Frontier High School

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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

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School Description

Frontier High School is a fully accredited comprehensive four-year school with a student body of 2,331 located 100 miles north of Los Angeles in the city of Bakersfield. The school opened in the Fall of 2006 with 9th and 10th grade classes and increased each year one grade level until it reached all four classes in 2008-2009. Frontier High School is a high-performing school with a unique and compelling combination of excellence in academics and culture.

Frontier High School started with a commitment to hire teachers and staff with a passion for learning and the instructional process. Frontier continues to be committed to a partnership among staff, students, parents, district office, and the surrounding community to challenge our students academically, athletically, and artistically. Frontier provides students with opportunities to meet or exceed academic expectations set forth in both traditional and innovative course offerings that emphasize rigor and excellence in adopted subject area content standards to demonstrate academic proficiency. All students have the opportunities to meet graduation requirements by taking classes during the regular school year with expanded opportunities during the summer and through online learning platforms. At the time of graduation, students at Frontier are prepared to select from a broad range of options including university, college and technical training. Frontier strives to prepare students to meet the University of California A-G entrance requirements in addition to offering a variety of Career Technical Education (CTE) pathways to choose from: Agriculture and Natural Resources; Art, Media and Entertainment; and Information Technology. These pathways contain many electives which are class options for all students. Some of these offerings are: agriculture, leadership, film production, web design and computer applications/ graphics, digital photography, and an array of choices within the visual and performing arts arena.

The demographics of the school indicate that 52.3% of the student body is white; 32.8% is Hispanic or Latino; 3.2% is Asian; 2% is African American, and 8% is of various other groups. The significant subgroups are White, Hispanic or Latino and Socio-economically Disadvantaged (SED) students. English Language Learners do not represent a significant subgroup since this group is less that 1% of the student body. Nevertheless, Frontier has a complete EL Program to serve the needs of our EL population. The primary language for the approximate 23 students in the EL Program is Spanish.

The school facilities at Frontier High School are above average and well managed. The school sits on 62 acres with 198,000 square feet of classrooms, library, outdoor theater, gymnasium, weight room, 720 seat performance arts center, two agricultural rooms, science labs, cafeteria, covered patio, student store, an administration building, two baseball fields, two basketball courts and two large practice fields for soccer and football. The school is state of the art technologically with wireless connectivity across the entire campus. Each classroom has V-brick video streaming capability, ceiling mounted LCD projectors, computer and phone for each teacher and two computer labs for classroom teacher utilization. Frontier has a traditional calendar and bell schedule offering six instructional periods and two lunch periods.

Staff demographics include 98 full credentialed certificated staff members, including 6 counselors and 4 administrators. 100% of the staff is currently highly qualified according to NCLB qualifications. There are 77 classified employees that provide support for the school. The teaching staff participates in a variety of professional development at the site, district and in the state. The full adoption of the research based Professional Learning Community model has influenced the direction of professional development opportunities and instruction. Frontier uses the Richard DuFour Professional Learning Community (PLC) Model and Performance Assessment Model aligned with California State standards as a basis for PLC collaboration. Frontier's Professional Development Leaders (PDLs) meet monthly with members of the administration to review progress of the PLC efforts. The PDLs collaborate with the Professional Learning Community Leaders to plan PLC meetings and provide assistance for the staff. Utilizing the PLC model, academic SMART goals for students at Frontier are set by content area teachers within Professional Learning Community teams (PLCs). In order to effectively monitor progress within their own classrooms, teachers utilize common formative assessments (CFAs). Within PLCs every other week, student work including: essays, reports, tests, CFAs, journals, portfolios, oral presentations, project products, discussions, investigations, lab assignments, experiments and assessments are monitored and reviewed for instructional effectiveness by the teaching staff.

Frontier stakeholders created and adopted the "Titan Quest" mantra as a school and community-wide campaign dedicated to emphasizing the importance of the "Quest" for continuous academic and individual improvement with a clear focus on exceeding academic, co-curricular, and community involvement expectations. The pursuit of our mission is contingent on all Frontier community members , students, teachers, classified staff, administrators and parents working together to encourage and support academic excellence, college and career development, responsible citizenship, collaborative workers and complex thinkers. The school's vision and mission statements and student goals follow and indicate the philosophy of Frontier's staff.

Frontier High School maintains a comprehensive and coherent vision of what students should know an be able to accomplish by graduation as evidenced through our Expected School-wide Learner Outcomes(SLOs), state standards, values and mission statement. The faculty, working with students, parents, community members, district administrations, school board members and the Kern Economic Development Corporation adopted the school mission in 2006 and enhanced it in 2009 after examining student performance data as well as student, staff, and parent surveys. This process was completed again in 2016 ensuring that Frontier is growing and ensuring that its ongoing commitment to high expectations is realistic, relevant, and rigorous for all students. Moreover, we examine and implement research-based practices, which foster a professional learning community at our school aimed directly at making student learning our priority.

Mission Statement
The mission of Frontier High School is for all students to graduate prepared for success in their individual post-secondary experience - college or career. Frontier will provide programs and services to empower all students to be respectful, responsible, safe, and productive members of a 21st century society.

Vision Statement
Frontier High School values meaningful relationships among staff, students, parents and the community to ensure the intellectual, social and personal development of each student. We challenge our students to pursue excellence in academics, artistic expression, athletics, and citizenship through rigorous and relevant curriculum, innovative instruction, and collaboration.

Schoolwide Learner Outcomes

Respectful Collaborators:
Work constructively with others in a variety of 21st century settings
Remain open and flexible to the ideas of others to advance common goals
Display leadership skills that inspire others to achieve, serve, and work together

Productive Academic Achievers:
Meet and exceed KHSD graduation requirements
Communicate purposefully and persuasively in verbal and non-verbal situations
Think critically and demonstrate essential problem solving skills
Use technology competently to gather, analyze, and synthesize information

Responsible Citizens:
Take personal responsibility for their actions and choices
Actively develop and review post high school goals
Demonstrate respectful digital literacy

Safe, Empowered Individuals:
Exhibit positive interpersonal relationships that value all persons
Make sound decisions about their physical, emotional, and mental health
Feel invested in the school, local, and global communities

The Frontier High School leadership cabinet consists of the Principal, Assistant Principals, Dean of Students, Head Counselor, Activities Director, and Athletic Director. The Department Leaders Team consists of the Principal, Assistant Principals, Dean of Students, department chairs, professional development leaders, Head Counselor and Program Coordinator. The Department Leader Team gather input from staff, students, parents, boosters, site council, and the surrounding community and meets monthly to review on-going needs of the school and student activities to ensure the most productive learning environment. The school site leadership teams as well as Professional Learning Community (PLC) teams meet at least once yearly at the start of the school year to review the school-wide goals, mission, and schoolwide learner outcomes (SLOs) for the school. Teams give feedback as to the validity of each. These discussions help recommit the staff to the efforts that drive school improvement and student success at Frontier High School.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	542
Grade 10	591
Grade 11	585
Grade 12	592
Total Enrollment	2,310

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	0.9
Asian	3.2
Filipino	4.5
Hispanic or Latino	32.8
Native Hawaiian or Pacific Islander	0.9
White	52.3
Socioeconomically Disadvantaged	27.1
English Learners	0.6
Students with Disabilities	7.1
Foster Youth	0.5

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

Teacher Credentials			
Frontier High School	16-17	17-18	18-19
With Full Credential	85	103	98
Without Full Credential	1	3	3
Teaching Outside Subject Area of Competence	0	0	0
Kern High School District	16-17	17-18	18-19
With Full Credential	♦	♦	1700
Without Full Credential	♦	♦	216
Teaching Outside Subject Area of Competence	♦	♦	12

Teacher Misassignments and Vacant Teacher Positions at this School			
Frontier High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

All Frontier High School students receive the required CA standards-aligned textbooks as required by law. Each year all textbooks are reviewed for quality and maintained to high standards. When textbooks are damaged, they are are replaced annually. Students are immediately provided a replacement textbook in the event of loss or damage. All textbooks are current editions or as required by CA law.

Currently, all Frontier High School students receive sufficient textbooks and instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: August 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Holt Literature & Language Arts Third Course (Grade 9) Holt Literature & Langeuage Arts Fourth Course (Grade 10), 2003 Holt Literature & Language Arts Fifth Course (Grade 11), 2003 Holt Literature & Language Arts Sixth Course (Grade 12), 2003 Literature Structure Sounds and Sense, 9th edition, 2006 Edge Level A Student Edition, National Geographic, 2007 Edge Level B Student Edition, National Geographic, 2007 Edge Level C Student Edition, National Geographic, 200 Edge Fundamentals Student Edition, National Geographic, 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015 The Practice of Statistics/Freeman Adopted 1999 Pacemaker Algebra 1/Globe Fearon Adopted 2001 Advanced Mathematical Concepts, Precalculus with Applications/Glencoe Adopted 2001 Integrated Mathematics/McDougal-Littell Adopted 2002 Discovering Algebra /Kendall Hunt Adopted 2015 Discovering Geometry/Kendall Hunt Adopted 2015 Mathematics with Business Applications/Glencoe Adopted 2007 Single Variable Calculus/Brook & Cole Adopted 1999 Mathematics Concepts and Skills/McDougal-Littell Adopted 2001 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Textbooks and Instructional Materials Year and month in which data were collected: August 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Science	Earth Science California edition 2006 Pearson/Prentice Hall, Science Blue Level 2005 Glencoe/McGraw-Hill, Biology California edition 2007 Pearson/Prentice Hall, Introduction to Veterinary Science 2005 Thompson/Delmar, Biology AP 8th edition 2008 Pearson/Benjamin Cummings, Agricultural Science: Fundamentals & Applications 4th edition 2009 ITP/Delmar, Chemistry Matter and Change California edition 2007 Glencoe/McGraw-Hill, Physics: principles with applications 6th edition 2005 Pearson/Prenrice Hall, Conceptual Physics: the high school physics 2006 Pearson/Prentice Hall, Physical Geology 12th edition 2008 McGraw-Hill, Psychology Themes and Variations 7th edition 2007 Wadsworth/Cengage Learning **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	MODERN WORLD HISTORY PATTERNS OF INTERACTION California edition 2006 McDougal Littell, AMERICAN VISION MODERN WORLD TIMES California editon 2006 Glencoe/McGraw-Hill, AMERICAN HISTORY 5th edition 2004 Bedford/St. Martin's, WESTERN CIVILIZATION 7th edition 2009 Thomson/Wadsworth, MAGRUDERS AMERICAN GOVERNMENT California edition 2006 Pearson/Prentice Hall, GOVERNMENT IN AMERICAN PEOPLE POLITICS AND POLICY California 13th editon 2008 Pearson/Longman, ECONOMICS PRINCIPLES IN ACTION California edition 2007 Pearson/Prentice Hall, PRINCIPLES PRINCIPLES & POLICY 12th edition 2011 Western/Harcourt **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	ALLEZ VIENS FRENCH LEVEL 1 2006 Holt, ALLEZ VIENS FRENCH LEVEL 2 2006 Holt, ALLEZ VIENS FRENCH LEVEL 3 2006 HRW, IMAGINEZ LE FRANCAIS SANS FRONTIERES SOURCES 2008 Vista, REALIDADES 1 2004 Pearson/Prentice Hall, REALIDADES 2 2004 Pearson/Prentice Hall, REALIDADES 3 2004 Pearson/Prentice Hall, ABRIENDO PASO LECTURA 2007 Pearson/Prentice Hall **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	Health Wellness 2005 Glencoe/McGraw-Hill **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	Basic Drama Projects 8th edition 2009 Perfection Learning, Stage and the School 9th edition 2005 Glencoe/McGraw-Hill **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Kern High School District (KHSD) facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department conduct annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor." The instrument does not require capital enhancements beyond the standards to which the facility was designed and constructed.

Improvements come from the District Maintenance and Operations budget and the school's Principal's budget. The District participates in the State School Deferred Maintenance Program for major repair and replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and/or exterior painting and floor systems.

Frontier High School's facilities are in good repair with clean facilities and are maintained to a high standard. Future plans for Frontier's facilities will be to continue to maintain them to the highest standards with no major facility improvements planned at this time. Frontier's facilities were given a good rating in August of 2018 with no major maintenance recommended to the campus.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100% rating on most recent FIT with no deficiencies noted for gas leaks, mech/hvac, sewer
Interior: Interior Surfaces	Poor	73.91% on most recent FIT with 42 "D"s noted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	100% Rating on FIT for restrooms/sinks/fountains; no items noted on most recent FIT.
Safety: Fire Safety, Hazardous Materials	Good	100% rating on most recent FIT for fire safety / hazardous materials, with no deficiencies noted.
Structural: Structural Damage, Roofs	Good	100% rating on most recent FIT for structural damage and roofs, with no deficiencies noted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	99.70 Rating on most recent FIT.
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

Subject	2017-18 CAASPP Results for All Students					
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	70.0	65.0	51.0	49.0	48.0	50.0
Math	34.0	36.0	21.0	22.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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	CAASPP Test Results in Science for All Students					
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	11.3	21.6	49.6

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	570	553	97.02	65.46
Male	286	283	98.95	57.24
Female	284	270	95.07	74.07
Black or African American	14	13	92.86	46.15
American Indian or Alaska Native	--	--	--	--
Asian	26	26	100.00	80.77
Filipino	27	27	100.00	92.59
Hispanic or Latino	190	182	95.79	56.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	285	277	97.19	67.87
Two or More Races	15	15	100.00	66.67
Socioeconomically Disadvantaged	150	142	94.67	51.41
English Learners	13	12	92.31	25.00
Students with Disabilities	32	30	93.75	10.00
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	572	556	97.2	35.97
Male	288	283	98.26	34.98
Female	284	273	96.13	37
Black or African American	14	13	92.86	30.77
American Indian or Alaska Native	--	--	--	--
Asian	26	26	100	57.69
Filipino	27	27	100	55.56
Hispanic or Latino	192	183	95.31	22.95
Native Hawaiian or Pacific Islander	--	--	--	--
White	285	279	97.89	39.78
Two or More Races	15	15	100	46.67
Socioeconomically Disadvantaged	151	144	95.36	21.53
English Learners	13	13	100	7.69
Students with Disabilities	34	30	88.24	3.33
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
Strong community and parent involvement is an asset of Frontier High School. Parent involvement in school activities and different groups is very exceptional. Traditionally over forty percent of our families attended the annual Back to School Night. Furthermore, Frontier's booster groups offer additional opportunities for parental involvement. Various booster groups in academics, athletics, fine arts, and agriculture offer support in fundraising to provide extra services for students participating in extra-curricular activities.

In addition, parents have opportunities to serve as members of the School Site Council. Frontier's School Site Council is made up of students, parents, community members, teachers, classified staff and administrators and at the meetings discussions are held regarding current academic climate, what programs are available, how well students are performing and what can be done to improve student performance. Frontier parents are also asked to serve as a representative on the District Parent Advisory Committee (DPAC). This DPAC committee meets 4 times per year and representative report back meeting minutes and presentation information to the School Site Council.

Frontier High School utilizes the Student information system called Synergy. ParentVue is part of the Synergy information system that is accessible to parents and guardians to provide information on their student's academic performance. ParentVue allows parents and guardians to have instant access to their students attendance and grades as they are entered by Frontier's staff. Synergy's information allows parents the information and easy accessibility to help them monitor their student's progress and the ability to partner with staff to encourage student performance. Through this system parents have direct access to email staff when questions or concerns arise. Frontier also utilizes Twitter to publicize school specific information. Furthermore, the school website was revamped during the 2016-2017 school year. The website offers the schedule for different activities along with valuable academic information for parents.

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.

School Safety Plan
Frontier High School has on file a comprehensive safety plan outlining procedures for staff and students in lieu of fire, earthquake, campus emergency, and school evacuation. Frontier's Safety Plan was revised in August of 2018 presented to the Faculty and approved by the School Site Council during the fist meeting.Frontier's response team, including administrators, teachers, and classified staff is activated when an emergency occurs. Local agencies including Fire, Police, Sheriff, and Ambulance have access to campus maps, gas shut-off valves, emergency exits and fire alarms.

The Dean of Students at Frontier High School handles all discipline and attendance problems. The State of California provides the Educational Discipline Code that all KHSD students are obligated to follow. Clearly defined, school-wide truancy and tardy policies are enforced by all staff members. Appropriate measures (counseling, suspension, detention, opportunity program, expulsion and other options) are undertaken, when necessary, to assure the safety and security of all students. One part-time and five full-time campus supervisors assist a full-time campus investigater in monitoring the safety of the campus. Parents are notified when their student violates any school rule.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	5.1	4.8	5.9
Expulsions Rate	0.0	0.1	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	10.0	9.6	8.8
Expulsions Rate	0.2	0.1	0.1
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.73
Psychologist	1
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	431.09

* 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.

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			**Number of Classrooms***							
				1-22			23-32			33+		
Subject	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English	27.0	25.0	26.0	31	44	38	13	8	18	56	60	49
Mathematics	29.0	26.0	26.0	26	41	32	8	14	18	57	53	49
Science	29.0	27.0	28.0	15	22	18	13	7	11	38	45	40
Social Science	29.0	27.0	28.0	21	29	25	9	5	6	38	41	41

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

Professional Development provided for Teachers

The Kern High School District provides ongoing, subject-specific professional development (PD) to strengthen the instructional capacity of its teachers and build strong learning communities within the organization. Through the offices of Instruction and Instructional Services, PD needs are regularly assessed by examining district and site data and by consistently checking with teachers and administrators to determine the critical needs for teacher support and student growth.

Based on student literacy and math data, the district continues to focus on PD in literacy and numeracy. Teachers who teach Access, the district's literacy program, meet regularly to assess their students' learning and to ensure that they are effectively implementing the instructional practices defined by the course. The Teacher on Special Assignment (TOSA) who oversees the Access program often meets with a cohort of Access developers to review student progress in order to provide the next appropriate session of PD, which typically addresses the intervention needs of the students and the instructional performance of the teachers. Because the groups meet systematically and generally attend in site-based teams, trust has been cultivated so that teachers comfortably share their frustrations, as well as their successes. Based on various forms of feedback, teachers report feeling supported in their efforts to teach Access (students who read between the fourth and sixth grade levels) and Pre-Access (students who read below the fourth grade level). They also report a significant increase in their students' reading ability, some seeing as much as one year's growth in less than a year.

PD for Foundations, the district's math intervention course, is similarly constructed. The TOSA who oversees the district's math program meets with the Foundations teachers routinely to assess program effectiveness in relation to student growth. Adjustments to instructional practices and assessments are made based on these PD sessions. As the redesigned Foundations course uses a blended learning model to differentiate instruction, teachers also meet with Edmentum™ coaches to help them integrate the online learning component into their instructional routine. A (pilot) lesson-study training was also offered this year to a small group of Foundations teachers who wished to delve into their teaching practices at a comprehensive level. The sessions include peer observations, a noteworthy advancement to the district's PD offerings. One veteran teacher in the group commented that she realized she needed to "up her game" after completing the observation process. The district believes this model may enrich the learning process of all its teachers and further strengthen the professional learning community (PLC) protocol. As to the specific benefit of the math teachers, this model may improve math instruction, overall, so that more students complete algebra successfully and continue taking higher-level math throughout high school.

Both the literacy and numeracy trainings are high priorities for the district because of the numbers of students who read below grade level (about forty percent of the total student population) and/or are not algebra ready upon entering high school (approximately one third of incoming ninth grade students). The district collaborates with its feeder districts to leverage practices to increase the skill levels in both reading and math. It also strives to increase the college-readiness of all students by working with its post-secondary partners to reduce college-attainment barriers. One such effort focuses on ways to share data inter-segmentally in order to align curriculum better, administer college-entrance assessments efficiently, and determine the skill gaps preventing students from achieving in their first year of college.

The district employees nine TOSAs in the department of Instructional Services: Literacy, English Language Arts, English Language Development, Math, Science, AVID, and two in the Kern High Induction Program (KHIP, formerly known as BTSA). Each TOSA works with his or her respective department, as well as each instruction director and the Associate Superintendent of Instruction, to provide testing and legislative updates and develop appropriate PD that addresses alignment of standards, effective assessment and intervention practices, and implementation of instructional routines that optimize student learning each day. In addition, TOSAs work with sites, as per teacher and/or administrator need. For example, TOSAs meet with individual teachers, PLCs, or provide whole-school trainings, such as trainings in the proper use of STAR Renaissance© for reading and math progress monitoring. TOSAs also meet with education and/or industry partners to develop their programs further and to ensure that current trends and skills are included in the instruction. For example, the science TOSA meets with local industry to develop externships during the summer. Last year, 17 science teachers participated in externships, working with AERA Energy and in the FabLab at California State University, Bakersfield, Chevron's sponsored science lab. Finally, TOSAs organize summer work for their subject matter. This work involves creating resources and/or providing additional trainings. The KHIP TOSAs, for example, provide specific trainings for new teachers.

In addition to the instructional experts housed at the central office, the district often hires outside agencies to set a training benchmark. Such trainings may include building and using assessments effectively and developing teacher leaders – e.g., PLC and department leaders. The district also encourages teachers to attend conferences in their subject matter. This year, teachers attended several conferences through Solution Tree, focusing on leadership, mathematics, and assessment, as well as local, state, and national conferences in their subject areas. Typically, once teachers return from trainings or conferences, they meet in their departments to build resources or PD based on the trainings.

The district's view on PD strikes a balance between offering local and outside trainings, as well as providing opportunities for district-wide and site-based collaboration. The ultimate goal with all the PD is to maximize instruction for optimal student learning to take place each day.

Frontier staff participates in a number of these workshops for professional development through the district office, and our local school site, in an effort to improve student academic performance on state and local assessments as well as work to refine best teaching practices within current state standard frameworks. Frontier High School has a multifaceted approach to professional development. Frontier High School uses contractually banked time to collaborate within their PLC. The additional hours will allow PLC teams the ability to develop instructional strategies and interventions aimed at raising test scores on high stakes assessments for under performing students as well as refine CFAs based on student performance in a timely manner.

Staff have been given the opportunity and are encouraged to participate in peer observations at our site and at other Kern High School District sites. Teachers are encouraged to go and see best practices taking place in the classrooms of our district.

The Professional Development Leaders (PDLs) on campus work closely with our Professional Learning Community Leaders to ensure data driven decision making is alive and well during all monthly PLC meetings. Each department at Frontier High School has a department chair and under the department chair are PLC Leaders who specialize in their particular grade level and subject area. All PLC Leaders have been trained in Data driven Decision Making as well as training in regards to pre-test/post-test and monthly training with the Assistant Principal of Instruction in settings team norms, goals and objectives for each particular grade and subject level.

In addition, core area teachers have been trained and participated in RIAP (Reading Institute for Academic Preparation). Many of our English teachers have also been trained in the EAP model via C.S.U. Bakersfield.

Many professional development opportunities have been provided by the Frontier Committees. These committee seek out ways to provide support and instructional assistance to the staff. The current school committees are: School Community Relations, Literacy, Academic Habits of Mind, Intervention and Instructional Technology.

The administration at Frontier High School provide an environment where teachers are encouraged to come into the office and talk about how things are going and they actively seek ways to support instruction. Administrators also can be found out on campus during the school day having informal conversations with staff members about families, personal issues, school improvement, instructional practice, student learning and many other topics. These informal conversations often lead to administration discovering ways to provide additional support for teachers.

Departments have the opportunity to attend their content area state conference and other appropriate conferences that also provide instructional assistance and support. Many go to learn new and innovative practices that are happening around the state. Upon returning to the site, they share these innovative practices with colleagues through department meetings and PLC meetings. Frontier teachers have attended Solution Tree Conferences during the summer months. These conferences have focus on PLC implementation and practice.

Detailed Site-Specific Staff Development Plan:
- All teachers and administration attend monthly collaboration and training hours of banked contractual time for professional development and department/PLC training twice per month. During this collaboration, time PLCs are:

  o Clarifying or creating team norms

  o Clarifying or creating team purpose (What do we want students to learn?)

  o Reviewing or creating Pacing Calendar

  o Reviewing or creating Essential Learnings

  o Reviewing data and seeking ways to implement best practices

  o Planning for the year (SMART goals)—where we want to end up?

  o Establishing the criteria we use to judge student work (How will we know if they've learned?)

  o Reviewing or creating Common Formative Assessments

  o Examining the results of Common Formative Assessments

  o Developing Common Summative Assessments

  o Examine results of Common Summative Assessments

  o Set SMART goals after reviewing data from common formative assessments and planning interventions to supplement shortcomings in student performance based on state proficiency standards and assessments. (What do we do when students do not learn?)

- PLC Collaboration & Training: Each department chair and PLC leader attend a one-hour curriculum and PLC training with the Assistant Principal of Instruction and Leadership Council after school. Training includes pre-assessment and post-assessment, best practices, instructional methods, teaching strategies, classroom management, and data driven decision making (improving student performance) in the core areas.
- Professional Development Leaders work with all teachers to fine tune PLC implementation and developing pre- and post-assessments and fitting those assessments within a pacing calendar (instructional blueprint) that coincides with our district benchmarks.
- Instructional strategies and practices are included in PLC trainings and dovetail the district-wide focus on Marzano- based effective teaching strategies.
- Counselors meet with parents one on one and in small groups for SB 813 meetings and 4-year plans.
- Nearly all staff members have copies of Marzano and Pickerings' book, Building Academic Vocabulary and have been trained in implementation of specific strategies during pre-service.

As discussed above over the past several years, our district has experienced a movement wherein the Professional Learning Community model has been embraced and implemented in eighteen different comprehensive high schools. Throughout the implementation process, many of our teachers and five administrators have participated in The PLCs at Work Institute. Additionally, many teachers have participated in various training related to CFA's, PRTI (Pyramid Response to Intervention), PLC Coaching Academy, and now Marzano's Action Research practices. Though this is district-driven, our teachers feel truly empowered to begin learning by doing and they realize improved student learning relates directly to improved learning about effective teaching and monitoring of learning outcomes by the adults in the institution.

All new teachers participate in the district-coordinated Kern High Induction Program (KHIP). In addition to our district's efforts, FHS provides a new-teacher in-service day where our newly hired teachers spend time with administration, their department chair(s) and PLC leader(s) to become familiar with the mission, vision, values and goals at Frontier in addition to learning the common policies and practices, pacing guides, essential learning for courses taught, and PLC norms and expectations of their department. New teachers are required to attend the Classroom Organization and Management Program (COMP) which is a series of workshops designed to help new teachers manage the plethora of daily tasks required in the classroom.

Many new teachers as well as veteran teachers attend district and county-sponsored professional development workshops. Throughout the year, the district provides individual and consecutively grouped professional development workshops to address specific needs of teachers and to support successful classroom practices. Teachers receive a master list of all workshops offered each semester. Workshops, offered at various times, accommodate individual schedules such as coaches, etc. Department Chairs meet monthly at both the site and district levels to discuss pacing, benchmarks, current challenges and instructional practices.

Professional Development Days

The following displays information on the annual number of school days with at least 180 instructional minutes dedicated to staff development for the most recent three-year period.
- 2012-13: 3
- 2013-14: 3
- 2014-15: 3
- 2015-16: 3
- 2016-17: 3
- 2017-18:3

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,347	$50,747
Mid-Range Teacher Salary	$69,384	$86,127
Highest Teacher Salary	$103,654	$106,915
Average Principal Salary (ES)	$0	
Average Principal Salary (MS)	$0	$136,636
Average Principal Salary (HS)	$132,393	$150,286
Superintendent Salary	$243,483	$238,058
Percent of District Budget		
Teacher Salaries	30.0	34.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,800	$1,054	$5,747	$81,034
District	♦	♦	$8,611	$74,546
State	♦	♦	$7,125	$85,815
Percent Difference: School Site/District			-39.9	5.2
Percent Difference: School Site/ State			-72.3	4.6

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Services provided by the regular program to enable under-performing students to meet standards:

- 9th grade students identified as needing remediation in ELA are placed in an English 9P (W) course which provides intensive remediation in reading and writing skills while also addressing the English 9P standards
- Applied Algebra is available for sophomores who need remediation before advancing to Algebra 1 P.
- Foundations 2 math courses (pre-algebra) are offered to students in the summer before their 9th grade year as remedial preparation for an Algebra course
- English 9P (W) and English 10 Gen are geared toward student in need of remediation in their reading and writing skills while still covering the standards required in English 9 P and English 10 P classes
- Targeted Tutoring is offered after school on Tuesdays and Thursdays. This program utilizes teachers along with peer to peer tutoring. Individual tutoring from individual teachers in the classrooms before school, at lunch and after school is also offered my many staff members
- APEX online delivery of instruction is offered during two class periods per semester for those students in need of credit recovery and repeating an A-G requirement outside of the regular school day
- An Academic Achievement class is offered during the school day for students who have not passed 45 credits or have not passed enough credits in English and math credit during the 9th grade school year. This class utilizes the Career Choices curriculum and focuses on study and organizational skills as well as supporting students completing assignments and homework

Services provided by categorical funds to enable underperforming students to meet standards:

- Frontier High School has very few categorical funds to provide programs for under-performing students. Even though we are not a Title 1 school, Frontier does receive a portion of Title II funds from the district to provide professional development opportunities for teachers.
- Frontier provides after school supplemental classes and APEX classes for remediation and credit recovery in the core subject areas when appropriate. Many of these same courses are offered in summer school. All incoming freshmen (8th graders) in need of remediation are strongly recommended to attend summer school before the start of their 9th grade year. Courses offered, when funding allows, for these students are: Composition 9, Foundations 2 and Algebra courses.
- EL students are provided services through Title III funds through the district, including an English Learner Coordinator and one section of EL classes. Students are grouped together in one class to receive English Language Arts instruction at their grade and proficiency level. EL students receive immediate intervention while also being provided the ELD district curriculum for EL 1, 2, 3, 4P and 4G. EL 1 and EL 2 students are enrolled in two period of ELA while also receiving bilingual aide support in each of their core classes.
- Literacy classes are offered for those incoming 9th grade students who are identified as needing remediate in ELA. Most students who are enrolled in the English 9P (W) course are also enrolled in Literacy
- Algebra Lab classes are offered for those incoming 9th grade students in need of additional support in Math. Students who are enrolled in the Foundations 2 classes as 9th graders are also enrolled in Algebra Lab class for additional support

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Frontier High School	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	2.0	2.2	1.4
Graduation Rate	95.7	96.0	96.0
Kern High School District	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	9.0	8.4	5.7
Graduation Rate	86.9	87.3	88.9
California	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	807
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	82.6
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	46.3

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	0	♦
English	2	♦
Fine and Performing Arts	0	♦
Foreign Language	1	♦
Mathematics	2	♦
Science	0	♦
Social Science	14	♦
All courses	19	19.5

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2017**		
	School	**District**	**State**
All Students	95.4	90.5	88.7
Black or African American	100.0	83.9	82.2
American Indian or Alaska Native	100.0	77.8	82.8
Asian	93.3	96.1	94.9
Filipino	100.0	98.3	93.5
Hispanic or Latino	94.7	90.7	86.5
Native Hawaiian/Pacific Islander	100.0	93.3	88.6
White	95.2	90.8	92.1
Two or More Races	100.0	93.3	91.2
Socioeconomically Disadvantaged	100.0	92.8	88.6
English Learners	66.7	63.5	56.7
Students with Disabilities	70.7	73.3	67.1
Foster Youth	75.0	90.1	74.1

Career Technical Education Programs

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, two special education career centers, Bakersfield Adult School, and Regional Occupational Center (ROC) offer a wide variety of career pathways as outlined by the California Career Technical Education Model Curriculum Standards across the 15 industry sectors.

The collaboration between KHSD's Career Technical Education (CTE) programs and the local postsecondary schools provide a coherent sequence of courses directly related to the academic and career preparation of all students for employment in current and emerging occupations. KHSD has long been a leader in CTE programs which have been recognized locally and nationally.

The ROC offers 27 capstone classes to the local high school students and supports introduction, concentration, and capstone program offerings at the comprehensive sites. The Health Careers Academy offers a sample of the CTE programs that demonstrate the collaboration between the various educational institutions. Students may take introductory and concentrator classes at their regular high school campus, attend the Nursing Assistant ROC program during their senior year and obtain state certification, sequence to the Bakersfield Adult School's Licensed Vocational Nursing program, and finish at a local college as a Registered Nurse.

A strong relationship with the Kern Community College District Collaborative has strengthened the CTE programs at the secondary and post-secondary levels. Thirteen Partnership Academies through the California Department of Education (CDE) flourish at eight comprehensive sites, providing graduates with real-world CTE pathway experiences, state and/or career certification, and work opportunities immediately upon graduation.

Follow up studies track the Carl Perkins CTE program completers with over 90% graduation rate for student participants. The KHSD CTE Advisory Committee, representing a reflection of local business and industry partners, meets annually to make recommendations for program improvement, as well as to discuss industry trends, training needs, and local industry demands for future employment.

CTE courses at KHSD comprehensive sites are increasing rapidly with a wide range of pathways being offered at the various schools. In addition, the District continues to add resources to further improve and expand CTE offerings.

Project-Lead-The-Way, a CTE program supported by Chevron and in partnership with the KHSD, specifically supports advanced Science and Engineering programs. The KHSD also supports Virtual Enterprise programs at eight of the comprehensive schools and hosts the state-wide Business Plan Competition & Tradeshow. The district receives a variety of state and federal CTE grant funding which helps many of the CTE programs at the school sites.

Frontier offers several CTE programs which presents students with varying interest opportunities to learn skills that can be transferred into the career field. Examples of the CTE classes offered at Frontier High School are Project Lead the Way, AG, Photography, Art, Floral, Video Production, Drama, Choir, Band, Web design, Engineering,Electronics, and Computer application.

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).

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.