Frazier Mountain High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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	Michael Vogenthaler
Email Address	mvogenthaler@el-tejon.k12.ca.us
School Website	fm.el-tejon.k12.ca.us
Grade Span	9-12
County-District-School (CDS) Code	15751681530401

2024-25 District Contact Information

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

2024-25 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

2024-25 School Description and 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 (FMHS) is a comprehensive high school dedicated to meeting the diverse needs of its students. The school prepares many students for higher education at University of California campuses, California State Universities, and Community Colleges. Additionally, FMHS offers a wide range of vocational and academic opportunities, including Career Technical Education (CTE) pathways in Agriculture, Entrepreneurship, and 2D/3D Visual Art. The school also boasts an Expanded Learning Program with engaging activities such as welding, cooking, pottery, jewelry making, and weight training.

FMHS complements its educational programs with strong athletic offerings, active clubs, and social activities that contribute to the development of the mountain communities' youth. The school's reputation extends beyond the local community, highlighted by its championship-quality athletic teams, an active Future Farmers of America (FFA) charter, and clubs such as VIVA, Spanish Club, and a competitive robotics team.

With approximately 246 students enrolled in grades nine through twelve, FMHS is one of three schools in the El Tejon Unified School District. The other schools include Frazier Park School, serving students in kindergarten through fourth grade, and El Tejon School, which serves fifth through eighth grades. FMHS fosters strong relationships with its feeder schools, including collaborative efforts between the high school's Peer Helping class and Associated Student Body (ASB) and the junior high's Safe School Ambassadors Club and ASB. Junior high students frequently visit the FMHS campus for training sessions led by high school students.

Opened in August 1995, FMHS is located west of Interstate 5 between the towns of Gorman and Lebec, serving the mountain communities of Lebec, Piñon Pines, Cuddy Valley, Lockwood Valley, Frazier Park, Lake of the Woods, Pine Mountain Club, and the western Antelope Valley, including Neenach. These communities, with a combined population of approximately 5,000,

2024-25 School Description and Mission Statement

consist primarily of small residential areas with a diverse socio-economic spectrum. The local economy largely revolves around commercial businesses catering to travelers along the I-5 corridor. Due to limited local job opportunities, many parents commute significant distances to Bakersfield or the Los Angeles area.

As a WASC-accredited institution, FMHS is committed to continuous improvement and adapting to meet the evolving needs of its community. The collaboration among staff, students, administration, parents, and the broader community remains a cornerstone of the school's success.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	57
Grade 10	58
Grade 11	63
Grade 12	64
Total Enrollment	242

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
American Indian or Alaska Native	0.8
Asian	1.2
Black or African American	0.8
Filipino	0.8
Hispanic or Latino	53.7
Native Hawaiian or Pacific Islander	0.8
Two or More Races	2.9
White	38
English Learners	9.9
Foster Youth	0.4
Homeless	11.6
Socioeconomically Disadvantaged	76.4
Students with Disabilities	14.5

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.10	73.11	25.00	71.24	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	2.36	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.80	15.17	7.80	22.24	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.40	11.64	1.40	4.13	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.10	59.16	24.30	66.02	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	8.25	2.00	5.42	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	8.66	3.00	8.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.58	0.00	0.19	11953.10	4.28
Unknown/Incomplete/NA	2.80	23.18	7.40	20.07	15831.90	5.67
Total Teaching Positions	12.10	100.00	36.80	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.50	87.47	28.50	77.72	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	4.48	2.70	7.38	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	7.97	2.10	5.80	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	3.30	9.07	14303.80	5.15
Total Teaching Positions	12.00	100.00	36.70	100.00	277698.00	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.80	1.00	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.80	1.00	0.5

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.40	0.00	0.9
Total Out-of-Field Teachers	1.40	0.00	0.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.30	9.6	10.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

A committee of core academic instructors, in collaboration with the District Curriculum Committee, evaluates and recommends textbooks for adoption. Proposed textbooks are made available for public review in the school library, and feedback from the community is encouraged. Recommendations for textbook purchases are submitted to the Superintendent, who then provides a recommendation to the Board of Trustees for approval.

All students are assigned their own copies of state-approved, standards-aligned textbooks and instructional materials, ensuring equitable access to the resources necessary for academic success.

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 Harcort 2017	Yes	0%
Mathematics	Big Ideas Learning/2015	Yes	0%
Science	Houghton Mifflin Harcort 2020	Yes	0%
History-Social Science	McGraw Hill 2020	Yes	0%
Foreign Language	Cengage Geographic	Yes	0%
Health	Holt, Rinchart, and Winston	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

Frazier Mountain High School received a “good” rating on all sections of the Facilities Inspection Tool (FIT) report. Overall, the school is clean, safe, and in good repair, with only minor issues noted. Opened in August 1995, the FMHS campus remains well-maintained and clean. A significant upgrade to the entire HVAC system was completed at the beginning of the 2006 school year.

School Facility Conditions and Planned Improvements

To ensure the campus remains in excellent condition, a custodian is on-site throughout the day, supported by an assigned maintenance and grounds worker. Student safety is a top priority at FMHS, with supervision provided by a full-time campus supervisor, additional security personnel, and the Principal. Faculty and staff also contribute to campus supervision before, during, and after school, including lunchtime and bus loading and unloading times.

The campus features 21 regular classrooms, one science lab, a community center, a computer lab, a multipurpose room, and a special education resource room. Athletic facilities include a gymnasium, outdoor basketball courts, and fields for softball, baseball, and football. The district maintenance staff ensures that necessary repairs and maintenance are completed promptly to keep the school in good condition and fully operational.

Year and month of the most recent FIT report	September 2024

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	59	61	36	36	46	47
Mathematics (grades 3-8 and 11)	14	20	16	25	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	60	51	85.00	15.00	60.78
Female	35	28	80.00	20.00	60.71
Male	25	23	92.00	8.00	60.87
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	30	26	86.67	13.33	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	25	21	84.00	16.00	66.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	20	80.00	20.00	45.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	60	50	83.33	16.67	20.00
Female	35	27	77.14	22.86	11.11
Male	25	23	92.00	8.00	30.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	30	26	86.67	13.33	11.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	25	20	80.00	20.00	35.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	20	80.00	20.00	15.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	9	81.82	18.18	--

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	24.04	30.93	20.21	25.36	30.29	30.73

2023-24 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 Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	126	97	76.98	23.02	30.93
Female	70	53	75.71	24.29	28.30
Male	56	44	78.57	21.43	34.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	64	54	84.38	15.62	24.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	53	36	67.92	32.08	38.89
English Learners	11	9	81.82	18.18	--
Foster Youth	0	0	0	0	0
Homeless	23	15	65.22	34.78	20.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	43	70.49	29.51	23.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	12	63.16	36.84	8.33

2023-24 Career Technical Education Programs

All students at Frazier Mountain High School (FMHS) are required to complete Success 101 during their freshman year. This year-long course utilizes the Career Choices curriculum, guiding students through an in-depth exploration of various career options. Students participate in field trips, listen to guest speakers, and ultimately create an online 10-year plan to chart their academic and career pathways through high school and into the post-secondary education or career their plan outlines. FMHS is currently collaborating with Bakersfield College to establish Success 101 as a dual enrollment course, enabling students to earn college credit. Each year, students revisit and revise their 10-year plans during their English classes to ensure their goals remain relevant and achievable.

Starting in their sophomore year, students may choose to join the Com Tech Academy, where they can specialize in technology-related fields such as computer navigation, desktop publishing, small business operations, yearbook production, electronic journalism, web design, and animation. Alternatively, students can enter the Agriculture pathway, where they gain hands-on experience in areas like horticulture, mechanics, woodworking, floral design, and animal science. For those with an interest in the arts, FMHS offers an Art pathway with courses in Visual Arts, 2D and 3D Arts, and Advanced Placement (AP) art classes.

Additionally, FMHS provides semester-long courses in Fire Science, Law Enforcement, and Computer Applications. Upon completion of these courses, students earn certificates that qualify them to enter these fields directly after high school.

2023-24 Career Technical Education Programs

FMHS remains committed to expanding Career Technical Education (CTE) opportunities and continues to explore innovative ways to bring meaningful career preparation to its students.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	197
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	85.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	90.08
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	25.81

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.

2023-24 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 requires only participation results 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: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	88	88	88	88	88

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.

2024-25 Opportunities for Parental Involvement

At the beginning of each school year, a letter is sent home inviting parents to join the School Site Council. Parents have access to the Aeries Parent Portal, where they can monitor their child's grades, assignments, and attendance in real time. FMHS fosters an open and collaborative environment through open-door policies maintained by the teachers, counselor, and principal, ensuring a positive and successful experience for all students.

Parent conferences are held annually in October, providing an opportunity for families to engage directly with teachers and staff. Additionally, multiple workshops are organized throughout the year in partnership with the Cal-SOAP College Representative to offer parents up-to-date guidance on college admissions, A-G requirements, and financial aid processes. Parents are also encouraged to join the Booster Club, which supports the school's sports programs through fundraising and volunteer efforts.

To further support student success, FMHS utilizes the A2A (Attention 2 Attendance) program to promote regular school attendance and celebrate students with exemplary attendance records. With the tools provided through the Aeries Parent Portal and the collaborative efforts between families and school staff, FMHS ensures that parents are well-equipped to help their students stay on track academically and socially.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	11.9	6.1	4.3	11.7	6.0	4.3	7.8	8.2	8.9
Graduation Rate	86.4	89.4	90.0	85.0	89.6	90.0	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	70	63	90.0
Female	36	34	94.4
Male	34	29	85.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	34	32	94.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	30	27	90.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	18	16	88.9
Socioeconomically Disadvantaged	52	46	88.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	11	10	90.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	270	260	74	28.5
Female	137	131	38	29.0
Male	133	129	36	27.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	137	135	36	26.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	11	2	18.2
White	105	98	28	28.6
English Learners	31	30	11	36.7
Foster Youth	--	--	--	--
Homeless	30	29	12	41.4
Socioeconomically Disadvantaged	199	193	56	29.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	43	38	12	31.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
8.15	6.3	9.26	5.25	4.21	6.81	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.14	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.26	0.00
Female	4.38	0.00
Male	14.29	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.95	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	16.67	0.00
White	5.71	0.00
English Learners	6.45	0.00
Foster Youth	0.00	0.00
Homeless	6.67	0.00
Socioeconomically Disadvantaged	8.54	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.98	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Frazier Mountain High School prioritizes safety through regularly scheduled fire and lockdown drills. The Kern County Fire Department assesses the adequacy of emergency procedures and conducts annual school safety inspections, ensuring compliance with a comprehensive School Safety Plan. This plan, developed collaboratively by staff and community members,

2024-25 School Safety Plan

is updated annually to address current safety needs.

FMHS and all schools within the El Tejon Unified School District also participate in the statewide emergency drill known as the "Great Shake Out," which prepares students and staff for earthquake scenarios. Included in the School Safety Plan is a detailed Emergency Plan that aligns with the California Standardized Emergency Management Systems (SEMS). Developed in collaboration with local officials, the plan outlines specific actions to be taken during emergencies. Each classroom is stocked with emergency supplies, and additional school-wide supplies are securely stored in a designated shipping container on campus. These safety plans are accessible in the FMHS school office, online at www.el-tejon.org, and at the school district office. All plans were last reviewed and updated in October 2017.

Daily campus safety is further supported by yard and cafeteria supervision, provided by both classified and certificated staff members. Visitors are required to report to the school office to obtain visitor passes, ensuring controlled access to the campus. FMHS maintains a safe environment with the assistance of a campus supervisor, a campus security officer, and the Principal, who all work diligently to uphold the safety and well-being of students and staff.

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	
Mathematics	15	12	1	
Science	19	3	3	
Social Science	22	4	3	1

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	2	5	1
Mathematics	16	8	3	1
Science	23	1	3	1
Social Science	24	3	3	1

2023-24 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	605

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	.5
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$76,533
Percent Difference - School Site and District	N/A	N/A	-8.8	-18.4
State	N/A	N/A	$10,771	$78,673
Percent Difference - School Site and State	N/A	N/A	-44.9	-21.1

Fiscal Year 2023-24 Types of Services Funded

Frazier Mountain High School (FMHS) receives Title I, II, III, and IV funding, which supports a range of initiatives, including field trips, after-school tutoring for students, professional development for teachers and administrators, and additional services for English Learners (EL) and low-income students.

The school also benefits from funding through the Agriculture, Perkins, Career Technical Education Incentive (CTEI), and Golden State Pathways Program (GSPP) grants, which enhance the Agriculture, Art, and Entrepreneurship programs. Additionally, the Academy Grant provides funding specifically for the Entrepreneurship Academy classes and pathways.

Funding from the Local Control Accountability Plan (LCAP) further supports opportunities for all unduplicated pupils, ensuring equity and access to resources that promote student success.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$50,000	$50,757
Mid-Range Teacher Salary	$72,276	$75,693
Highest Teacher Salary	$96,070	$105,687
Average Principal Salary (Elementary)	$117,081	$121,443
Average Principal Salary (Middle)	$114,226	$132,509
Average Principal Salary (High)	$0	$133,106
Superintendent Salary	$159,126	$167,660
Percent of Budget for Teacher Salaries	23.88	25.51
Percent of Budget for Administrative Salaries	5.12	5.93

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	5

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	1
Fine and Performing Arts	2
Foreign Language	0
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	4

Professional Development

Here's a revised version for clarity, structure, and a professional tone:

Professional development within the El Tejon Unified School District is aligned with the goals and objectives outlined in each school site's Single Plan for Student Achievement. These goals are designed to support the district's Local Control Accountability Plan (LCAP) and Local Educational Agency (LEA) plans. Training and curriculum development are tailored to address the needs of both students and teachers.

To provide consistent and effective professional growth opportunities, district-wide professional development time is scheduled weekly on Wednesday afternoons. Two of these sessions each month are district- or administrator-driven, while the remaining two are teacher-driven, allowing educators to address site-specific needs collaboratively.

This year, the district is prioritizing the implementation of the Professional Learning Community (PLC) process and the integration of Math Talks across all schools to enhance instructional practices and student outcomes.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	36