

Frazier Mountain High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 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

2025-26 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

2025-26 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.

Mission Statement

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

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.

Lifelong 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

2025-26 School Description and Mission Statement

FMHS students will complete an “a–g” aligned curriculum, engage in college and career readiness experiences, and develop the personal resiliency necessary to successfully meet their postsecondary goals.

Outstanding Citizens

FMHS students will be responsible, productive citizens with a broad range of educational experiences that support informed decision-making and civic responsibility.

Innovators in Technology

FMHS students will use 21st-century technology as a tool to solve problems, conduct research, organize and manage projects, and perform complex tasks integrating multiple 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 public high school serving students in grades nine through twelve in the rural mountain communities of the El Tejon Unified School District. The school serves approximately 240–250 students and is one of three schools in the district, alongside Frazier Park School (TK–4) and El Tejon School (5–8). FMHS maintains strong articulation with its feeder schools through collaborative student leadership activities, peer mentoring, and transition supports.

FMHS prepares students for a variety of postsecondary pathways, including enrollment in University of California and California State University systems, community colleges, career training programs, and entry into the workforce. The school offers a broad instructional program that includes college-preparatory coursework, Career Technical Education pathways in Agriculture, Entrepreneurship, and 2D/3D Visual Art, and expanded learning opportunities such as welding, cooking, pottery, jewelry making, and fitness-based courses.

The school supports student engagement through a wide range of extracurricular programs, including CIF athletics, Future Farmers of America (FFA), student leadership, and academic and service-oriented clubs. These programs contribute to student connectedness, leadership development, and community involvement.

Opened in August 1995, FMHS is located west of Interstate 5 between the towns of Gorman and Lebec and serves the 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 represent a diverse socioeconomic population, with many families commuting to Bakersfield or the greater Los Angeles area for employment.

Frazier Mountain High School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC). The school completed a full accreditation visit in 2021 and a Mid-Cycle Progress Review in 2025. FMHS remains committed to continuous improvement through collaboration among staff, students, families, and community partners, with a focus on academic achievement, student engagement, and college and career readiness.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	70
Grade 10	55
Grade 11	57
Grade 12	62
Total Enrollment	244

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2
Male	48.4
Non-Binary	0.4
American Indian or Alaska Native	1.6
Asian	0.4
Black or African American	0.4
Filipino	1.6
Hispanic or Latino	52
Native Hawaiian or Pacific Islander	0.4
Two or More Races	5.7
White	37.3
English Learners	11.1
Foster Youth	0.4
Homeless	11.9
Socioeconomically Disadvantaged	74.6
Students with Disabilities	16.4

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.

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)	7.1	59.16	24.3	66.02	234405.2	84
Intern Credential Holders Properly Assigned	1	8.25	2	5.42	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	8.66	3	8.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0.58	0	0.19	11953.1	4.28
Unknown/Incomplete/NA	2.8	23.18	7.4	20.07	15831.9	5.67
Total Teaching Positions	12.1	100	36.8	100	279044.8	100

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)	10.5	87.47	28.5	77.72	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	4.48	2.7	7.38	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.9	7.97	2.1	5.8	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.3	9.07	14303.8	5.15
Total Teaching Positions	12	100	36.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	8.4	74.15	28	74.67	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.4	12.31	2.4	6.41	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.4	12.23	2.5	6.83	12112.8	4.34
Unknown/Incomplete/NA	0.1	1.14	4.5	12.07	13705.8	4.91
Total Teaching Positions	11.4	100	37.6	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0.5
Misassignments	1.00	0.5	0.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0.5	1.4

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.9	1.4
Total Out-of-Field Teachers	0.00	0.9	1.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.6	10.2	8
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	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>.

2025-26 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 and instructional materials for adoption. Proposed materials are made available for public review, and input from parents, staff, and community members is encouraged. Recommendations for textbook adoption and purchase are submitted to the Superintendent, who then brings forward a recommendation to the Board of Trustees for approval.

All students at Frazier Mountain High School are provided with their own copies of state-approved, standards-aligned textbooks and instructional materials, ensuring equitable access to the resources necessary to support academic success.

During the 2025–26 school year, the district is engaged in a mathematics curriculum adoption process with guidance and support from the Kern County Superintendent of Schools. This adoption process is intended to further strengthen instructional alignment and does not impact students' access to current, standards-aligned instructional materials.

Year and month in which the data were collected

February 2021

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt 2017	0%
Mathematics	Big Ideas Learning/2015	0%
Science	Houghton Mifflin Harcourt 2020	0%
History-Social Science	McGraw Hill 2020	0%
Foreign Language	Cengage Geographic	0%
Health	Holt, Rinchart, and Winston	0%
Science Laboratory Equipment (grades 9-12)	Updated 08/2024	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 areas of the Facilities Inspection Tool (FIT) report. Overall, the campus is safe, clean, and well maintained, with only minor issues identified through the inspection process. Opened in August 1995, the FMHS campus continues to be maintained in good repair. A significant upgrade to the campus-wide heating, ventilation, and air conditioning (HVAC) system was completed in 2006.

School Facility Conditions and Planned Improvements

To ensure the ongoing safety and maintenance of the campus, a custodian is on site throughout the school day and is supported by district maintenance and grounds staff. Student supervision is provided before school, during nutrition and lunch periods, and after school by a combination of classified staff, certificated staff, and site administration, including the Principal.

The FMHS campus includes 21 general education classrooms, one science laboratory, a community center, a computer lab, a multipurpose room, and a special education resource room. Athletic facilities consist of a gymnasium, outdoor basketball courts, and fields for softball, baseball, and football. District maintenance staff address facility needs and complete repairs in a timely manner to ensure that the school remains safe, functional, and conducive to student learning.

Year and month of the most recent FIT report

September 2025

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Stained ceiling tile in S2,S3,B-wing. Clogged faucet aerator in S2.Sink drain clog in S7. Door sticks in B-wing. Rodent activity in AG barn.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			One boy's toilet under repair
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Possible roof leak in Principal's office and B-wing
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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	61	57	36	41	47	48
Mathematics (grades 3-8 and 11)	20	21	25	25	35	37

2024-25 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	56	54	96.43	3.57	57.41
Female	22	20	90.91	9.09	60.00
Male	34	34	100.00	0.00	55.88
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	25	24	96.00	4.00	58.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	57.14
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	27	96.43	3.57	55.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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	56	53	94.64	5.36	20.75
Female	22	19	86.36	13.64	15.79
Male	34	34	100.00	0.00	23.53
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	25	23	92.00	8.00	17.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	19.05
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	26	92.86	7.14	15.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	30.93	36.7	25.36	32.27	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	109	93.97	6.03	36.70
Female	56	51	91.07	8.93	33.33
Male	60	58	96.67	3.33	39.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	54	51	94.44	5.56	23.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	44	43	97.73	2.27	46.51
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	13	12	92.31	7.69	8.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	46	92.00	8.00	32.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	9.09

2024-25 Career Technical Education Programs

All students at Frazier Mountain High School (FMHS) complete Success 101 during their freshman year as part of the school's career exploration and college readiness program. This year-long course utilizes the Career Choices curriculum to guide students through structured career exploration, including field trips, guest speakers, and career interest assessments. Students develop an individualized online 10-year plan outlining their academic and career goals through high school and into postsecondary education or employment. FMHS is currently collaborating with Bakersfield College to establish Success 101 as a dual enrollment course, allowing students to earn college credit. Students revisit and revise their 10-year plans annually during English courses to ensure goals remain relevant and aligned with their interests.

Beginning in their sophomore year, students may elect to participate in one of several Career Technical Education pathways. The Entrepreneurship Academy provides students with instruction in business fundamentals, computer applications, desktop publishing, small business operations, yearbook production, electronic journalism, web design, and digital media. The Agriculture pathway offers hands-on, industry-aligned learning experiences in horticulture, agricultural mechanics, woodworking, floral design, animal science, and welding. Students interested in the arts may pursue the Visual Arts pathway, which includes coursework in 2D and 3D visual arts and Advanced Placement (AP) art.

Frazier Mountain High School remains committed to expanding Career Technical Education opportunities and strengthening pathway-aligned instruction through partnerships, dual enrollment, and career-connected learning experiences. These programs are designed to provide students with transferable skills, industry awareness, and preparation for a range of

2024-25 Career Technical Education Programs

postsecondary education and career options.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	199
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	65
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	91.39
Graduates Who Completed All Courses Required for UC/CSU Admission	6.56

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.

2024-25 California Physical Fitness Test Participation Rates

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	96	96	96	96	96

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.

2025-26 Opportunities for Parental Involvement

At the beginning of each school year, parents and guardians are invited to participate in the School Site Council through written notification. Families also have ongoing access to the Aeries Parent Portal, which allows them to monitor student grades, assignments, and attendance in real time. Frazier Mountain High School maintains an open-door policy with teachers, the school counselor, and the principal to encourage consistent communication and collaboration in support of student success.

Parent-teacher conferences are held annually in October, providing structured opportunities for families to engage directly with school staff. Throughout the year, FMHS partners with the Cal-SOAP College Representative to offer parent workshops focused on college admissions, A–G requirements, financial aid, and postsecondary planning. Parents are also encouraged to participate in the FMHS Booster Club, supporting athletic programs through fundraising and volunteer involvement.

To further support student success, FMHS utilizes student support staff who work closely with students experiencing challenges related to attendance, academic performance, or engagement. These staff members collaborate with families, teachers, counselors, and school administrators to provide targeted interventions, ongoing communication, and individualized support. Through real-time access to student data and sustained family-school collaboration, FMHS ensures that parents are informed and active partners in supporting their students' academic and social progress.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	6.1	4.3	3	6	4.3	3	8.2	8.9	8
Graduation Rate	89.4	90	92.4	89.6	90	92.4	86.2	86.4	87.5

2024-25 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	66	61	92.4
Female	37	35	94.6
Male	28	25	89.3
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	33	31	93.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	26	23	88.5
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	46	43	93.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	11	9	81.8

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	267	260	61	23.5
Female	136	131	29	22.1
Male	130	128	32	25.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	133	132	23	17.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	15	7	46.7
White	104	100	28	28.0
English Learners	34	32	3	9.4
Foster Youth	--	--	--	--
Homeless	30	30	11	36.7
Socioeconomically Disadvantaged	203	198	47	23.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	46	44	13	29.5

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.3	9.26	5.62	4.21	6.81	3.92	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.62	0.00
Female	2.21	0.00
Male	9.23	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	5.26	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	12.50	0.00
White	5.77	0.00
English Learners	2.94	0.00
Foster Youth	0.00	0.00
Homeless	6.67	0.00
Socioeconomically Disadvantaged	5.42	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	17.39	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.

2025-26 School Safety Plan

Frazier Mountain High School maintains a Comprehensive School Safety Plan that is reviewed and updated annually in accordance with California Education Code requirements. The plan is developed and reviewed in collaboration with school staff, district leadership, and local emergency response agencies, including the Kern County Fire Department and local law enforcement. These partners provide consultation to ensure that school safety procedures align with state and local emergency response standards.

The Comprehensive School Safety Plan includes a detailed Emergency Response Plan aligned with the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). The plan clearly outlines staff roles and responsibilities, communication protocols, and response procedures for a variety of emergency situations. Fire drills, lockdown drills, and other emergency preparedness activities are conducted regularly throughout the school year to ensure students and staff are prepared to respond appropriately.

Frazier Mountain High School also participates annually in the statewide Great Shake Out earthquake drill as part of its ongoing emergency preparedness efforts. Emergency supplies are maintained in classrooms and in designated secure locations on campus to support students and staff during emergency situations.

The Comprehensive School Safety Plan is available for review in the Frazier Mountain High School office, at the El Tejon Unified School District office, and on the district website. Daily campus safety is supported through structured supervision before school, during nutrition and lunch periods, and after school by both classified and certificated staff. All visitors are required to check in at the school office and obtain a visitor pass. Through consistent supervision practices and ongoing collaboration with emergency response partners, Frazier Mountain High School maintains a safe, secure, and orderly learning environment.

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

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	24	4	3	2
Mathematics	18	8	2	1
Science	25	2	2	1
Social Science	25	1	5	

2024-25 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

2024-25 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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$79,979
Percent Difference - School Site and District	N/A	N/A	-8.8	-22.7
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	-48.1	-30.2

Fiscal Year 2024-25 Types of Services Funded

Frazier Mountain High School receives state, federal, and grant funding to support Career Technical Education (CTE), arts education, expanded learning opportunities, and student engagement. Federal Perkins funding and the Career Technical Education Incentive Grant (CTEIG) support CTE pathways in Agriculture, Entrepreneurship, and 2D/3D Visual Art through curriculum development, instructional materials, equipment purchases, and professional learning. Additional Agriculture Incentive Grant funding strengthens the school's Agriculture and FFA programs by supporting instructional resources, student leadership development, and career preparation activities.

Grant funding has also supported pathway-aligned instruction and career-connected learning opportunities through initiatives such as the Golden State Pathways Program and Partnership Academy Grant. When available, these funds have been used to expand student access to industry-aligned coursework, work-based learning experiences, and pathway development. Proposition 28 funding is used to expand access to arts education, including visual and performing arts instruction and instructional materials, increasing student engagement in creative and expressive learning experiences.

Frazier Mountain High School also utilizes Expanded Learning Opportunities Program (ELO-P) funding to provide after-school academic support and enrichment activities that promote student achievement and engagement. Special education services are supported through a combination of state, federal, and local funding sources. All funding allocations are aligned with the district's Local Control and Accountability Plan (LCAP) to ensure equitable access to programs, services, and resources that support student success.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$53,750	\$54,773
Mid-Range Teacher Salary	\$77,697	\$78,981
Highest Teacher Salary	\$103,275	\$117,337
Average Principal Salary (Elementary)	\$125,863	\$128,425
Average Principal Salary (Middle)	\$125,863	\$137,947
Average Principal Salary (High)	\$135,355	\$138,809
Superintendent Salary	\$177,048	\$176,162
Percent of Budget for Teacher Salaries	23.09%	24.71%
Percent of Budget for Administrative Salaries	5.5%	5.91%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	2
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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	2
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	2

Professional Development

Professional development in the El Tejon Unified School District is aligned with the goals and actions outlined in each school site's Single Plan for Student Achievement (SPSA) and supports the priorities identified in the district's Local Control and Accountability Plan (LCAP) and Local Educational Agency (LEA) plans. Professional learning opportunities are designed to strengthen instructional practice, respond to student learning needs, and support continuous improvement across all schools.

District-wide professional development is scheduled weekly on Wednesday afternoons to provide consistent and structured

Professional Development

collaboration time for certificated staff. Two sessions per month are district- or administrator-led and focus on instructional priorities, compliance requirements, and systemwide initiatives. The remaining sessions are teacher-led and provide opportunities for collaboration around site-based needs, analysis of student data, and refinement of instructional practices.

During the 2025–26 school year, the district is prioritizing implementation of the Professional Learning Community (PLC) process and the use of Math Talks to improve instructional coherence and student outcomes. Teachers also focus on response-to-intervention strategies to address identified student needs. Additional academic support is provided through Expanded Learning Opportunities Program (ELO-P) after-school tutoring, and instructional coaching in mathematics and English language arts is provided through the Kern County Superintendent of Schools. These professional development efforts are coordinated to ensure alignment with district goals and to support effective, equitable instruction for all students.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	