

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014–15 School Year
Published During 2015–16

El Tejon Elementary

Address: 4337 Lebec Rd., Lebec, CA 93243

Phone: 661-248-6680

Principal: Rosalie G. Jimenez

Grade Span: 5-8

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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.

About This School

District Contact Information – Most Recent Year

District Name	El Tejon Unified School District
Phone Number	661-248-6247
Superintendent	Rodney Wallace
E-mail Address	rwallace@el-tejon.org
Web Site	www.el-tejon.k12.ca.us

School Contact Information – Most Recent Year

School Name	El Tejon
Street	4337 Lebec Road
City, State, Zip	Lebec, CA 93243
Phone Number	661-248-6680
Principal	Rosalie G. Jimenez
E-mail Address	rjimenez@el-tejon.k12.ca.us
Web Site	et.el-tejon.k12.ca.us
County-District-School (CDS) Code	15-75168

School Description and Mission Statement – Most Recent Year

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 228 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; Frazier Mountain High School, which serves ninth through twelfth grades.

El Tejon School is located along Interstate 5 in the town of Lebec. Its 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, 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.
- To exit Program Improvement Status.

Climate:

- To foster ownership 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 skills and knowledge that will enable them to participate productively in an ever changing world.

Student Enrollment by Grade Level (School Year 2014–15)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	44
Grade 6	46
Grade 7	57
Grade 8	49
Ungraded Elementary	0
Total Enrollment	196

Student Enrollment by Student Group (School Year 2014–15)

Student Group	Percent of Total Enrollment
Black or African American	1%
American Indian or Alaska Native	0.5%
Asian	0.5%
Filipino	0.5%
Hispanic or Latino	36.7%
Native Hawaiian or Pacific Islander	0.5%
White	53.1%
Two or More Races	2%
Socioeconomically Disadvantaged	67.3%
English Learners	19.9%
Students with Disabilities	9.2%
Foster Youth	0%

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

Teacher Credentials

Teachers	School 2013–14	School 2014–15	School 2015–16	District 2015–16
With Full Credential	11	6	7	36
Without Full Credential	0	2	1	0
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013–14	2014–15	2015–16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014–15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	96.45%	3.55%
High-Poverty Schools in District	96.45%	3.55%
Low-Poverty Schools in District	0%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

Year and month in which the data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin (4-5) Holt, Rinehart and Winston (6-8)	Yes	0%
Mathematics	Math Expressions (5 th)/2015 & Big Ideas Learning/2015	Yes	0%
Science	Scott Foresman (4-5) Adopted 2007 Glencoe (6-8) Adopted 2008	Yes	0%
History-Social Science	Harcourt (4-5) Adopted 2006 McDougal-Littell (6-8) Adopted 2006	Yes	0%
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

School Facility Conditions and Planned Improvements – Most Recent Year

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. Fifteen classrooms are utilized by students on the campus, including a computer lab, cafeteria, and a gymnasium.

The District maintenance 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 3 part-time custodians, 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. All of the custodians are also part-time bus drivers for the school district.

District maintenance staff ensures that 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 efficient service and that emergency repairs are given the highest priority. The principal also works regularly with the custodial staff to develop cleaning schedules that ensure a clean and safe school.

Most recently, a softball diamond was built onto the campus with the support of the community in conjunction with the district. Our MOT department continues to make improvements on our grounds, such as maintaining the black top and trimming potentially hazardous trees.

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.

In 2005, local voters approved Bond Measure E, which will replace portable buildings with fully equipped permanent classrooms. Architectural planning and site preparation studies are currently in progress. Both bond and State-matching funds will be used to accomplish these projects. New classroom project is still under consideration.

School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month in which the data were collected: October 2015

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 – Most Recent Year

Year and month in which the data were collected: October 2015

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	19%	25%	44%
Mathematics (grades 3-8 and 11)	20%	19%	33%

Note: 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 - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	43	42	97.7%	57%	21%	19%	2%
Male		19		79%	16%	5%	0%
Female		23		39%	26%	30%	4%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		1		no data	no data	no data	no data
Hispanic or Latino		16		56%	25%	13%	6%
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		21		62%	19%	19%	0%
Two or More Races		3		no data	no data	no data	no data
Socioeconomically Disadvantaged		31		61%	23%	13%	3%
English Learners		11		55%	36%	9%	0%
Students with Disabilities		no data		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	46	45	97.8%	64%	31%	4%	0%
Male		21		81%	19%	0%	0%
Female		24		50%	42%	8%	0%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		1		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		1		no data	no data	no data	no data
Hispanic or Latino		21		67%	33%	0%	0%
Native Hawaiian or Pacific Islander		1		no data	no data	no data	no data
White		19		63%	26%	11%	0%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		28		71%	25%	4%	0%
English Learners		10		no data	no data	no data	no data
Students with Disabilities		7		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	58	58	100%	59%	21%	19%	2%
Male		31		65%	19%	16%	0%
Female		27		52%	22%	22%	4%
Black or African American		1		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		2		no data	no data	no data	no data
Hispanic or Latino		13		85%	15%	0%	0%
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		37		43%	27%	27%	3%
Two or More Races		1		no data	no data	no data	no data
Socioeconomically Disadvantaged		37		70%	14%	14%	3%
English Learners		2		no data	no data	no data	no data
Students with Disabilities		5		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	48	48	100%	38%	33%	27%	2%
Male		19		47%	37%	16%	0%
Female		29		31%	31%	34%	3%
Black or African American		1		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		1		no data	no data	no data	no data
Filipino		1		no data	no data	no data	no data
Hispanic or Latino		18		56%	33%	6%	6%
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		23		26%	30%	43%	0%
Two or More Races		1		no data	no data	no data	no data
Socioeconomically Disadvantaged		28		50%	25%	21%	4%
English Learners		12		58%	33%	8%	0%
Students with Disabilities		5		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	43	42	97.7%	62%	31%	7%	0%
Male		19		74%	21%	5%	0%
Female		23		52%	39%	9%	0%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		1		no data	no data	no data	no data
Hispanic or Latino		16		69%	13%	19%	0%
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		21		62%	38%	0%	0%
Two or More Races		3		no data	no data	no data	no data
Socioeconomically Disadvantaged		31		71%	23%	6%	0%
English Learners		11		73%	18%	9%	0%
Students with Disabilities		no data		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	46	45	97.8%	42%	40%	18%	0%
Male		21		52%	48%	0%	0%
Female		24		33%	33%	33%	0%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		1		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		1		no data	no data	no data	no data
Hispanic or Latino		21		43%	43%	14%	0%
Native Hawaiian or Pacific Islander		1		no data	no data	no data	no data
White		19		42%	42%	16%	0%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		28		46%	50%	4%	0%
English Learners		10		no data	no data	no data	no data
Students with Disabilities		7		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	58	58	100%	40%	34%	19%	7%
Male		31		35%	35%	19%	10%
Female		27		44%	33%	19%	4%
Black or African American		1		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		2		no data	no data	no data	no data
Hispanic or Latino		13		62%	23%	15%	0%
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		37		32%	38%	22%	8%
Two or More Races		1		no data	no data	no data	no data
Socioeconomically Disadvantaged		37		46%	35%	19%	0%
English Learners		2		no data	no data	no data	no data
Students with Disabilities		5		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	48	48	100%	48%	25%	17%	10%
Male		19		47%	21%	16%	16%
Female		29		48%	28%	17%	7%
Black or African American		1		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		1		no data	no data	no data	no data
Filipino		1		no data	no data	no data	no data
Hispanic or Latino		18		61%	28%	11%	0%
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		23		35%	30%	22%	13%
Two or More Races		1		no data	no data	no data	no data
Socioeconomically Disadvantaged		28		50%	32%	14%	4%
English Learners		12		58%	17%	17%	8%
Students with Disabilities		5		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Science (grades 5, 8, and 10)	42%	50%	47%	49%	53%	50%	59%	60%	56%

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014–15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	50%
All Students at the School	47%
Male	48%
Female	47%
Black or African American	no data
American Indian or Alaska Native	no data
Asian	no data
Filipino	no data
Hispanic or Latino	33%
Native Hawaiian or Pacific Islander	no data
White	53%
Two or More Races	no data
Socioeconomically Disadvantaged	37%
English Learners	31%
Students with Disabilities	no data
Students Receiving Migrant Education Services	no data
Foster Youth	no data

Note: Scores are not shown 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.

State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014–15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	20.9%	18.6%	32.6%
7	8.8%	26.3%	45.6%

Note: 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.

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 for the school district and each schoolsite

Opportunities for Parental Involvement – Most Recent Year

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 an active 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 Staff, Associated Student Body, and Safe School Ambassadors. Various school events are offered throughout the year, for example; Back to School Night, Open House, Quarterly Awards Assemblies, Father/Daughter Banquet, Science Fairs and Parent/Teacher Conferences. Our Power School system allows access for parents to check grades to monitor student progress. Quarterly newsletters are sent home with valuable information. Our Upcoming Events Calendar reports activities for our parents and is made available in English and Spanish. El Tejon's athletic program is developing nicely and in turn encourages parents to participate in extra-curricular events as coaches and helpers. For more information on any of these programs, please contact Mrs. Jimenez, Principal, at 661-248-6680.

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

Rate	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Suspensions	34.36%	11.81%	10.86%	8.13%	3.61%	3.41%	5.07%	4.36%	3.8%
Expulsions	0%	0%	0%	0%	0%	0%	0.13%	0.1%	0.09%

School Safety Plan – Most Recent Year

Students and staff participate in regularly scheduled fire, disaster training, and lockdown drills. The Kern County Fire Department assesses the adequacy of emergency procedures and conducts yearly school safety inspections, all in accordance with a comprehensive School Safety Plan developed by a committee of staff and community members, which is updated annually. Additionally, El Tejon School and all schools in the El Tejon Unified School District now participate in a statewide emergency drill known as the “Great Shake Out.”

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, online at www.eltejon.org, and also at the school district office. All plans were last reviewed and updated in October 2015.

On a daily basis, yard and cafeteria supervision is provided by both classified and certificated personnel. In order to provide maximum security for all students, all visitors must report to the school office to obtain visitor passes. Last year we implemented a Hall Pass System, which requires students to have hall passes when leaving or entering a classroom. This safety procedure has been very successful. This is another safety measure to ensure that students are accounted for at all times. Additional measures are taken each time a lockdown drill is conducted. We are fortunate to have the assistance of our local sheriff’s department that assists us in our efforts to be prepared in any emergency.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014–15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	
Met Participation Rate – English Language Arts	Yes	Yes	
Met Participation Rate – Mathematics	Yes	Yes	
Met Percent Proficient – English Language Arts	N/A	N/A	
Met Percent Proficient – Mathematics	N/A	N/A	
Met Attendance Rate	No	No	
Met Graduation Rate	N/A	Yes	

Federal Intervention Program (School Year 2015–16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2013-2014
Year in Program Improvement	Year 5	Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7%

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
1	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
2	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
3	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
4	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
5	no data	no data	no data	no data	24	no data	14	no data	no data	1	10	no data
6	no data	no data	no data	no data	26	no data	11	no data	21	1	10	1
Other	no data	no data	no data	no data	3	3	no data	no data	no data	no data	no data	no data

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	1	2	2	22	3	3	no data	20	1	3	no data
Mathematics	28	1	2	2	23	2	3	no data	26	no data	4	no data
Science	35	no data	1	3	23	2	3	no data	27	no data	4	no data
Social Science	35	no data	1	3	23	2	3	no data	26	no data	4	no data

* Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2014–15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	.33	N/A
Social Worker	0	N/A
Nurse	.10	N/A
Speech/Language/Hearing Specialist	.33	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013–14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	6542.13	734.98	5807.15	64359.30
District	N/A	N/A	7454.10	\$65,087
Percent Difference – School Site and District	N/A	N/A	-22%	-1%
State	N/A	N/A	\$5,348	\$59,460
Percent Difference – School Site and State	N/A	N/A	9%	8%

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

Types of Services Funded (Fiscal Year 2014–15)

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
- After School Tutoring
- After School Sports Program

Teacher and Administrative Salaries (Fiscal Year 2013–14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,043	\$38,953
Mid-Range Teacher Salary	\$56,805	\$57,103
Highest Teacher Salary	\$73,221	\$74,127
Average Principal Salary (Elementary)	\$76,615	\$90,225
Average Principal Salary (Middle)	\$78,912	\$98,146
Average Principal Salary (High)	\$85,882	\$97,758
Superintendent Salary	\$116,000	\$117,803
Percent of Budget for Teacher Salaries	29%	34%
Percent of Budget for Administrative Salaries	7%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development – Most Recent Three Years

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, and is focused on student and teacher needs. For the previous three school years staff development days were held, covering various topics including:

- Common Core State Standards
- Differentiated Instruction
- Instructional Strategies for All Students
- ELA/ELD Framework

This year, the district's professional development focus will be on Data Analysis, Student Engagement, Analyzing and Increasing Rigor in Curriculum, and Formative Assessment to guide instruction. Including additional training on our newly adopted Math Curriculum.

Administrators have trained 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. 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 is 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.

This SARC report was compiled on 02/11/16 with version 16.0.1e by

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