

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

Frazier Mountain High

Address: 700 Falcon Way
Principal: Sara Haflich

Phone: 661-248-0310
Grade Span: 9 - 12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

District Contact Information – Most Recent Year

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

School Contact Information – Most Recent Year

School Name	Frazier Mountain High School
Street	700 Falcon Way
City, State, Zip	Lebec, CA, 93243
Phone Number	661-248-0310
Principal	Sara Haflich
E-mail Address	shaflich@el-tejon.org
Web Site	fm.el-tejon.k12.ca.us
County-District-School (CDS) Code	15-75168

School Description and Mission Statement – Most Recent Year

FRAZIER MOUNTAIN HIGH SCHOOL VISION STATEMENT

Frazier Mountain High School will 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.

FRAZIER MOUNTAIN HIGH SCHOOL MISSION STATEMENT

Frazier Mountain High School's mission is to develop academically prepared life-long learners who can take advantage of post-secondary opportunities with competent life and career skills, accept responsibility for their actions, and understand their role as a productive citizen in a democratic society through the teachings of a highly qualified staff in a secure and supportive environment.

*Frazier Mountain High School's
Expected School-Wide Learning Results
ESLR'S*

Upon Graduation:

Students will be prepared for a multitude of opportunities available to them including post-secondary education, specialized trades, or the military.

Students will be critical and analytical thinkers who can communicate in a variety of disciplines including speaking, writing, and technical realms.

Students can participate in and discern aspects of the informational age.

Students will exhibit characteristics of being a good citizen as defined by the founders of the nation.

Students will develop an appreciation and understanding of myriad art forms.

Students will have an understanding of their local and global community.

School Profile

Frazier Mountain High School is a comprehensive high school whose goal is to meet the needs of all students.

Many students are prepared to take advantage of the higher education programs offered at University of California campuses, California State Universities, and Community Colleges. In addition, this comprehensive high school provides vocational and academic educational opportunities for all of its students with agriculture, comtec academy, fine arts, and regional occupational programs including fire science, food services and technology.

The school complements its educational excellence with strong athletic programs, clubs, and social activities, contributing in many ways to the development of the mountain communities' youth. FMHS's reputation for success extends beyond our community. Several championship quality athletic teams, along with an active FFA chartered club, VIVA and Spanish clubs, Glee club, and robotics team represents the widespread diversity of activities available to Frazier Mountain students. We have also developed an after school program by partnering with Focus Central to offer drama, costume and set design Thursday of each week.

Frazier Mountain High School is an ever-changing school, which continually adjusts to meet the needs of the local community. A major strength is that the staff, students, administration, parents, and community work together for continued development. FMHS is continuing their monthly newsletter along with an up to date website and on-line newspaper The Falcon Beat, which are controlled by our electronic journalism class in order to continue developing communication between the schools and the community. We are also working closely with the Frazier Park Community Library to bring informational meetings and workshops to the community about bullying, suicide prevention, and upcoming programs being developed at FMHS.

Frazier Mountain High School serves approximately 300 students in ninth through twelfth grades. 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 kindergarten through fourth grades and El Tejon School, which serves students in the fifth through eighth grades. FMHS is working hard to develop an on-going relationship between the high school's Peer Helping class and ASB with the junior high's Safe School Ambassador's club and ASB. Junior High students visit the high school campus regularly for training by the high school students.

Frazier Mountain High School is located west of Interstate 5 between the towns of Gorman and Lebec. Opened in August of 1995, it was the first high school in the El Tejon Unified School District. FMHS serves the mountain communities of Lebec, Pinon Pines, Cuddy Valley, Lockwood Valley, Frazier Park, Lake of the Woods, Pine Mountain Club, and the western Antelope Valley, which includes Neenach. The combined population of the greater Frazier Park area served by the El Tejon Unified School District is approximately 5,000.

The area served by the school is primarily small, residential communities with a diverse socio-economic spectrum. The local economy is based on commercial businesses that cater primarily to travelers through the I-5 corridor. Due to limited job opportunities in the area, many parents commute north to Bakersfield (80-120 miles round-trip), or south to the Los Angeles area (80-120 miles round-trip).

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

Grade Level	Number of Students
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA
Grade 4	NA
Grade 5	NA
Grade 6	NA
Grade 7	NA
Grade 8	NA
Ungraded Elementary	NA
Grade 9	53
Grade 10	82
Grade 11	77
Grade 12	68
Ungraded Secondary	NA
Total Enrollment	280

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

Student Group	Percent of Total Enrollment
Black or African American	2%
American Indian or Alaska Native	NA
Asian	NA
Filipino	NA
Hispanic or Latino	23%
Native Hawaiian or Pacific Islander	NA
White	65%
Two or More Races	4%
Socioeconomically Disadvantaged	52%
English Learners	11%
Students with Disabilities	.06%
Foster Youth	.003%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2013–14	School 2014–15	School 2015–16	District 2015–16
With Full Credential	12	12	12.5	36
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013–14	2014–15	2015–16
Misassignments of Teachers of English Learners	1	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 2014–15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	.6%	99.4%
All Schools in District	87%	13%
High-Poverty Schools in District	87%	13%
Low-Poverty Schools in District	0	0

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

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Glencoe/2002	Yes	0%
Mathematics	Big Ideas Learning/2015	Yes	0%
Science	Glencoe/ 2007	Yes	0%
History-Social Science	Glencoe World History/2006 McDougal-Littell US History/2006 Pearson-Prentice Hall Government 2006 Glencoe Economics 2006	Yes	0%
Foreign Language	Prentice Hall 2004	Yes	0%
Health	Holt, Rinchart, and Winston	Yes	0%
Visual and Performing Arts	NA	NA	NA
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NA

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

School Facility Conditions and Planned Improvements – Most Recent Year

- *Frazier Mountain High School received a “good” rating on all sections but one, which received a rating of “fair.” All aspects of the school are clean, safe, and in good repair except: some window leaks, stained ceiling tiles one clogged urinal, and a few cluttered classrooms.*
- *The campus of Frazier Mountain High School was opened in August of 1995. The campus is well maintained and clean. An upgrade of the entire HVAC system was completed at the beginning of the 2006 school year.*
- *A custodian is on-site regularly throughout the day, and has an assigned maintenance worker.*
- *Frazier Mountain High is a closed campus. Student safety is vitally important. There is a full-time campus supervisor on staff. This position provides campus supervision during the school day. Many instructors and other staff members 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 one special education resource room. Athletic facilities include a gymnasium, outside basketball courts, softball, and baseball and football fields.*
- *District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.*

School Facility Good Repair Status – Most Recent Year

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

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

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

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate – Most Recent Year

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

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	57	25	44
Mathematics (grades 3-8 and 11)	17	19	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	74	60	81.8	13	30	47	10
Male	74	28	37.8	18	25	50	7
Female	74	32	34.2	9	34	44	13
Black or African American	NA	NA	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	74	12	16.2	17	58	17	8
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA
White	74	42	56.8	12	21	55	12
Two or More Races	NA	NA	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	74	20	27	10	35	40	15
English Learners	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA	NA	NA

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	74	58	78.4	55	28	14	3
Male	74	28	37.8	46	36	11	7
Female	74	30	40.5	63	20	17	0
Black or African American	NA	NA	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA	NA	NA
Hispanic or Latino	74	12	16.2	50	33	8	8
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA
White	74	41	55.4	54	27	17	2
Two or More Races	NA	NA	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	74	20	27	70	15	15	0
English Learners	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA	NA	NA

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Science (grades 5, 8, and 10)	58	58	55	49	53	53	59	56	53

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	53
All Students at the School	55
Male	
Female	
Black or African American	NA
American Indian or Alaska Native	NA
Asian	NA
Filipino	NA
Hispanic or Latino	
Native Hawaiian or Pacific Islander	NA
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	NA
Students Receiving Migrant Education Services	NA
Foster Youth	NA

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.

Career Technical Education Programs (School Year 2014–15)

All students at FMHS are required to complete Success 101 their freshman year. This course uses the Career Choices curriculum and is a year-long course. Within this time, students research a variety of different career options within all ranges. They take field trips, listen to guest speakers, and end up completing an on-line 10 year plan which will take them successfully through high school and into which ever post-secondary education their 10 year plan requires. Students re-visit their 10 year plan every year within their English classes to make revisions as needed. Students also have the choice moving into their sophomore year to enter the Com Tech Academy where students specialize in a field of technology. Their choices range from: computer navigators, desk top publishing, small business, yearbook, electronic journalism, web design, and animation. Students also have the opportunity to enter our Agriculture pathway where they learn a range of skills including: horticulture, mechanics, woodworking, floral design, animal science, among other skills. FMHS also offers a semester course in both fire science, law enforcement, and computer applications, where upon completion; they receive a certificate which certifies them to enter the field out of high school.

Career Technical Education Participation (School Year 2014–15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	225
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	200
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	1

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

UC/CSU Course Measure	Percent
2014–15 Pupils Enrolled in Courses Required for UC/CSU Admission	280
2013–14 Graduates Who Completed All Courses Required for UC/CSU Admission	94%

State Priority: Other Pupil Outcome

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

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

California High School Exit Examination Results for Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			County		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
English Language Arts	78	89	72	78	89	72	80	82	81
Mathematics	77	86	85	77	86	85	80	81	82

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 2014–15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	28	72		15	85	
All Students at the School	28	72		15	85	
Male	33	67		19	81	
Female	22	78		11	89	
Black or African American	NA	NA		NA	NA	
American Indian or Alaska Native	NA	NA		NA	NA	
Asian	NA	NA		NA	NA	
Filipino	NA	NA		NA	NA	
Hispanic or Latino	19	81		14	84	
Native Hawaiian or Pacific Islander	NA	NA		NA	NA	
White	28	72		11	89	
Two or More Races	NA	NA		NA	NA	
Socioeconomically Disadvantaged	24	76		14	86	
English Learners	NA	NA		NA	NA	
Students with Disabilities	NA	NA		NA	NA	
Students Receiving Migrant Education Services	NA	NA		NA	NA	
Foster Youth	NA	NA		NA	NA	

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 2014–15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	-	-	-
7	-	-	-
9	17.6	16.2	52.9

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement – Most Recent Year

At the beginning of each year a letter is sent home asking for parents to sign up to be part of our school site council. The dates of each school site council meeting are also sent home in monthly newsletters inviting all parents to attend. Parents have access to PowerSchool to check their students' grades, assignments, and attendance. The teachers, councilor, and principal all have open door policies to parents in order to establish a positive successful environment for all students. Parent conferences are held in October of every year, and multiple workshops are held for parents with our Cal-Soap College representative in order to provide frequent, up to date help with college admission and A-G requirements. Parents are also invited to help on the Booster Club in order to fundraise and provide services for the sports program.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			County		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Dropout Rate	11.2	12.4	14.3	11.2	12.4	14.3	16.8	16.5	14.5
Graduation Rate	83.2	85.4	83.3	83.2	85.4	83.3	76.2	76.4	79.7

Completion of High School Graduation Requirements – Graduating Class of 2014

Group	School	District	County
All Students	83.3	83.3	79.7
Black or African American	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA
Asian	NA	NA	NA
Filipino	NA	NA	NA
Hispanic or Latino	83.3	83.3	78.9
Native Hawaiian or Pacific Islander	NA	NA	NA
White	84.8	84.8	82.7
Two or More Races	NA	NA	NA
Socioeconomically Disadvantaged	80.3	80.3	75.9

English Learners	90	90	64.5
Students with Disabilities	100	100	67
Foster Youth			

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			County		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Suspensions	4.3	0.0	3.4	4.3	0.0	3.4	5.1	4.4	6.2
Expulsions	0	0.0	0	0	0.0	0	.1	.1	.1

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 2014–15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	-
Met Participation Rate – English Language Arts	No	Yes	-
Met Participation Rate – Mathematics	No	Yes	-

Met Percent Proficient – English Language Arts	No	Yes	-
Met Percent Proficient – Mathematics	No	Yes	-
Met Attendance Rate	No	No	-
Met Graduation Rate	Yes	Yes	-

Federal Intervention Program (School Year 2015–16)

Indicator	School	District
Program Improvement Status	No	In PI
First Year of Program Improvement	NA	2013-2014
Year in Program Improvement	NA	2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	67%

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	6	2	5	21	6	8	2	27	0	7	3
Mathematics	22	7	4	2	20	7	6	1	26	5	5	2
Science	30	2	2	3	23	5	3	3	34	2	2	5
Social Science	31	31	4	1	22	2	3		28	1	4	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	280:.5
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	.33	N/A
Social Worker	0	N/A
Nurse	.10	N/A
Speech/Language/Hearing Specialist	.33	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	6542.13	734.98	5807.15	64359.3
District	N/A	N/A	7454.1	
Percent Difference – School Site and District	N/A	N/A	-22.09%	4.14%
State	N/A	N/A		
Percent Difference – School Site and State	N/A	N/A	NA	NA

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

Types of Services Funded (Fiscal Year 2014–15)

FMHS receives Title 1, II, and III funding which helps provide after school tutoring for students, professional development for teachers and administrators, as well as additional support for EL and low income students. FMHS also receives funds from the Perkins grant, which helps the agriculture and computer apps programs, and the ComTech Academy Grant, which funds out Com Tech Academy classes and technology pathways.

Teacher and Administrative Salaries (Fiscal Year 2013–14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,326	\$38,953
Mid-Range Teacher Salary	\$59,830	\$57,103
Highest Teacher Salary	\$77,615	\$74,127
Average Principal Salary (Elementary)	\$81,212	\$90,225
Average Principal Salary (Middle)	\$81,212	\$98,146
Average Principal Salary (High)	\$91,035	\$97,758
Superintendent Salary	\$133,334	\$117,803
Percent of Budget for Teacher Salaries	25.27%	34.03%
Percent of Budget for Administrative Salaries	5.74%	6.65%

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 2014–15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	-	N/A
English	-	N/A
Fine and Performing Arts	-	N/A
Foreign Language	-	N/A
Mathematics	-	N/A
Science	-	N/A
Social Science	1	N/A
All Courses	1	

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

* Where there are student course enrollments.

Note: AP means Advanced Placement.

Professional Development – Most Recent Three Years

Professional development throughout the El Tejon Unified School District is structured around the goals and objectives outlined in the school site's Single Plan for Student Achievement. These goals are in support of the district's LCAP and LEA Plans. 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*

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.*

This SARC report was compiled on 12/09/15 with version 16.0.1 by

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