments in mathematics and language arts, ensuring instructional practices are responsive, data-driven, and tailored to diverse learners.

Equally important to academic success is a positive and supportive school climate built on pride, ownership, and collaboration. El Tejon School fosters a safe, welcoming, and professional environment that encourages teamwork among students, staff, and families. Strong partnerships with parents, community members, and local organizations are actively cultivated, providing meaningful opportunities for engagement and shared responsibility in education. Guided by committed leadership and a dedicated staff, El Tejon School remains focused on inspiring lifelong learning and equipping every student with the skills, confidence, and resilience needed to succeed in an ever-changing world.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	51
Grade 6	54
Grade 7	55
Grade 8	61
Total Enrollment	221

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	50.7
Non-Binary	0.5
American Indian or Alaska Native	0.9
Asian	2.7
Black or African American	1.4
Filipino	0.9
Hispanic or Latino	48.4
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4.5
White	40.3
English Learners	10.4
Homeless	17.6
Socioeconomically Disadvantaged	84.2
Students with Disabilities	21.3

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.6	45.46	24.3	66.02	234405.2	84
Intern Credential Holders Properly Assigned	1	9.76	2	5.42	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	9.76	3	8.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0.19	11953.1	4.28
Unknown/Incomplete/NA	3.5	34.93	7.4	20.07	15831.9	5.67
Total Teaching Positions	10.2	100	36.8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.6	45.11	28.5	77.72	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.1	20.91	2.7	7.38	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	11.23	2.1	5.8	11746.9	4.23
Unknown/Incomplete/NA	2.3	22.56	3.3	9.07	14303.8	5.15
Total Teaching Positions	10.3	100	36.7	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.2	48.48	28	74.67	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	9.23	2.4	6.41	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	10.71	2.5	6.83	12112.8	4.34
Unknown/Incomplete/NA	3.4	31.39	4.5	12.07	13705.8	4.91
Total Teaching Positions	10.8	100	37.6	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	1.00	2.1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	2.1	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	1.1	1.1
Total Out-of-Field Teachers	0.00	1.1	1.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12	16.3	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

2025-26 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 9/24/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, Wonders Program (5) Adopted 2016 Houghton Mifflin, Collections Program (6-8) Adopted 2016	0%
Mathematics	Math Expressions (5th)/2015 & Big Ideas Learning/2015	0%
Science	Houghton Mifflin Harcourt (k-12) Adopted 2020	0%
History-Social Science	McGraw-Hill (5-12) Adopted 2020	0%
Health	Glencoe/McGraw-Hill, Glencoe Teen Health Adopted 2022	0%

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

School Facility Conditions and Planned Improvements

El Tejon School, originally constructed in 1939, prioritizes maintaining a clean, safe, and orderly environment for all students and staff. The campus currently utilizes sixteen instructional and support spaces, including a science laboratory, fine arts room, family and consumer sciences classrooms, a performing arts stage, cafeteria, social-emotional learning and student success facilitation room, career and technical education (CTE) lab, Boys and Girls Club space, and a gymnasium.

The district and site custodial staff are responsible for maintaining the campus facilities, buildings, and grounds. To ensure a safe and healthy learning environment, custodial and maintenance personnel receive ongoing training in general maintenance procedures, hazardous materials handling, safety protocols, playground equipment inspections, and workplace safety practices.

The custodial and maintenance team consists of one part-time custodian, one part-time groundskeeper, and one part-time maintenance worker. Staff schedules are staggered throughout the school day as well as before and after school hours to ensure adequate coverage. In addition, the custodian also serves as a part-time bus driver for the district. A formal reporting and work request process has been established and is implemented by both staff and administration to address maintenance and custodial needs efficiently.

School Facility Conditions and Planned Improvements

District maintenance staff are responsible for completing all necessary repairs to keep the school facilities in good working order in a timely manner. A work order system is utilized to prioritize emergency and essential repairs. The Maintenance, Operations, and Transportation (MOT) department collaborates with custodial staff to develop and implement cleaning schedules that support a safe, clean, and well-maintained campus.

Recent facility improvements include the development and full utilization of agricultural grounds, as well as the restoration of six former storage rooms into fully functional instructional spaces. These renovations resulted in additional classrooms, including a science lab, fine arts room, family and consumer sciences classroom, music classroom, CTE lab, and a social-emotional learning and community resource room. Additionally, the entire school roof was replaced with durable tin roofing. Classroom technology upgrades were also implemented, including smartboards, smart TVs, one-to-one student devices, and charging stations.

Student safety remains a top priority at El Tejon School. Staff supervision is provided in the cafeteria beginning 20 minutes before the start of the school day, during all recess periods on the playground, and throughout lunchtime in the cafeteria. Supervision is also consistently provided during bus loading and unloading before and after school to ensure student safety at all times.

Year and month of the most recent FIT report

09/16/2025

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 1 Sink top needs replacing, Electrical cover base missing, Room 5: rug stains and wear, Room 7 stained ceiling tile, sink faucet atomizer clogged, Room 8- Carpet is worn through, Room 9 - Mouse Droppings, CTE lab- Sink is clogged, Mouse Droppings, Ms Wing Bathroom- Boys door sticks, Boys gym Bathrooms Missing wall tiles, Junior High Bathrooms - Urinal faucet sticks open. Playground/ Field - gophers Room 22- Rug is worn, Gym stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	33	41	36	41	47	48
Mathematics (grades 3-8 and 11)	20	23	25	25	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	225	222	98.67	1.33	41.18
Female	109	109	100.00	0.00	47.22
Male	115	113	98.26	1.74	35.40
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	113	113	100.00	0.00	33.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	36.36
White	88	85	96.59	3.41	45.88
English Learners	23	23	100.00	0.00	17.39
Foster Youth	0	0	0	0	0
Homeless	36	34	94.44	5.56	20.59
Military	0	0	0	0	0
Socioeconomically Disadvantaged	122	119	97.54	2.46	31.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	47	100.00	0.00	12.77

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	225	222	98.67	1.33	22.52
Female	109	108	99.08	0.92	25.00
Male	115	114	99.13	0.87	20.18
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	113	112	99.12	0.88	18.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	9.09
White	88	86	97.73	2.27	24.42
English Learners	23	23	100.00	0.00	8.70
Foster Youth	0	0	0	0	0
Homeless	36	35	97.22	2.78	11.43
Military	0	0	0	0	0
Socioeconomically Disadvantaged	122	119	97.54	2.46	19.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	47	100.00	0.00	4.26

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.54	27.93	25.36	32.27	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	114	111	97.37	2.63	27.93
Female	57	56	98.25	1.75	26.79
Male	57	55	96.49	3.51	29.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	57	55	96.49	3.51	25.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	46	45	97.83	2.17	28.89
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	20	18	90.00	10.00	27.78
Military	0	0	0	0	0
Socioeconomically Disadvantaged	65	62	95.38	4.62	22.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	9.09

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	98	98	98	98	98

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parent involvement is vital to student success at El Tejon School. The school is committed to strengthening family engagement by offering multiple opportunities for parents to connect with the school community. In addition to school-sponsored activities, El Tejon continues to expand family engagement opportunities through school-based athletic events and academic challenges.

Parent input is actively solicited and valued through Community Schools parent teams and advisory committees, parent and family surveys, conferences, and interviews. El Tejon also benefits from a strong Parent Teacher Support Organization (PTSO), which supports fundraising initiatives and promotes meaningful parent participation in classrooms and school activities.

Parents are encouraged to participate in a wide range of leadership, academic, and enrichment opportunities, including the 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 Schools Parent Committees, Family Nights, Associated Student Body, Coffee and Doughnuts with the Principal, Parenting Partners Leadership Seminars, and Safe School Ambassadors Committees.

Throughout the school year, El Tejon hosts numerous family-centered events such as Back-to-School Night, Open House, Quarterly Awards Assemblies, Science Fairs, the Spring Carnival, Safe School Ambassadors Community Meetings, Parenting Partners Leadership Seminars, and Parent-Teacher Conferences.

To support ongoing communication and transparency, parents have access to the AERIES student data system to monitor grades and student progress. Quarterly newsletters are distributed to families with important school updates, upcoming events, and resources to support learning at home. An Upcoming Events Calendar is also provided and made available in both English and Spanish.

El Tejon's highly successful athletic program further promotes parent involvement by offering opportunities for parents to participate as coaches, volunteers, and event helpers. In addition, Mrs. Hansen hosts a monthly Coffee and Doughnuts with the Principal event, providing an informal forum for parents to learn about school initiatives, ask questions, and share feedback.

2025-26 Opportunities for Parental Involvement

Through its Community School partnership with the Frazier Mountain Community Resource Center, El Tejon has expanded collaboration and engagement opportunities, including off-campus coffee chats, Park Day, parent trainings, Parenting Partners Leadership Seminars, and family advocacy services.

For additional information regarding any of these programs or opportunities, please contact Mrs. Hansen, Principal, at chansen@el-tejon.k12.ca.us or (661) 248-6680.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	244	236	16	6.8
Female	117	113	8	7.1
Male	126	122	8	6.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	118	116	7	6.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	1	9.1
White	99	95	8	8.4
English Learners	30	27	1	3.7
Foster Youth	--	--	--	--
Homeless	42	40	6	15.0
Socioeconomically Disadvantaged	205	198	14	7.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	54	54	6	11.1

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.43	9.24	5.33	4.21	6.81	3.92	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.33	0.00
Female	4.27	0.00
Male	6.35	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	2.54	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.09	0.00
White	7.07	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	7.14	0.00
Socioeconomically Disadvantaged	5.85	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.41	0.00

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

2025-26 School Safety Plan

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 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 February 2026.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	25	0	10	0
6	21	1	10	0
Other	16	5	1	0

2023-24 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	25	0	10	0
6	23	2	10	0
Other	16	5	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
5	26		10	
6	23	2	10	
Other	16	4	2	

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

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	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28		4	
Mathematics	27		2	
Science	28		3	
Social Science	28		4	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

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

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,664.00	3,107.00	11,557.00	61,651.
District	N/A	N/A	1,251	\$79,979
Percent Difference - School Site and District	N/A	N/A	160.9	-25.9
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	3.6	-33.4

Fiscal Year 2024-25 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 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,750	\$54,773
Mid-Range Teacher Salary	\$77,697	\$78,981
Highest Teacher Salary	\$103,275	\$117,337
Average Principal Salary (Elementary)	\$125,863	\$128,425
Average Principal Salary (Middle)	\$125,863	\$137,947
Average Principal Salary (High)	\$135,355	\$138,809
Superintendent Salary	\$177,048	\$176,162
Percent of Budget for Teacher Salaries	23.09%	24.71%
Percent of Budget for Administrative Salaries	5.5%	5.91%

Professional Development

Professional development in the El Tejon Unified School District is strategically aligned to the goals and priorities outlined in the Local Control and Accountability Plan (LCAP) and each school site's Single Plan for Student Achievement (SPSA). Districtwide training and curriculum development are grounded in the California Common Core State Standards and instructional frameworks, with an emphasis on academic progress toward proficiency, student and school safety, and the cultivation of a positive and inclusive school culture. Professional learning is intentionally designed to be responsive to both student needs and staff development priorities.

The district provides dedicated Professional Learning Team (PLT) time, including a 60-minute collaborative block for teachers and staff. PLTs meet during scheduled 60-minute intervals on early-release Wednesdays, allowing grade-level teams and staff to engage in cycles of collective inquiry, data analysis, and instructional refinement.

During the previous school year, staff development days addressed a range of instructional and systems-level priorities, including:

- Math and English Language Arts data analysis and implementation of priority Common Core State Standards

- Collaborative planning focused on differentiated instruction and common formative assessments

- Universal instructional strategies to support all learners

- Continuous improvement through structured data dives

- Social-Emotional Learning (SEL) and restorative practices

- English Language Arts / English Language Development (ELA/ELD) Framework implementation

- Mathematics intervention, skill development, and proficiency, including NextGen Math, Math Talks, and Math Tasks in collaboration with the County Office of Education and Open Middle

The district's professional development focus has emphasized data analysis, student engagement, increased instructional rigor, curriculum alignment, and the use of formative assessment to guide instruction. Administrators have received training in Professional Learning Team structures and support teachers in collaborative data analysis, pacing alignment, and grade-level standards coherence to improve student outcomes.

The district has transitioned to the AERIES student information system and is currently implementing the KIDS data platform.

Professional Development

These systems provide enhanced access to demographic, group, and individual assessment data, supporting more informed instructional decision-making.

El Tejon Unified School District is committed to supporting both new and veteran educators in developing the skills, knowledge, and leadership capacity needed for effective classroom practice. First- and second-year credentialed teachers participate in the Kern County Superintendent of Schools state-sponsored Induction Program, a two-year model that emphasizes reflective practice and instructional coaching. All certificated and classified staff are encouraged to attend professional workshops and conferences, including opportunities offered by the Kern County Superintendent of Schools Office and local colleges and universities. Observations of best practices are promoted both within the district and at external school sites demonstrating success in closing achievement gaps.

New teachers and interns are paired with site-based Mentor Teachers who provide individualized support in instructional planning, classroom management, and pedagogy throughout the school year. All teachers have completed restorative practices training and participate in monthly coaching sessions with a trauma-informed instructor and mentor from Perseverance Education. At the start of the school year, all teachers received a full-day restorative practices training, followed by the scheduling of approximately 50 ongoing support sessions throughout the year to address emerging teacher and student needs.

Additionally, two teachers completed Safe School Ambassadors training and subsequently trained support staff and approximately 71 students, with current projections increasing participation to 75 students. This program promotes student self-regulation and fosters a supportive school culture. In conjunction with these efforts, the district is in its third year of AVID implementation, with a focused emphasis on strengthening WICOR strategies across all grade levels and subject areas.

The Kern County Superintendent of Schools Office continues to collaborate with three district leadership teams using a continuous improvement model to address the root causes of chronic absenteeism and suspension rates. Instructional growth has been particularly focused on mathematics, with ongoing support from the County Office of Education Math Department through in-person instructional modeling and coaching. Student performance data is continuously monitored and analyzed to inform instruction and drive ongoing improvement.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	44	44	