

Frazier Mountain High 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	
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
Superintendent	Rodney Wallace
E-mail Address	rwallace@el-tejon.org
Web Site	www.el-tejon.org

School Description and Mission Statement (Most Recent Year)

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.

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

Grade Level	Number of Students
Grade 9	82
Grade 10	78
Grade 11	72
Grade 12	68
Total Enrollment	300

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	0.7
Filipino	0.0
Hispanic or Latino	29.1
Native Hawaiian or Pacific Islander	0.7
White	63.7
Two or More Races	2.6
Socioeconomically Disadvantaged	44.4
English Learners	7.2
Students with Disabilities	7.8

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	12	12	12	
Without Full Credential	0	1	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	1	1
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 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	83.33	16.67
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: January 2015

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%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 (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	
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 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 (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
Science (grades 5, 8, and 10)	39	58	58	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	58
Male	59
Female	58
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	41
Native Hawaiian or Pacific Islander	
White	67
Two or More Races	
Socioeconomically Disadvantaged	47
English Learners	
Students with Disabilities	
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 (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
History-Social Science	46	44	43	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	3
Similar Schools	4	2	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	49	-17	-18
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	-8
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.

Career Technical Education Programs (School Year 2013-14)

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 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	245
% of pupils completing a CTE program and earning a high school diploma	65%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	10%

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	52.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	23.46

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 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	47	44	57	47	44	57	56	57	56
Mathematics	47	43	52	47	43	52	58	60	62

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	43	37	21	48	36	15
All Students at the School	43	37	21	48	36	15
Male	37	47	17	31	47	22
Female	48	27	24	65	26	9
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	56	44		45	50	5
Native Hawaiian or Pacific Islander						
White	42	37	21	56	28	15
Two or More Races						
Socioeconomically Disadvantaged	47	36	17	59	36	5
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

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
9	26.9	13.4	55.2

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)

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 including the new LCFF funding formula.

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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	13.9	11.2	12.4	14.8	17.2	13.3	14.7	13.1	11.4
Graduation Rate	79.63	83.15	85.39	79.13	77.78	84.44	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	91.01	90.00	84.56
Black or African American	0.00	0.00	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	200.00	200.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	77.27	77.27	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	94.74	94.74	90.15
Two or More Races	100.00	100.00	89.03
Socioeconomically Disadvantaged	88.89	86.49	82.58
English Learners	71.43	71.43	53.68
Students with Disabilities	122.22	122.22	60.31

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
Suspensions	0.0	4.3	0.0	0.0	8.1	3.6	5.7	5.1	4.4
Expulsions	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 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.

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	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	Yes	
Met Percent Proficient: Mathematics	Yes	
Met Graduation Rate (if applicable)	No	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		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 (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	12.6	4	0	1	24	6	2	5	21	6	8	2
Mathematics	40.5	0	0	2	22	7	4	2	20	7	6	1
Science	27	1	1	1	30	2	2	3	23	5	3	3
Social Science	27.8	0	5	0	31		4	1	22	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	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: 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	\$6,446	\$1,261	\$5,185	\$61,741
District	---	---	\$5,947	
Percent Difference: School Site and District	---	---	-12.8	-17.2
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	10.6	6.6

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)
- 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 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/>.

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science	2	---
All courses	2	2.8

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

* Where there are student course enrollments.

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 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. Our curriculum staff has been attending multiple trainings on using the CDE's new assessments for Smarter Balanced Testing.

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.