

Frazier Mountain High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

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
Web Site	fm.el-tejon.k12.ca.us
CDS Code	15751681530401

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 (School Year 2016-17)

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 2015-16)

Grade Level	Number of Students
Grade 9	53
Grade 10	84
Grade 11	80
Grade 12	69
Total Enrollment	286

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.7
Asian	1.4
Filipino	0
Hispanic or Latino	34.6
Native Hawaiian or Pacific Islander	0.3
White	54.2
Two or More Races	4.9
Socioeconomically Disadvantaged	57.3
English Learners	10.8
Students with Disabilities	6.6
Foster Youth	0.3

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	12	12.5	11.5	35
Without Full Credential	0	0	1	3
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	90.5	9.5
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.7	6.3
Low-Poverty Schools in District	0.0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Piloting Houghton Mifflin	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%

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)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2016				
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			There are some window leaks around campus and one in the girls locker room.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2016				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	57	51	25	40	44	48
Mathematics	17	15	19	29	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	80	76	95.0	51.4
Male	11	37	34	91.9	38.2
Female	11	43	42	97.7	62.5
Hispanic or Latino	11	28	27	96.4	53.9
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	46	45	97.8	52.3
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	47	43	91.5	51.2
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	80	74	92.5	15.3
Male	11	37	34	91.9	21.2
Female	11	43	40	93.0	10.3
Hispanic or Latino	11	28	26	92.9	8.0
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	46	44	95.7	18.6
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	47	41	87.2	10.3
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	58	54	42	53	50	47	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	87	78	89.7	42.3
Male	46	42	91.3	42.9
Female	41	36	87.8	41.7
Hispanic or Latino	32	30	93.8	40.0
White	42	36	85.7	41.7
Socioeconomically Disadvantaged	56	47	83.9	40.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 2015-16)

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 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	225
% of pupils completing a CTE program and earning a high school diploma	33
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	10

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	90.6
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	26.7

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.7	18.2	13.6

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 (School Year 2016-17)

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 fund raise and provide services for the sports program. All parents have access to view their student's daily attendance, grades, and assignments through our Illuminate Parent Portal, making it easier to work with the teachers in keeping their child on track.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	12.40	14.30	18.10	13.30	14.30	18.10	11.40	11.50	10.70
Graduation Rate	85.39	83.33	81.94	84.44	83.33	81.94	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	91	91	86
Black or African American	100	100	78
American Indian or Alaska Native	0	0	78
Asian	100	100	93
Filipino	0	0	93
Hispanic or Latino	78	78	83
Native Hawaiian/Pacific Islander	100	100	85
White	100	100	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	100	100	66
English Learners	100	100	54
Students with Disabilities	100	100	78

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	1.5	12.8	3.6	3.4	8.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 school wide 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 2015. 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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	21	6	8	2	27	3	5	2		2	4	3
Mathematics	20	7	6	1	21	7	5			10	1	0
Science	23	5	3	3	23	3	4			5	3	1
Social Science	22	2	3		19	6	4			3	4	0

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 2015-16)

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)	0	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	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6542.13	734.98	6823.78	63654
District	N/A	N/A	7454.1	\$62,539
Percent Difference: School Site and District	N/A	N/A	-12.8	-17.2
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	10.6	6.6

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

Types of Services Funded (Fiscal Year 2015-16)

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 and CTEI 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,627	\$40,430
Mid-Range Teacher Salary	\$56,184	\$58,909
Highest Teacher Salary	\$72,421	\$77,358
Average Principal Salary (Elementary)	\$76,615	\$94,634
Average Principal Salary (Middle)	\$78,912	\$97,839
Average Principal Salary (High)	\$85,882	\$100,453
Superintendent Salary	\$116,000	\$123,728
Percent of Budget for Teacher Salaries	25%	32%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2015-16)

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

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

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.