

# El Tejon Middle School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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, 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 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).

#### **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

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	El Tejon Middle School
Street	4337 Lebec Rd.
City, State, Zip	Lebec, CA 93243-0876
Phone Number	661.248.6680
Principal	Corey Hansen
Email Address	chansen@el-tejon.k12.ca.us
Website	et.el-tejon.k12.ca.us
County-District-School (CDS) Code	15751686009468

Entity	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>Website</b>	www.el-tejon.k12.ca.us

## School Description and Mission Statement (School Year 2019-20)

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### 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 and 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.

#### 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 skill and knowledge that will enable them to participate productively in an ever-changing world.

Sincerely,  
Corey Hansen

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Grade 5	44
Grade 6	50
Grade 7	57
Grade 8	54
Total Enrollment	205

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	1.5
Asian	0.5
Filipino	0.5
Hispanic or Latino	41
White	50.7
Two or More Races	2.4
Socioeconomically Disadvantaged	67.8
English Learners	6.3
Students with Disabilities	17.6
Foster Youth	0.5
Homeless	0.5

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	9	9	7	22
Without Full Credential	0	1	2	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2020

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

## 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 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. Some 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 service and emergency repairs are given the highest priority. The MOT works with the custodial staff to develop cleaning schedules that ensure a clean and safe school. Most recently, two outdoor basketball courts were added and 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 blacktop 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.

During the summer of 2019, portable buildings were removed expanding the student play yard. The entire roof has been replaced with tin roofing.

## School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 of the most recent FIT report:** August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	C4 Stained Ceiling Tiles, Rug Dirty
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	C6 Mouse Droppings , Golphers/Squirrels
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	C9 new sink, clogged urinal
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	C13 New Roofs

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	C15 transom frame bent, C15 cracked transom
Overall Rating	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	43	45	43	48	50	50
Mathematics (grades 3-8 and 11)	27	25	28	25	38	39

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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	197	193	97.97	2.03	45.08
Male	102	99	97.06	2.94	32.32
Female	95	94	98.95	1.05	58.51
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	88	85	96.59	3.41	41.18
Native Hawaiian or Pacific Islander					
White	94	93	98.94	1.06	46.24
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	137	134	97.81	2.19	36.57
English Learners	45	45	100.00	0.00	31.11
Students with Disabilities	32	32	100.00	0.00	12.50
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	197	193	97.97	2.03	25.13
Male	102	99	97.06	2.94	22.45
Female	95	94	98.95	1.05	27.96
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	88	85	96.59	3.41	21.43
Native Hawaiian or Pacific Islander					
White	94	93	98.94	1.06	30.43

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	137	134	97.81	2.19	21.05
English Learners	45	45	100.00	0.00	17.78
Students with Disabilities	32	32	100.00	0.00	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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 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 Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.5	20.5	27.3
7	22.0	14.0	44.0

Note: 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.



## 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 school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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, Spring Carnival and Parent/Teacher Conferences. The Illuminate 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 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	17.6	10.0	12.3	10.4	5.0	10.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

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.”

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 October 2019.

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 the assistance of our local sheriff’s department that assists us in our efforts to be prepared in any type of emergency.

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

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	16	3	4		14	3	4		18	2	4	
Mathematics	19	2	4		17	2	4		18	3	3	
Science	23	1	4		20	1	4		22	1	4	
Social Science	23	1	4		25		4		22	1	4	

\*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.

## Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6542.13	734.98	5807.15	64359.30
District	N/A	N/A	7454.10	\$63488.50
Percent Difference - School Site and District	N/A	N/A	-24.8	1.4
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	-25.5	-0.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

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
- Bridges Program for 8th graders
- Safe School Ambassadors

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$43,574
Mid-Range Teacher Salary	\$	\$63,243
Highest Teacher Salary	\$	\$86,896
Average Principal Salary (Elementary)	\$	\$103,506
Average Principal Salary (Middle)	\$	\$108,961
Average Principal Salary (High)	\$	\$108,954
Superintendent Salary	\$	\$136,125
Percent of Budget for Teacher Salaries	28%	30%
Percent of Budget for Administrative Salaries	7%	6%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	8	11

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 School 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

Last year, 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 4th 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. Two teachers and one administrator attended restorative practices training during the summer. As the school year began a full day of restorative practices was provided to all teachers. Four 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. Training through Community Matters and Safe School Ambassadors was offered in a one day setting to all members of the staff and student body. Fourth-grade students and teachers were also included in the program.