

Frazier Mountain High School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Frazier Mountain High School
Street	700 Falcon Way
City, State, Zip	Lebec, CA 93243-0876
Phone Number	661.248.0310
Principal	Sara Haflich
E-mail Address	shaflich@el-tejon.org
CDS Code	1575168000000

District Contact Information	
District Name	El Tejon Unified School District
Phone Number	661.248.6247
Web Site	www.el-tejon.org
Superintendent	Rodney Wallace
E-mail Address	rwallace@el-tejon.org

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Frazier Mountain High School is pleased to share its School Accountability Report Card with you. FMHS strives to provide a comprehensive instructional program as well as a variety of extracurricular and athletic programs. This combination is designed to create an environment in which students receive a quality education while developing an enthusiasm for learning that inspires their personal, social, and academic growth.

Frazier Mountain High School's mission is to develop socially adept, academically prepared, goal-oriented, and responsible citizens, and to stimulate and increase student knowledge by teaching and integrating academic and career skills, reinforcing life skills, which cultivate cooperative personal and social growth, promoting career educational planning and preparation, and encouraging responsible personal action in a secure and supportive environment that fosters a sense of dignity and unity.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 Common Core Standards and frameworks, and is focused on student and teacher needs. Over the past year, multiple professional development days have been dedicated to educating teachers and administrators on Common Core State Standards and instructional strategies. Other professional development have included:

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

Parent meetings have been held to help educate our parents in these areas as well.

This year, the district's professional development focus will be on transitioning over to the Common Core in: 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.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (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	45	51	51	50	50	47	54	56	55
Mathematics	18	13	11	43	35	34	49	50	50
Science	69	39	58	66	53	49	57	60	59
History-Social Science	46	44	43	45	42	33	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	47	34	49	33
All Student at the School	51	11	58	43
Male	48	14	69	48
Female	53	9	46	38
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	38	7	42	39
Native Hawaiian/Pacific Islander				
White	52	10		42
Two or More Races	59	15	67	46
Socioeconomically Disadvantaged	40	6	45	37
English Learners	15			
Students with Disabilities	12			
Students Receiving Migrant Education Services				

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	53	47	77	53	47	80	59	56	57
Mathematics	45	47	78	45	47	79	56	58	60

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	56	24	20	57	30	13
All Students at the School	56	24	20	57	30	13
Male	60	23	17	46	36	18
Female	52	24	24	68	25	7
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	67	19	14	67	19	14
Native Hawaiian/Pacific Islander						
White	52	26	23	50	39	11
Two or More Races						
Socioeconomically Disadvantaged	67	21	12	74	16	10
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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 Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.5	17.4	63.8

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	4	5	4
Similar Schools	1	4	2

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	49	-17	-17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	46		
Native Hawaiian/Pacific Islander			
White	46		
Two or More Races			
Socioeconomically Disadvantaged	52	-14	-10
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.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	196	716	645	714	4,655,989	790
Black or African American	2		6		296,463	708
American Indian or Alaska Native	0		1		30,394	743
Asian	2		7		406,527	906
Filipino	0		3		121,054	867
Hispanic or Latino	58	684	203	669	2,438,951	744
Native Hawaiian/Pacific Islander	0		1		25,351	774
White	132	735	398	736	1,200,127	853
Two or More Races	2		26	775	125,025	824
Socioeconomically Disadvantaged	103	665	374	673	2,774,640	743
English Learners	12	606	75	593	1,482,316	721
Students with Disabilities	5		69	498	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	No	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	X	X
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	100.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	56
Grade 10	70
Grade 11	79
Grade 12	89
Total Enrollment	294

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.7	White	65.3
American Indian or Alaska Native	1.0	Two or More Races	2.7
Asian	1.4	Socioeconomically Disadvantaged	53.1
Filipino	0.0	English Learners	9.2
Hispanic or Latino	28.6	Students with Disabilities	4.4
Native Hawaiian/Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	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	18.8	11	11	2	12.6	4	0	1	22	6	2	5
Mathematics	18.4	14	6	2	40.5	0	0	2	22	7	4	2
Science	22.2	6	4	3	27	1	1	1	30	2	2	3
Social Science	18.1	8	3	3	27.8	0	5	0	31		4	1

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.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Students and staff participate in regularly scheduled fire 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, Frazier Mountain High 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 schoolwide emergency supplies are also maintained in a shipping container on campus. These plans can be found in the school office at Frazier Mountain High School, online at www.el-tejon.org, and also at the school district office. All plans were last reviewed and updated in October 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.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	28.64	21.4	66	21.92	16.52	168
Expulsions	0	0	0	0.26	0	0

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

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

The campus of Frazier Mountain High School was opened in August 1995. The campus is well maintained and clean. Students respect the facility, which aids in the cleanliness. An upgrade of the entire HVAC system was completed at the beginning of the 2006 school year.

A custodian is on-site from 6:00 A.M. until 8:00 P.M. daily. The custodial staff is adequately staffed and trained. The staff takes pride in their facility and demonstrates an obvious ownership of the campus.

Frazier Mountain High School is a closed campus. Student safety on campus is vitally important. During the 2012-13 school year, there was a full-time campus supervisor on staff. This position provided campus supervision during the school day. Many instructors and other staff members also assist in the supervision of the campus before, during, and after school, including lunchtime and during bus loading and unloading before and after school.

The school has 21 regular classrooms, one science lab, a library, a computer lab, a multipurpose room, and two special education rooms. Athletic facilities include a gymnasium, outside basketball and volleyball courts, softball, baseball and football fields and a track.

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.

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.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: December 2013				
System Inspected	Repair Status			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

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

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	16	14	13.5	35.5
Without Full Credential	2	2	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	80.9	19.1
All Schools in District	84.4	15.6
High-Poverty Schools in District	83.1	16.9
Low-Poverty Schools in District	100.0	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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	300:1
Counselor (Social/Behavioral or Career Development)	1	---
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: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: February 2012

A committee of the core academic instructors, in conjunction with the District Curriculum Committee, recommends textbooks. Additionally, texts considered for purchase are on public display in the school library and public comments are solicited. Recommendations for text purchases are forwarded to the Superintendent, who, in turn, makes a recommendation to the Board of Trustees. All students are assigned textbooks. Each student has access to his/her own copies of the Standards-aligned, state-approved textbooks and instructional materials.

Frazier Mountain High School provides the following Visual and Performing Arts courses:

- Art
- Photography

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Glencoe Adopted 2002	Yes	0%
Mathematics	Prentice Hall Adopted 2008	Yes	0%
Science	Glencoe Physical Science (9) Adopted 2007 Glencoe Biology (10) Adopted 2007 Glencoe Chemistry (11) Adopted 2007 Glencoe Physics (12) Adopted 2007	Yes	0%
History-Social Science	McDougal-Littell World Geography (9) Adopted 2006 Glencoe World History (10) Adopted 2006 McDougal-Littell (11) Adopted 2006 Pearson-Prentice Hall Government (12) Adopted 2006 Glencoe Economics (12) Adopted 2006	Yes	0%
Foreign Language	Prentice Hall Adopted 2004	Yes	0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,446	\$1,261	\$5,185	\$52,125
District	---	---	\$5,947	\$62,988
Percent Difference: School Site and District	---	---	-12.8	-17.2
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---	-6.4	-11.1

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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)
- English Proficient (EIA/LEP)
- Formative Assessment for California Teachers (FACT)
- Peer Assistance and Review (PAR)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- Special Education
- ROP
- Perkins Grant
- AB 1113 School Safety & Violence Prevention

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,043	\$38,390
Mid-Range Teacher Salary	\$56,805	\$55,793
Highest Teacher Salary	\$73,221	\$72,306
Average Principal Salary (Elementary)	\$81,506	\$88,846
Average Principal Salary (Middle)	\$0	\$92,801
Average Principal Salary (High)	\$90,021	\$95,916
Superintendent Salary	\$118,423	\$116,026
Percent of Budget for Teacher Salaries	26.8%	34.0%
Percent of Budget for Administrative Salaries	7.3%	6.6%

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	5.70	13.90	11.20	7.30	14.80	17.20	16.60	14.70	13.10
Graduation Rate	92.11	79.63	83.15	90.40	79.13	77.78	80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	79	82	418,598
Black or African American			28,078
American Indian or Alaska Native			3,123
Asian	2	2	41,700
Filipino			12,745
Hispanic or Latino	21	22	193,516
Native Hawaiian/Pacific Islander			2,585
White	14	14	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	39	42	217,915
English Learners	3	4	93,297
Students with Disabilities	3	3	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Classes in this area are designed to integrate rigorous academic content standards with the knowledge and skills necessary to prepare students for post-secondary education and the workforce. Current offerings include courses in agriculture, virtual enterprise, and web design. Students in these courses participate in a variety of academic challenges as well as opportunities for hands-on competitions and experiences that support the career technical education and high student achievement. ROP classes offered include Fire Science, and Advance Computer Applications.

The El Tejon Unified School District has a CTE Advisory Committee composed of teachers, administrators, parents, and business representatives from industries including agriculture and engineering. The advisory committee meets regularly, provides technical and industry standard information and guidance, provides labor market insight, and is consulted about grant opportunities as they become available. CTE advisory members also provide connections to student work experience opportunities.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	75
% of pupils completing a CTE program and earning a high school diploma	25%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	50%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	55.4
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	30.4

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science	6	---
All courses	8	3.1

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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 Common Core Standards and frameworks, and is focused on student and teacher needs. Over the past year Professional Development has been provided to educate administration and teachers on Common Core standards and instructional strategies. Professional Development has been offered in:

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

This year, the district's professional development focus will be on transitioning over to the Common Core in 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.