

# El Tejon Elementary School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

| School Contact Information |  |
|----------------------------|--|
| <b>School Name</b>         | El Tejon Elementary 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>           | Rosalie G. Jimenez   |
| <b>E-mail Address</b>      | <a href="mailto:rjimenez@el-tejon.k12.ca.us">rjimenez@el-tejon.k12.ca.us</a> |
| <b>Web Site</b>            | <a href="http://www.el-tejon.org">www.el-tejon.org</a>                       |
| <b>CDS Code</b>            | 15751680000000   |

| District Contact Information |  |
|------------------------------|--|
| <b>District Name</b>         | El Tejon Unified School District                                 |
| <b>Phone Number</b>          | 661.248.6247   |
| <b>Superintendent</b>        | Rodney Wallace   |
| <b>E-mail Address</b>        | <a href="mailto:rwallace@el-tejon.org">rwallace@el-tejon.org</a> |
| <b>Web Site</b>              | <a href="http://www.el-tejon.org">www.el-tejon.org</a>           |

## 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.

### School Mission 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.

Currently El Tejon School is serving 5th through 8th grade students. It is an exceptional school site, originally built in 1939, with a rich history. Many of our families have lived in the Lebec, Frazier Park, and outlying mountain communities for many years. El Tejon continues to be an integral part of this community and continues to welcome future generations through its doors.

### Student Enrollment by Grade Level (School Year 2013-14)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 5                 | 50                 |
| Grade 6                 | 52                 |
| Grade 7                 | 45                 |
| Grade 8                 | 72                 |
| <b>Total Enrollment</b> | <b>219</b>         |

### Student Enrollment by Group (School Year 2013-14)

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.9                         |
| American Indian or Alaska Native    | 1.4                         |
| Asian                               | 0.5                         |
| Filipino                            | 0.5                         |
| Hispanic or Latino                  | 29.7                        |
| Native Hawaiian or Pacific Islander | 0.5                         |
| White                               | 58.4                        |
| Two or More Races                   | 3.7                         |
| Socioeconomically Disadvantaged     | 63.0                        |
| English Learners                    | 13.7                        |
| Students with Disabilities          | 14.2                        |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2012-13 | 2013-14 | 2014-15 | 2014-15  |
| With Full Credential   |         | 11      | 6       | 28       |
| Without Full Credential  |         | 0       | 2       | 3        |
| Teaching Outside Subject Area of Competence (with full credential) |         | 0       | 1       | 1        |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments *                 | 0       | 0       | 2       |
| 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 2013-14)

| Location of Classes              | Percent of Classes In Core Academic Subjects |   |
|----------------------------------|--|---|
|                                  | Taught by Highly Qualified Teachers          | Not Taught by Highly Qualified Teachers |
| This School                      | 100.00                                       | 0.00                                    |
| All Schools in District          | 89.27  | 10.73                                   |
| High-Poverty Schools in District | 89.27  | 10.73                                   |
| Low-Poverty Schools in District  | 0.00   | 0.00                                    |

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 (School Year 2014-15)**

**Year and month in which data were collected:** February 2012

The El Tejon Unified School District adheres to the State of California curriculum adoption cycle, and teachers, parents, and administrators collaborate to select appropriate quality textbooks from a State approved list. According to this system, each major subject area has new textbooks every seven years. New language arts textbooks were adopted and implemented in fall 2000, and new mathematics textbooks were adopted and implemented in 2008.

Supplemental instructional materials, including library books, sets of core literature books, math manipulatives, calculators, and science materials have been purchased with both district and supplementary funds. Each student has access to his/her own copies of the standards aligned textbooks and instructional materials. This year (2014) is a mathematics textbook adoption year. Teacher representatives will attend the county's math vendor fair in April.

| Core Curriculum Area          | Textbooks and Instructional Materials/<br>Year of Adoption                                     | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|-------------------------------|--|----------------------------------|---|
| <b>Reading/Language Arts</b>  | Houghton Mifflin (4-5)<br>Adopted 2003<br><br>Holt, Rinehart and Winston (6-8)<br>Adopted 2003 | Yes                              | 0%  |
| <b>Mathematics</b>            | Harcourt (4-5)<br>Adopted 2008<br><br>Prentice Hall (6-8)<br>Adopted 2008                      | Yes                              | 0%  |
| <b>Science</b>                | Scott Foresman (4-5)<br>Adopted 2007<br><br>Glencoe (6-8)<br>Adopted 2007                      | Yes                              | 0%  |
| <b>History-Social Science</b> | Harcourt (4-5)<br>Adopted 2006<br><br>McDougal-Littell (6-8)<br>Adopted 2006                   | Yes                              | 0%  |

### 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. Twenty-six classrooms are utilized by students on the campus, including a computer lab, library, 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.

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)

| School Facility Good Repair Status (Most Recent Year)                         |               |      |      |  |
|---|---------------|------|------|--|
| Year and month in which data were collected: December 2013                    |               |      |      |  |
| System Inspected  | Repair Status |      |      | Repair Needed and Action Taken or Planned      |
|   | Good          | Fair | Poor |  |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                          | [X]           | [ ]  | [ ]  |  |
| <b>Interior:</b><br>Interior Surfaces   | [ ]           | [X]  | [ ]  | Painting is scheduled for the summer vacation. |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation          | [X]           | [ ]  | [ ]  |  |
| <b>Electrical:</b><br>Electrical  | [X]           | [ ]  | [ ]  |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | [X]           | [ ]  | [ ]  |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | [X]           | [ ]  | [ ]  |  |
| <b>Structural:</b><br>Structural Damage, Roofs                                | [X]           | [ ]  | [ ]  |  |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | [X]           | [ ]  | [ ]  |  |

### Overall Facility Rating (Most Recent Year)

| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
|                | [ ]       | [X]  | [ ]  | [ ]  |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

| Subject                              | Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                                      | School  |         |         | District |         |         | State   |         |         |
|                                      | 2011-12   | 2012-13 | 2013-14 | 2011-12  | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| <b>Science (grades 5, 8, and 10)</b> | 72  | 42      | 51      | 53       | 49      | 53      | 60      | 59      | 60      |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

| Group   | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA                       | 53  |
| All Student at the School                     | 51  |
| Male  | 57  |
| Female  | 45  |
| Black or African American                     |   |
| American Indian or Alaska Native              |   |
| Asian   |   |
| Filipino                                      |   |
| Hispanic or Latino                            | 43  |
| Native Hawaiian or Pacific Islander           |   |
| White   | 58  |
| Two or More Races                             |   |
| Socioeconomically Disadvantaged               | 49  |
| English Learners                              | 12  |
| Students with Disabilities                    | 12  |
| Students Receiving Migrant Education Services |   |

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

### Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

| Subject                | Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | School  |         |         | District |         |         | State   |         |         |
|                        | 2010-11   | 2011-12 | 2012-13 | 2010-11  | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts  | 56  | 52      | 34      | 50       | 50      | 47      | 54      | 56      | 55      |
| Mathematics            | 48  | 31      | 20      | 43       | 35      | 34      | 49      | 50      | 50      |
| History-Social Science | 49  | 41      | 19      | 45       | 42      | 33      | 48      | 49      | 49      |

Note: STAR Program was last administered in 2012-13. 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.

### Academic Performance Index Ranks (Three-Year Comparison)

| API Rank        | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide       | 5       | 4       | 1       |
| Similar Schools | 2       | 9       | 1       |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

| Group                            | Actual API Change |         |         |
|----------------------------------|-------------------|---------|---------|
|                                  | 2010-11           | 2011-12 | 2012-13 |
| All Students at the School       | 42                | -26     | -98     |
| Black or African American        |                   |         |         |
| American Indian or Alaska Native |                   |         |         |
| Asian                            |                   |         |         |
| Filipino                         |                   |         |         |
| Hispanic or Latino               | 46                |         |         |
| Native Hawaiian/Pacific Islander |                   |         |         |
| White                            | 37                |         |         |
| Two or More Races                |                   |         |         |
| Socioeconomically Disadvantaged  | 38                | -21     | -63     |
| English Learners                 |                   |         |         |
| Students with Disabilities       |                   |         |         |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### State Priority: Other Pupil Outcomes

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

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

### California Physical Fitness Test Results (School Year 2013-14)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           | 21.3  | 17.0                  | 34.0                 |
| 7           | 18.2  | 27.3                  | 36.4                 |

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 Parental Involvement State Priority (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 is 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, 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.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

| Rate               | School  |         |         | District |         |         | State   |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                    | 2011-12 | 2012-13 | 2013-14 | 2011-12  | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| <b>Suspensions</b> | 0.0     | 34.4    | 11.8    | 0.0      | 8.1     | 3.6     | 5.7     | 5.1     | 4.4     |
| <b>Expulsions</b>  | 0.0     | 0.0     | 0.0     | 0.0      | 0.0     | 0.0     | 0.1     | 0.1     | 0.1     |

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

#### 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](http://www.eltejon.org), and also at the school district office. All plans were last reviewed and updated in February 2013.

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. This year we have implemented a Hall Pass System, which requires students to have hall passes when leaving a classroom. 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 sheriffs 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 2013-14)

| AYP Criteria                                  | School | District |
|---|--------|----------|
| Made AYP Overall                              |        |          |
| Met Participation Rate: English-Language Arts |        |          |
| Met Participation Rate: Mathematics           |        |          |
| Met Percent Proficient: English-Language Arts |        |          |
| Met Percent Proficient: Mathematics           |        |          |

### Federal Intervention Program (School Year 2014-15)

| 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 1    |
| Number of Schools Currently in Program Improvement  | ---       | 2         |
| Percent of Schools Currently in Program Improvement | ---       | 66.7      |

Note: Cells with "----" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2011-12         |                   |       |     | 2012-13         |                   |       |     | 2013-14         |                   |       |     |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
|             | Avg. Class Size | Number of Classes |       |     | Avg. Class Size | Number of Classes |       |     | Avg. Class Size | Number of Classes |       |     |
|             |                 | 1-20              | 21-32 | 33+ |                 | 1-20              | 21-32 | 33+ |                 | 1-20              | 21-32 | 33+ |
| K           |                 |                   |       |     |                 |                   |       |     |                 |                   |       |     |
| 1           |                 |                   |       |     |                 |                   |       |     |                 |                   |       |     |
| 2           |                 |                   |       |     |                 |                   |       |     |                 |                   |       |     |
| 3           |                 |                   |       |     |                 |                   |       |     |                 |                   |       |     |
| 4           |                 |                   |       |     |                 |                   |       |     |                 |                   |       |     |
| 5           |                 |                   |       |     |                 |                   |       |     | 20              | 3                 | 14    |     |
| 6           | 33.2            | 1                 | 2     | 8   |                 |                   |       |     | 22              | 3                 | 10    | 1   |
| Other       |                 |                   |       |     |                 |                   |       |     |                 |                   |       |     |

Note: 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        | 2011-12         |                      |       |     | 2012-13         |                      |       |     | 2013-14         |                      |       |     |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|                | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-22                 | 23-32 | 33+ |                 | 1-22                 | 23-32 | 33+ |                 | 1-22                 | 23-32 | 33+ |
| English        | 29.6            | 1                    | 2     | 2   | 28              | 1                    | 2     | 2   | 22              | 3                    | 3     |     |
| Mathematics    | 29              | 1                    | 3     | 1   | 28              | 1                    | 2     | 2   | 23              | 2                    | 3     |     |
| Science        | 31.2            | 0                    | 3     | 2   | 35              |                      | 1     | 3   | 23              | 2                    | 3     |     |
| Social Science | 31.2            | 0                    | 3     | 2   | 35              |                      | 1     | 3   | 23              | 2                    | 3     |     |

Note: 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 2013-14)**

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 0                                | 0   |
| Counselor (Social/Behavioral or Career Development) | 0.0                              | ---   |
| Library Media Teacher (Librarian)                   | 0                                | ---   |
| Library Media Services Staff (Paraprofessional)     | 0                                | ---   |
| Psychologist  | .33                              | ---   |
| Social Worker                                       | 0                                | ---   |
| Nurse   | .10                              | ---   |
| Speech/Language/Hearing Specialist                  | .33                              | ---   |
| Resource Specialist                                 | 0                                | ---   |
| Other   | 0                                | ---   |

Note: Cells with "---" 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 2012-13)**

| Level  | Expenditures Per Pupil |                         |                    | Average Teacher Salary |
|--|------------------------|-------------------------|--------------------|------------------------|
|  | Total                  | Supplemental/Restricted | Basic/Unrestricted |                        |
| School Site                                  | \$6,156                | \$1,579                 | \$4,577            | \$65,238               |
| District                                     | ---                    | ---                     | \$5,947            | \$60,694               |
| Percent Difference: School Site and District | ---                    | ---                     | -23.0              | 7.5                    |
| State  | ---                    | ---                     | \$4,690            | \$57,912               |
| Percent Difference: School Site and State    | ---                    | ---                     | -2.4               | 12.7                   |

Note: Cells with "---" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (Basic Grant)
- Title II (Teacher & Principal Training & Recruiting)
- Title IV (Safe and Drug-Free Schools and Communities)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Formative Assessment for California Teachers (FACT)
- English Language Acquisition Program (ELAP)
- School Improvement Program (SIP)
- Special Education
- TUPE (Tobacco Use Prevention Education)
- AB 1113 School Safety & Violence Prevention

### Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      |                 | \$38,152                                     |
| Mid-Range Teacher Salary                      |                 | \$55,573                                     |
| Highest Teacher Salary                        |                 | \$71,908                                     |
| Average Principal Salary (Elementary)         |                 | \$87,660                                     |
| Average Principal Salary (Middle)             |                 | \$92,424                                     |
| Average Principal Salary (High)               |                 | \$93,606                                     |
| Superintendent Salary                         |                 | \$116,538                                    |
| Percent of Budget for Teacher Salaries        | 27              | 34   |
| Percent of Budget for Administrative Salaries | 6               | 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

Professional development throughout the El Tejon Unified School District is structured around the goals and objectives outlined in the school site's Single Plan for Student Achievement. 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:

- Differentiated Instruction
- Instructional Strategies for All Students
- Emergency Preparedness and Safe Schools

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.

Administrators have trained in Professional Learning Communities, and will guide teachers in working collaboratively on data analysis, improving student achievement, pacing calendars and 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.