

El Tejon School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 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 |

2022-23 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 Address | www.el-tejon.k12.ca.us |

2022-23 School Overview

School Vision Statement

The mission of El Tejon School 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.

Description

Historically El Tejon School has experienced decreasing enrollment and it appears most recently it has stabilized. El Tejon School serves approximately 188 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 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.

2022-23 School Overview

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 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.

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

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 5 | 49 |
| Grade 6 | 55 |
| Grade 7 | 37 |
| Grade 8 | 45 |
| Total Enrollment | 186 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 53.2 |
| Male | 46.8 |
| American Indian or Alaska Native | 0.5 |
| Asian | 1.1 |
| Black or African American | 0.5 |
| Filipino | 0.5 |
| Hispanic or Latino | 52.2 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 4.8 |

| | |
|---------------------------------|------|
| White | 40.3 |
| English Learners | 14.5 |
| Foster Youth | 0.0 |
| Homeless | 16.7 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 79.0 |
| Students with Disabilities | 18.3 |

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

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) | 8 | | | | | |
| Intern Credential Holders Properly Assigned | 1 | | | | | |

| | | | | | |
|---|---|--|--|--|--|
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1 | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | | | | |
| Unknown | 0 | | | | |
| Total Teaching Positions | 9 | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 | 1 |
| Misassignments | 4.40 | 1 |
| Vacant Positions | 0.00 | 0 |
| Total Teachers Without Credentials and Misassignments | 4.90 | 1 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 | 1 |
| Local Assignment Options | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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) | 51.20 | 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) | 11.80 | 0 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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

8/26/22

| 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% |

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

8/26/22

School Facility Conditions and Planned Improvements

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 37 | N/A | 35 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 8 | N/A | 13 | N/A | 33 |

2021-22 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 | 183 | 177 | 96.72 | 3.28 | 37.29 |
| Female | 95 | 93 | 97.89 | 2.11 | 40.86 |
| Male | 88 | 84 | 95.45 | 4.55 | 33.33 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 96 | 93 | 96.88 | 3.12 | 31.18 |

| | | | | | |
|--|-----|-----|-------|-------|-------|
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 75 | 72 | 96.00 | 4.00 | 43.06 |
| English Learners | 28 | 26 | 92.86 | 7.14 | 11.54 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 32 | 31 | 96.88 | 3.12 | 38.71 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 144 | 139 | 96.53 | 3.47 | 30.94 |
| Students Receiving Migrant Education Services | 0.0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 30 | 27 | 90.00 | 10.00 | 18.52 |

2021-22 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 | 183 | 176 | 96.17 | 3.83 | 8.00 |
| Female | 95 | 92 | 96.84 | 3.16 | 5.49 |
| Male | 88 | 84 | 95.45 | 4.55 | 10.71 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 96 | 93 | 96.88 | 3.12 | 4.35 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 75 | 71 | 94.67 | 5.33 | 11.27 |
| English Learners | 28 | 26 | 92.86 | 7.14 | 0.00 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 32 | 30 | 93.75 | 6.25 | 6.90 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |

| | | | | | |
|--|-----|-----|-------|-------|------|
| Socioeconomically Disadvantaged | 144 | 138 | 95.83 | 4.17 | 8.03 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 30 | 27 | 90.00 | 10.00 | 3.70 |

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 27.08 | 24.14 | 27.08 | 26.04 | 28.5 | 29.47 |

2021-22 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 | 91 | 87 | 95.6 | 4.4 | 24.14 |
| Female | 41 | 40 | 97.56 | 2.44 | 20 |
| Male | 50 | 47 | 94 | 6 | 27.66 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 49 | 47 | 95.92 | 4.08 | 17.02 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 34 | 32 | 94.12 | 5.88 | 34.38 |
| English Learners | 12 | 11 | 91.67 | 8.33 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 18 | 17 | 94.44 | 5.56 | 23.53 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 72 | 69 | 95.83 | 4.17 | 21.74 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 14 | 12 | 85.71 | 14.29 | 16.67 |

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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 | 55% | 98% | 100% | 46% | 68% |
| Grade 7 | 66% | 100% | 100% | 64% | 94% |

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.

2022-23 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, surveys, 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, e 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 bi-monthly Coffee and Donuts with the Principal program. This informal bi-monthly gathering encourages parents to come to school to learn more about what's taking place and also to voice concerns. For more information on any of these programs, please contact Mrs.Hansen, Principal, at chansen@el-tejon.k12.ca.us and 661-248-6680.

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 196 | 194 | 34 | 17.5 |
| Female | 104 | 102 | 12 | 11.8 |
| Male | 92 | 92 | 22 | 23.9 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 2 | 2 | 0 | 0.0 |
| Black or African American | 1 | 1 | 1 | 100.0 |
| Filipino | 1 | 1 | 0 | 0.0 |
| Hispanic or Latino | 103 | 103 | 17 | 16.5 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 10 | 9 | 1 | 11.1 |
| White | 78 | 77 | 15 | 19.5 |
| English Learners | 32 | 32 | 5 | 15.6 |
| Foster Youth | 2 | 2 | 0 | 0.0 |
| Homeless | 38 | 37 | 9 | 24.3 |
| Socioeconomically Disadvantaged | 157 | 156 | 27 | 17.3 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 38 | 38 | 11 | 28.9 |

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 4.50 | 4.80 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively.

Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 1.01 | 5.10 | 0.40 | 5.25 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.51 | 0.00 | 0.14 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 5.10 | 0.51 |
| Female | 0.00 | 0.00 |
| Male | 10.87 | 1.09 |
| 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 | 4.85 | 0.97 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 5.13 | 0.00 |
| English Learners | 3.13 | 3.13 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 7.89 | 0.00 |
| Socioeconomically Disadvantaged | 6.37 | 0.64 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 5.26 | 2.63 |

2022-23 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 ShakeOut." 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.

All plans were last reviewed and updated in January 2023.

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

2022-23 School Safety Plan

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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 | 21 | 1 | 4 | |
| Mathematics | 12 | 7 | 2 | |
| Science | 25 | | 4 | |
| Social Science | 25 | | 4 | |

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 | |

2021-22 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 |

2021-22 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) | .25 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1 |
| Social Worker | |
| Nurse | 1 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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 | \$68,906 |
| Percent Difference - School Site and District | N/A | N/A | 160.9 | -11.1 |
| State | N/A | N/A | \$6,594 | \$73,001 |
| Percent Difference - School Site and State | N/A | N/A | 54.7 | -16.9 |

2021-22 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)

2021-22 Types of Services Funded

- 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 | \$42,375 | \$46,419 |
| Mid-Range Teacher Salary | \$63,273 | \$69,902 |
| Highest Teacher Salary | \$84,602 | \$97,912 |
| Average Principal Salary (Elementary) | \$85,815 | \$111,731 |
| Average Principal Salary (Middle) | \$85,815 | \$122,012 |
| Average Principal Salary (High) | \$101,877 | \$122,212 |
| Superintendent Salary | \$143,323 | \$150,971 |
| Percent of Budget for Teacher Salaries | 27% | 29% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

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 School 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 80 minute Professional Development course/meeting for teachers and staff to attend. This course is scheduled during multiple 80 minute intervals during early release Wednesdays, and the various grade-level teachers and staff collaborate in a professional Learning community to practice cycles of collective inquiry. For the previous school year staff development days were held, covering various topics including:

- Common Core State Standards
- Collaboration time focusing on Differentiated Instruction & Common Formative Assessments
- Universal Instructional Strategies for All Students
- Impact Teams to promote continuous improvement through data

Professional Development

- Social/Emotional Learning and Restorative Justice
- ELA/ELD Framework
- Math intervention, skills, and proficiency - NextGen Math nd 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 Impact Teams in Professional Learning Communities 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 California State University of Bakersfield instructor and mentor, Dr. David Sandles. As the school year began a full day of restorative practices was provided to all teachers. Fifteen 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.

Science teachers in 5th-8th grade and the administrator are in collaboration with the county Science leads to develop assessments, skills, and practice that reflect the goals set forth by the next generation science standards. Candi Huizar and Chris Persons of 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. .

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 36 | 37 | 43 |