

# Frazier Mountain High School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

|  |                              |
|--|------------------------------|
| <b>School Name</b>                       | Frazier Mountain High School |
| <b>Street</b>                            | 700 Falcon Way               |
| <b>City, State, Zip</b>                  | Lebec, CA 93243-0876         |
| <b>Phone Number</b>                      | 661.248.0310                 |
| <b>Principal</b>                         | Sara Haflich                 |
| <b>Email Address</b>                     | shaflich@el-tejon.k12.ca.us  |
| <b>School Website</b>                    | fm.el-tejon.k12.ca.us        |
| <b>County-District-School (CDS) Code</b> | 15751681530401               |

## 2023-24 District Contact Information

|                         |                                  |
|-------------------------|----------------------------------|
| <b>District Name</b>    | El Tejon Unified School District |
| <b>Phone Number</b>     | 661.248.6247                     |
| <b>Superintendent</b>   | Sara Haflich                     |
| <b>Email Address</b>    | shaflich@el-tejon.k12.ca.us      |
| <b>District Website</b> | www.el-tejon.k12.ca.us           |

## 2023-24 School Description and Mission Statement

### 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.

## 2023-24 School Description and Mission Statement

### 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, Entrepreneurship, fine arts, and an Expanded Learning Program that includes activities such as: welding, cooking, pottery, jewelry making, and weight training. 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 three CTE pathways: Agriculture, Entrepreneurship, and 2D/3D Visual Art, an active FFA chartered club, VIVA and Spanish clubs, and robotics team represents the widespread diversity of activities available to Frazier Mountain students. 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. Frazier Mountain High School serves approximately 275 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).

FMHS is a very diverse, well rounded high school which is WASC accredited.

About this School

| 2022-23 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Grade 9                                   | 54                 |
| Grade 10                                  | 65                 |
| Grade 11                                  | 68                 |
| Grade 12                                  | 66                 |
| Total Enrollment                          | 253                |

| 2022-23 Student Enrollment by Student Group |                             |
|---|-----------------------------|
| Student Group                               | Percent of Total Enrollment |
| Female                                      | 51.4%                       |
| Male  | 48.2%                       |
| American Indian or Alaska Native            | 1.6%                        |
| Asian                                       | 0.8%                        |
| Black or African American                   | 0.4%                        |
| Filipino                                    | 0.4%                        |
| Hispanic or Latino                          | 44.7%                       |
| Native Hawaiian or Pacific Islander         | 0.4%                        |
| Two or More Races                           | 3.6%                        |
| White                                       | 48.2%                       |
| English Learners                            | 6.3%                        |
| Foster Youth                                | 0.4%                        |
| Homeless                                    | 15.8%                       |
| Socioeconomically Disadvantaged             | 70.4%                       |
| Students with Disabilities                  | 15.8%                       |

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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 9.10          | 73.11          | 25.00           | 71.24            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 0.80            | 2.36             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1.80          | 15.17          | 7.80            | 22.24            | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 1.40          | 11.64          | 1.40            | 4.13             | 12115.80     | 4.41          |
| <b>Unknown</b>   | 0.00          | 0.00           | 0.00            | 0.00             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 12.40         | 100.00         | 35.10           | 100.00           | 274759.10    | 100.00        |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 7.10          | 59.16          | 24.30           | 66.02            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 1.00          | 8.25           | 2.00            | 5.42             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1.00          | 8.66           | 3.00            | 8.27             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.58           | 0.00            | 0.19             | 11953.10     | 4.28          |
| <b>Unknown</b>   | 2.80          | 23.18          | 7.40            | 20.07            | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 12.10         | 100.00         | 36.80           | 100.00           | 279044.80    | 100.00        |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2020-21     | 2021-22     |
|--|-------------|-------------|
| Permits and Waivers  | 0.00        | 0.00        |
| Misassignments   | 1.80        | 1.00        |
| Vacant Positions   | 0.00        | 0.00        |
| <b>Total Teachers Without Credentials and Misassignments</b> | <b>1.80</b> | <b>1.00</b> |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator  | 2020-21     | 2021-22     |
|--|-------------|-------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00        | 0.00        |
| Local Assignment Options                               | 1.40        | 0.00        |
| <b>Total Out-of-Field Teachers</b>                     | <b>1.40</b> | <b>0.00</b> |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 9.3     | 9.6     |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 0       |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

February 2021



| Subject                | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|-----------------------------|--|
| Reading/Language Arts  | Houghton Mifflin Harcourt 2017                               | Yes                         | 0%   |
| Mathematics            | Big Ideas Learning/2015                                      | Yes                         | 0%   |
| Science                | Houghton Mifflin Harcourt 2020                               | Yes                         | 0%   |
| History-Social Science | McGraw Hill 2020   | Yes                         | 0%   |
| Foreign Language       | Cengage Geographic   | Yes                         | 0%   |
| Health                 | Holt, Rinchart, and Winston                                  | Yes                         | 0%   |

## School Facility Conditions and Planned Improvements

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: a few items such as torn wallpaper, some stained ceiling tiles, broken faucet and outlet cover plate, and one cluttered room. 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 and ground worker. Student safety is vitally important. There is a full-time campus supervisor on staff, additional security, as well as a full time Director of Student Services, who all provide 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.

### Year and month of the most recent FIT report

September 2017

| System Inspected   | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces                                      | X         |           |           | Torn wall paper.                          |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation        | X         |           |           | One cluttered room.                       |
| <b>Electrical</b>  | X         |           |           | One broken electrical outlet.             |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X         |           |           |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X         |           |           |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X         |           |           | Stained ceiling tile.                     |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X         |           |           |   |

| Overall Facility Rate |      |      |      |
|-----------------------|------|------|------|
| 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 and 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.

| Subject  | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 51             | 59             | 35               | 36               | 47            | 46            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 13             | 14             | 13               | 16               | 33            | 34            |



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 67                      | 60                   | 89.55                 | 10.45                     | 59.32                          |
| <b>Female</b>  | 38                      | 33                   | 86.84                 | 13.16                     | 62.50                          |
| <b>Male</b>  | 29                      | 27                   | 93.10                 | 6.90                      | 55.56                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Filipino</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Hispanic or Latino</b>                            | 34                      | 31                   | 91.18                 | 8.82                      | 54.84                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>   | 30                      | 26                   | 86.67                 | 13.33                     | 64.00                          |
| <b>English Learners</b>                              | --                      | --                   | --                    | --                        | --                             |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | 15                      | 13                   | 86.67                 | 13.33                     | 30.77                          |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 35                      | 31                   | 88.57                 | 11.43                     | 43.33                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | --                      | --                   | --                    | --                        | --                             |

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 67                      | 58                   | 86.57                 | 13.43                     | 13.79                          |
| <b>Female</b>  | 38                      | 31                   | 81.58                 | 18.42                     | 9.68                           |
| <b>Male</b>  | 29                      | 27                   | 93.10                 | 6.90                      | 18.52                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Filipino</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Hispanic or Latino</b>                            | 34                      | 31                   | 91.18                 | 8.82                      | 9.68                           |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>   | 30                      | 24                   | 80.00                 | 20.00                     | 12.50                          |
| <b>English Learners</b>                              | --                      | --                   | --                    | --                        | --                             |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | 15                      | 13                   | 86.67                 | 13.33                     | 0.00                           |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 35                      | 29                   | 82.86                 | 17.14                     | 10.34                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | --                      | --                   | --                    | --                        | --                             |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

| Subject   | School<br>2021-22 | School<br>2022-23 | District<br>2021-22 | District<br>2022-23 | State<br>2021-22 | State<br>2022-23 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 27.62             | 24.04             | 26.04               | 20.21               | 29.47            | 30.29            |

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group  | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not Tested | Percent<br>Met or<br>Exceeded |
|--|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| <b>All Students</b>                                  | 129                 | 104              | 80.62             | 19.38                 | 24.04                         |
| <b>Female</b>  | 68                  | 52               | 76.47             | 23.53                 | 21.15                         |
| <b>Male</b>  | 61                  | 52               | 85.25             | 14.75                 | 26.92                         |
| <b>American Indian or Alaska Native</b>              | --                  | --               | --                | --                    | --                            |
| <b>Asian</b>   | --                  | --               | --                | --                    | --                            |
| <b>Black or African American</b>                     | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Filipino</b>                                      | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Hispanic or Latino</b>                            | 59                  | 49               | 83.05             | 16.95                 | 22.45                         |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Two or More Races</b>                             | --                  | --               | --                | --                    | --                            |
| <b>White</b>   | 65                  | 50               | 76.92             | 23.08                 | 26.00                         |
| <b>English Learners</b>                              | --                  | --               | --                | --                    | --                            |
| <b>Foster Youth</b>                                  | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Homeless</b>                                      | 32                  | 24               | 75.00             | 25.00                 | 12.50                         |
| <b>Military</b>                                      | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Socioeconomically Disadvantaged</b>               | 69                  | 51               | 73.91             | 26.09                 | 23.53                         |
| <b>Students Receiving Migrant Education Services</b> | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Students with Disabilities</b>                    | 19                  | 14               | 73.68             | 26.32                 | 7.14                          |

## 2022-23 Career Technical Education Programs

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. FMHS is currently working with Bakersfield College to make this class a dual enrollment class. 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. FMHS continues to investigate other ways to bring career technical education to our students.

## 2022-23 Career Technical Education (CTE) Participation

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | 187                       |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | 67.7                      |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 10%                       |

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission          | 86.17   |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 26.92   |

## B. Pupil Outcomes

### 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 area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | Component 1:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5     | 64%                              | 98%  | 100%  | 52%   | 82%                         |
| Grade 7     | 76%                              | 100%   | 100%  | 62%   | 96%                         |
| Grade 9     | 86%                              | 86%  | 86%   | 86%   | 83%                         |

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

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. Parents have access to Aeries 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 Aeries Parent Portal, making it easier to work with the teachers in keeping their child on track. FMHS also uses the A2A program to help keep students attending school regularly as well as celebrate good attendance.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

| Indicator              | School<br>2020-21 | School<br>2021-22 | School<br>2022-23 | District<br>2020-21 | District<br>2021-22 | District<br>2022-23 | State<br>2020-21 | State<br>2021-22 | State<br>2022-23 |
|------------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| <b>Dropout Rate</b>    | 1.5               | 11.9              | 6.1               | 1.5                 | 11.7                | 6                   | 9.4              | 7.8              | 8.2              |
| <b>Graduation Rate</b> | 94.1              | 86.4              | 89.4              | 94.1                | 85                  | 89.6                | 83.6             | 87               | 86.2             |

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group  | Number of<br>Students in Cohort | Number of<br>Cohort Graduates | Cohort<br>Graduation Rate |
|--|---------------------------------|-------------------------------|---------------------------|
| <b>All Students</b>                                  | 66                              | 59                            | 89.4                      |
| <b>Female</b>  | 31                              | 29                            | 93.5                      |
| <b>Male</b>  | 35                              | 30                            | 85.7                      |
| <b>Non-Binary</b>                                    |                                 |                               |                           |
| <b>American Indian or Alaska Native</b>              | 0                               | 0                             | 0.00                      |
| <b>Asian</b>   | --                              | --                            | --                        |
| <b>Black or African American</b>                     | 0                               | 0                             | 0.00                      |
| <b>Filipino</b>                                      | 0                               | 0                             | 0.00                      |
| <b>Hispanic or Latino</b>                            | 25                              | 22                            | 88.0                      |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                               | 0                             | 0.00                      |
| <b>Two or More Races</b>                             | --                              | --                            | --                        |
| <b>White</b>   | 38                              | 34                            | 89.5                      |
| <b>English Learners</b>                              | --                              | --                            | --                        |
| <b>Foster Youth</b>                                  | --                              | --                            | --                        |
| <b>Homeless</b>                                      | 19                              | 18                            | 94.7                      |
| <b>Socioeconomically Disadvantaged</b>               | 48                              | 42                            | 87.5                      |
| <b>Students Receiving Migrant Education Services</b> | 0.0                             | 0.0                           | 0.0                       |
| <b>Students with Disabilities</b>                    | 14                              | 13                            | 92.9                      |



## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 270                   | 261                                     | 57                        | 21.8                     |
| Female  | 136                   | 131                                     | 30                        | 22.9                     |
| Male  | 133                   | 129                                     | 26                        | 20.2                     |
| Non-Binary                                    | 1                     | 1                                       | 1                         | 100.0                    |
| American Indian or Alaska Native              | 5                     | 4                                       | 1                         | 25.0                     |
| Asian   | 3                     | 2                                       | 0                         | 0.0                      |
| Black or African American                     | 1                     | 1                                       | 0                         | 0.0                      |
| Filipino                                      | 1                     | 1                                       | 0                         | 0.0                      |
| Hispanic or Latino                            | 117                   | 116                                     | 22                        | 19.0                     |
| Native Hawaiian or Pacific Islander           | 1                     | 1                                       | 0                         | 0.0                      |
| Two or More Races                             | 9                     | 9                                       | 2                         | 22.2                     |
| White   | 131                   | 127                                     | 32                        | 25.2                     |
| English Learners                              | 19                    | 18                                      | 4                         | 22.2                     |
| Foster Youth                                  | 2                     | 2                                       | 1                         | 50.0                     |
| Homeless                                      | 47                    | 47                                      | 15                        | 31.9                     |
| Socioeconomically Disadvantaged               | 188                   | 184                                     | 46                        | 25.0                     |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 43                    | 41                                      | 8                         | 19.5                     |

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

| Rate        | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.38           | 8.15           | 6.30           | 0.40             | 5.25             | 4.21             | 0.20          | 3.17          | 3.60          |
| Expulsions  | 0.00           | 0.00           | 0.00           | 0.00             | 0.14             | 0.00             | 0.00          | 0.07          | 0.08          |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 6.3              | 0               |
| Female  | 3.68             | 0               |
| Male  | 8.27             | 0               |
| Non-Binary                                    |                  |                 |
| American Indian or Alaska Native              | 0                | 0               |
| Asian   | 0                | 0               |
| Black or African American                     | 0                | 0               |
| Filipino                                      | 0                | 0               |
| Hispanic or Latino                            | 8.55             | 0               |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 0                | 0               |
| White   | 4.58             | 0               |
| English Learners                              | 10.53            | 0               |
| Foster Youth                                  | 0                | 0               |
| Homeless                                      | 0                | 0               |
| Socioeconomically Disadvantaged               | 7.45             | 0               |
| Students Receiving Migrant Education Services | 0                | 0               |
| Students with Disabilities                    | 4.65             | 0               |

## 2023-24 School Safety Plan

Students and staff participate in regularly scheduled fire and lockdown drills. The Kern County Fire Department assesses the adequacy of emergency procedures and conducts yearly school safety inspections, all in accordance with a comprehensive School Safety Plan developed by a committee of staff and community members, which is updated annually. Additionally, Frazier Mountain High School and all schools in the El Tejon Unified School District now participate in a statewide emergency drill known as the "Great Shake Out." Included in the School Safety Plan is a specific Emergency Plan that addresses emergency preparedness, and is in compliance with California Standardized Emergency Management Systems (SEMS). This plan was developed in cooperation with local officials, and includes specific courses of action to be taken in case of an emergency. Emergency supplies are kept in each classroom, and 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](http://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.

FMHS has one campus supervisor and one campus security as well as a Director of Student Services who all help keep the campus safe.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 19                 | 8                                    | 3                                     |                                     |
| Mathematics           | 16                 | 10                                   | 2                                     |                                     |
| Science               | 22                 | 3                                    | 1                                     | 1                                   |
| Social Science        | 22                 | 3                                    | 4                                     |                                     |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 25                 | 4                                    | 3                                     | 2                                   |
| Mathematics           | 19                 | 7                                    | 3                                     | 1                                   |
| Science               | 25                 | 2                                    | 2                                     | 1                                   |
| Social Science        | 22                 | 4                                    | 3                                     | 1                                   |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 22                 | 3                                    | 7                                     | 0                                   |
| Mathematics           | 15                 | 12                                   | 1                                     | 0                                   |
| Science               | 19                 | 3                                    | 3                                     | 0                                   |
| Social Science        | 22                 | 4                                    | 3                                     | 1                                   |

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title                        | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 632.5 |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title   | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.4                              |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  | 1                                |
| Social Worker   |                                  |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            | 1                                |
| Resource Specialist (non-teaching)                            |                                  |
| Other   |                                  |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | 6542.13                      | 734.98                              | 6823.78                               | 63654                  |
| District                                      | N/A                          | N/A                                 | 7454.1                                | \$69,128               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -8.8                                  | -7.9                   |
| State   | N/A                          | N/A                                 | \$7,607                               | \$77,993               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 3.4                                   | -13.7                  |

## Fiscal Year 2022-23 Types of Services Funded

FMHS receives Title I, II, and III, and IV funding which helps provide field trips, 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 Agriculture, Perkins and CTEI grants, which helps the agriculture, art, and Entrepreneurship programs, and our Academy Grant, which funds out Entrepreneurship Academy classes and pathways. Funding from the LCAP also helps provide additional opportunities for all our unduplicated pupils.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category                                      | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$44,781        | \$47,616                                     |
| Mid-Range Teacher Salary                      | \$66,290        | \$75,580                                     |
| Highest Teacher Salary                        | \$85,684        | \$100,485                                    |
| Average Principal Salary (Elementary)         | \$93,974        | \$114,067                                    |
| Average Principal Salary (Middle)             | \$90,795        | \$123,622                                    |
| Average Principal Salary (High)               | \$0             | \$125,386                                    |
| Superintendent Salary                         | \$144,729       | \$157,977                                    |
| Percent of Budget for Teacher Salaries        | 25.12%          | 27.82%                                       |
| Percent of Budget for Administrative Salaries | 4.49%           | 5.78%  |

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

|                                   |   |
|-----------------------------------|---|
| Percent of Students in AP Courses | 2 |
|-----------------------------------|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject  | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science   | 0                            |
| English  | 0                            |
| Fine and Performing Arts   | 0                            |
| Foreign Language   | 0                            |
| Mathematics  | 0                            |
| Science  | 0                            |
| Social Science   | 2                            |
| <b>Total AP Courses Offered</b><br>Where there are student course enrollments of at least one student. | 2                            |

## Professional Development

Professional development throughout the El Tejon Unified School District is structured around the goals and objectives outlined in the school site's Single Plan for Student Achievement. 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 we are focusing as a district on learning and implementing the PLC process as well as Math Talks district wide.

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject   | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 36      | 36      | 36      |