

# El Tejon Middle 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

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

## 2022-23 District Contact Information

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

El Tejon School's mission is to fully implement the following:

#### Curriculum and Instruction:

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

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

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

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

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

#### Climate:

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

## 2022-23 School Overview

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 in an ever-changing world.

Sincerely,

Corey Hansen

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
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### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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## 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

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		
Misassignments		
Vacant Positions		
<b>Total Teachers Without Credentials and Misassignments</b>		

## 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		
Local Assignment Options		
<b>Total Out-of-Field Teachers</b>		

## 2021-22 Class Assignments

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

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** January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill, Wonders Program (5) Adopted 2016 Houghton Mifflin, Collections Program (6-8) Adopted 2016	Yes	0%
<b>Mathematics</b>	Math Expressions (5th)/2015 & Big Ideas Learning/2015	Yes	0%
<b>Science</b>	Houghton Mifflin Harcourt (k-12) Adopted 2020	Yes	0%
<b>History-Social Science</b>	McGrw-Hill (5-12) Adopted 2020	Yes	0%

<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## 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 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.

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, an agriculture grounds was developed and is in full utilization. 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, and student one to one devices and charging stations. Student safety on campus is vitally important. There is always staff supervision on the playground 20 minutes before school begins in the morning, during all recesses, and in the cafeteria at lunchtime. Staff supervision of bus loading and unloading before and after school is always provided.

<b>Year and month of the most recent FIT report</b>	September 2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		C4 stained ceiling tiles (classrooms 3,6, 7) Ceiling tiles missing -kitchen, peeling paint under north windows (classroom 3), stained carpet (classrooms 5, 6, MS-3, 20, 21, 22, teachers lounge, office)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Weight room Cluttered
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			sink P trap leak (classroom 9), Junior High Boys Bathroom clogged Sink Faucet aerator, Note: Outside drinking fountains shut off due to COVID
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b>	X			

## School Facility Conditions and Planned Improvements

Structural Damage, Roofs				
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A		N/A		N/A	
<b>Mathematics</b> (grades 3-8 and 11)	N/A		N/A		N/A	

## 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 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
<b>Science</b> (grades 5, 8 and high school)						

## 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
<b>All Students</b>					
<b>Female</b>					
<b>Male</b>					
<b>American Indian or Alaska Native</b>					
<b>Asian</b>					
<b>Black or African American</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>					
<b>Native Hawaiian or Pacific Islander</b>					
<b>Two or More Races</b>					
<b>White</b>					
<b>English Learners</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					
<b>Military</b>					
<b>Socioeconomically Disadvantaged</b>					
<b>Students Receiving Migrant Education Services</b>					
<b>Students with Disabilities</b>					

## 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
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## 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 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, English Language Advisory Committee, Yearbook Committee, Associated Student Body, and Safe School Ambassadors and Committee. Various school events are offered throughout the year, for example; Back to School Night, Open House, Quarterly Awards Assemblies, Science Fairs, Spring Carnival, Safe School Ambassadors Community Meeting, and Parent/Teacher Conferences. The AERIES student data system allows access for parents to check grades and monitor student progress. Quarterly newsletters are sent home with valuable information on events and tips on how to assist students. Our Upcoming Events Calendar reports activities for parents and is made available in English and Spanish. El Tejon's athletic program is extremely successful which encourages parents to participate in extra-curricular events as coaches and helpers. Mrs. Hansen holds a monthly Coffee and Donuts with the Principal program. This informal monthly gathering encourages parents to come to school to learn more about what's taking place and also to voice concerns. For more information on any of these programs, please contact Mrs. Hansen, Principal, at [chansen@el-tejon.k12.ca.us](mailto: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				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

### 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			
Expulsions			

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						
Expulsions						

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

## 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, a district reopening plan included all elements of safety taken to prevent the spread of the COVID-19 virus. The plan included many aspects of social distancing, hygiene, logistics, and supplies.

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](http://www.eltejon.org), and also at the school district office. All plans were last reviewed and updated in November 2021.

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

## 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				
Mathematics				
Science				
Social Science				

## 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				
Mathematics				
Science				
Social Science				



## 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				
Mathematics				
Science				
Social Science				

## 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	

## 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	14,664.00	3,107.00	11,557.00	61,651.00
<b>District</b>	N/A	N/A	1,251	
<b>Percent Difference - School Site and District</b>	N/A	N/A	160.9	-12.5
<b>State</b>	N/A	N/A		
<b>Percent Difference - School Site and State</b>	N/A	N/A	31.1	-14.9

## 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)
- Formative Assessment for California Teachers (FACT)
- School Improvement Program (SIP)
- Special Education
- TUPE (Tobacco Use Prevention Education)
- AB 1113 School Safety & Violence Prevention
- Middle School Foundation Academies
- After School Tutoring

\* Boys & Girls Club (ASES)

\* CTE Pathways

- 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

## 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
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## Professional Development

Professional development throughout the El Tejon Unified School District is structured around the goals and objectives outlined in the Local Education Academic Plan (LEAP) and the school site’s Single Plan for Student Achievement (SPSA). Training and curriculum development revolves around the California Common Core Standards and frameworks, student and school safety, and culture, and is focused on student and teacher needs. The school has a 2-hour Professional Development course/meeting for teachers and staff to attend. This course is scheduled during multiple 2-hour intervals during ten separate partial days, and the various grade-level teachers and staff attend at different times and on different days. For the previous three school years, 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

\*Social/Emotional Learning and Restorative Justice

\*ELA/ELD Framework

\*Math intervention, skills, and proficiency - NextGen Math

The district’s professional development focus was on Data Analysis, Student Engagement, Analyzing and Increasing Rigor in Curriculum, and Formative Assessment to guide instruction.

Administrators have trained in the use of 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 successfully implemented the English Language Art program in 5th through 8th grade; McGraw-Hill Wonders in 5th grade and Houghton Mifflin, Collections in 6th-8th grade. This is our 5th year of using Illuminate, student data system, 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. Formative Assessment for California Teachers (FACT), a 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. Five 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 65 students. Current projections for student training increased to 68 students.

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 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.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	36	37	