

Frazier Mountain High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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 2017-18)

FRAZIER MOUNTAIN HIGH SCHOOL

VISION STATEMENT

Frazier Mountain High School provides 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
Student Learner Outcomes

Student Learner Outcomes

F.A.L.C.O.N.S

Falcon Students will be:

Articulate Communicators

FMHS students will demonstrate effective communication and collaboration skills through articulate and comprehensive written, verbal, and visual presentations.

Life Long Critical Learners

FMHS students will engage in higher order critical thinking practices by effectively participating in complex, independent and collaborative tasks across all disciplines.

College and Career Professionals

FMHS students will complete an "a-g" aligned curriculum, engage in a college and career readiness program, and develop the personal resiliency to successfully meet their post-secondary goals.

Outstanding Citizens

FMHS students will be responsible, productive citizens with a broad scope of educational experiences to help them make informed life decisions.

Innovators in Technology

FMHS students will use 21st Century technology as a tool to solve problems, conduct research, organize, manage projects, and perform complex tasks integrating various forms of technology.

Scholars

FMHS students will demonstrate academic literacy by engaging in rigorous reading, coherent writing, and scholarly research across all disciplines.

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 2016-17)

Grade Level	Number of Students
Grade 9	76
Grade 10	55
Grade 11	78
Grade 12	76
Total Enrollment	285

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	2.8
Asian	1.1
Filipino	1.4
Hispanic or Latino	37.9
Native Hawaiian or Pacific Islander	0.7
White	50.2
Two or More Races	1.1
Socioeconomically Disadvantaged	59.3
English Learners	4.2
Students with Disabilities	8.4
Foster Youth	0.7

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	12.5	11.5	11.5	34
Without Full Credential	0	1	1	3
Teaching Outside Subject Area of Competence (with full credential)	1	0	2	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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	Houghton Mifflin Harcourt	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 of the FIT report. All aspects of the school are clean, safe, and in good repair except: some window leaks, a few broken HVAC vents, 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 recently collected** FIT data (or equivalent), provide the following:

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A few broken HVAC vents.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			A few cluttered classrooms which are used for storage.
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			A clogged urinal in boys restroom.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			There are some window leaks around campus.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 2017				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	51	64	40	45	48	48
Mathematics (grades 3-8 and 11)	15	24	29	29	36	37

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	78	76	97.44	64.47
Male	39	39	100	53.85
Female	39	37	94.87	75.68
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	29	100	51.72
White	38	36	94.74	66.67
Socioeconomically Disadvantaged	49	48	97.96	60.42
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	78	74	94.87	24.32
Male	39	38	97.44	21.05
Female	39	36	92.31	27.78
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	27	93.1	25.93
White	38	36	94.74	19.44
Socioeconomically Disadvantaged	49	46	93.88	21.74
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	54	42	50	47	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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, Art pathway which offers: Visual Arts, 2D and 3D Arts and AP classes. 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 2016-17)

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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	90.21
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	26.87

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.1	31	29.6

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 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 (School Year 2017-18)

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 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			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	14.3	18.1	5.8	14.3	18.1	5.8	11.5	10.7	9.7
Graduation Rate	83.33	81.94	94.2	83.33	81.94	94.2	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	97.1	97.1	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	100	100	80.17
Asian	100	100	94.42
Filipino	0	0	93.76
Hispanic or Latino	93.75	93.75	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	97.87	97.87	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	100	100	85.45
English Learners	80	80	55.44
Students with Disabilities	100	100	63.9
Foster Youth	0	0	68.19

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			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.5	12.8	14.7	3.4	8.0	10.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017. 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 2017-18)

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	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	2014-15				2015-16				2016-17			
	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	27	3	5	2	21	5	6	2	24	4	4	3
Mathematics	21	7	5		18	9	3	1	18	9	5	1
Science	23	3	4		20	4	3		17	5	1	1
Social Science	19	6	4		19	7	3	1	21	6	4	1

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

Academic Counselors and Other Support Staff (School Year 2016-17)

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 2015-16)

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	\$65,661
Percent Difference: School Site and District	N/A	N/A	-12.8	-17.2
State	N/A	N/A	\$6,574	\$62,381
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 2016-17)

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, art 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,326	\$41,164
Mid-Range Teacher Salary	\$60,214	\$61,818
Highest Teacher Salary	\$77,615	\$84,567
Average Principal Salary (Elementary)	\$76,615	\$96,125
Average Principal Salary (Middle)	\$78,912	\$103,336
Average Principal Salary (High)	\$85,882	\$101,955
Superintendent Salary	\$116,000	\$126,855
Percent of Budget for Teacher Salaries	29%	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 2016-17)

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	13.3

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 and is focused on student and teacher needs. Over the past year, time for district wide professional development has been built into each week on Wednesday afternoons. Two days a month are district/administrator driven and the other two days are teacher driven.

This year the district's professional development focus includes: transitioning all pacing calendars and assessments over to the Common Core state standards in all grade levels, data analysis, educating all staff on the new CDE Dashboard, a variety of subject areas in technology, as well as student engagement and instructional strategies for ELD, special education, and at-risk students.