

Frazier Park Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Frazier Park Elementary School
Street	3149 San Carlos Trail
City, State, Zip	Frazier Park CA 93225
Phone Number	661-245-3312
Principal	Michael McNelis
Email Address	mmcnelis@el-tejon.k12.ca.us
School Website	fps.el-tejon.com
County-District-School (CDS) Code	15 75168 6009476

2022-23 District Contact Information

District Name	El Tejon Unified School District
Phone Number	661.248.6247
Superintendent	Sara Haflich
Email Address	shaflich@el-tejon.org
District Website Address	el-tejon.com

2022-23 School Overview

Frazier Park Elementary School is located in the community of Frazier Park, situated 6 miles west of I-5 in the Transverse Mountain Range. The campus is newly remodeled. The teachers at Frazier Park School bring applied technology into the classrooms. The dedicated staff has worked hard to address Common Core Standards. Frazier Park School is experiencing gains in student learning through the efforts the staff, students, parents, and the community.

Mission

The mission of Frazier Park Elementary School is to provide positive learning experiences that empower our students to become successful lifelong learners.

Vision

Frazier Park Elementary School is home to some of the finest young minds in the region. We are dedicated to their academic growth and committed to nurturing the intellectual, physical, social, and emotional capacities of every student. Our experienced and dedicated staff works with parents and students to create a powerful learning environment. As with any successful school, we encourage and appreciate parent, family, and community support and involvement.

- To have our parents, teachers, and community members to be actively involved in our students' learning
- To be a community of learners
- To nurture growth, responsibility, and productivity

Our goal is to see that all students are equipped, enriched, and empowered for college and career readiness. Our staff uses Professional Learning Communities to work in collaborative teams to focus on student learning and achievement.

Core Beliefs

We are committed to fostering effective and respectful communication networks with all our stakeholders. We will involve stakeholders in critical decisions that impact school-wide direction and clarify the reasons that guide the decisions that are made. We value the differences among our stakeholders and embrace those differences to help our school become more

2022-23 School Overview

diverse and more respectful of all who live within our boundaries. We will hold high behavioral, academic, and professional expectations. Our staff will utilize fair and reasonable consequences while offering patient, respectful support and encouragement. These factors hold all stakeholders accountable for a positive school climate and for promoting a culture of learning within our building.

Other

Grade levels use common formative assessments to measure student achievement of the Common Core Standards. Each student's progress toward essential standards is reflected in the standards-based-reports cards that correlate with the California Common Core grade level standards. This ensures that all students at Frazier Park School progress through each grade acquiring the necessary skills to matriculate to the next grade. All students are assessed multiple times a year using the iReady diagnostics which are aligned with the Common Core State Standards, classroom formative and summative assessments, and an intervention program, Getting All I Need to Succeed (G.A.I.N.S.).

There are two teachers per grade level (Grades 1-4), one SDC teacher, one TK teacher, one RSP teacher and one Intervention Specialist teacher. In the main office main office there is an Administrative Secretary, a School Secretary and a Health Aide. There are nine classroom Aides, five yard duties, two custodians with one being part time, a grounds person, a floating maintenance worker, a Student Success Facilitator, and a School Psychologist (One day per week) that provides SEL classes and provides individual counseling to some students. There are 14 classrooms, a staff lounge, a meeting room, 6 tutor rooms (located between each grade level classrooms), and a planned Innovation Lab,

Demographics

American Indian .82% 2 Students
 African American 1.23% 3 Students
 Asian .82% 2 Students
 Filipino .41% 1 Student
 Hispanic 39.34% 96 Students
 Pacific Islander .41% 1 Student
 White 54.92% 134 Students
 Multiple/No response 1.64% 4 Students

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	50
Grade 2	44
Grade 3	52
Grade 4	45
Total Enrollment	244

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	52.9
American Indian or Alaska Native	0.8

Asian	0.8
Black or African American	1.2
Filipino	0.4
Hispanic or Latino	39.3
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.6
White	54.9
English Learners	14.8
Foster Youth	0.0
Homeless	23.4
Migrant	0.0
Socioeconomically Disadvantaged	73.0
Students with Disabilities	14.8

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.30	92.50	25.00	71.24	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	2.36	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	7.50	7.80	22.24	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.40	4.13	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	13.30	100.00	35.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.0	0.0
Misassignments	1.0	0.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.0	0.0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.0
Local Assignment Options	0.00	0.0
Total Out-of-Field Teachers	0.00	0.0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.0	1.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The adoption of textbooks for Frazier Park School is based on the guidelines established by the California Department of Education (CDE). The CDE has a textbook adoption cycle of once every seven years for each subject. Each year, the CDE provides the District with a list of textbooks that are approved by the State. The teaching staff at Frazier Park School is provided with copies of those texts and previews them carefully. The staff then meets to discuss the merits of each publication submitted and chooses the textbook that will work best for the students at Frazier Park School. Every student, including English Learners, has access to their own textbooks and instructional materials, to use in class and to take home. Site licenses have been purchased to support the curriculum, such as; Essential Skills, Generation Genius, EdHelper, Teacher Pay Teachers, Edpuzzle, Mystery Science, EdMark, and Nearpod/Flocabulary: Additional support materials will be purchased as needed.

Year and month in which the data were collected

October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill - Wonders	Yes	0%
Mathematics	California Math Expressions V1 & V2-Houghton Mifflin/2015	Yes	0%
Science	HMH California Science Dimensions / 2020	Yes	0%
History-Social Science	Reflections-Harcourt/2007	Yes	0%

School Facility Conditions and Planned Improvements

Frazier Park School serves Transitional Kindergarten through fourth grade. It was built in 1963, and has grown to include eleven general education classrooms, two Special Education classroom, one Intervention classroom, and a multi use room for a shared speech/school psychologist classroom. There is also a computer lab, a health office, a multipurpose cafeteria, a staff lounge, and a school office.

All rooms have cooling/heating systems; the heating/cooling system in the cafeteria was updated to increase efficiency and effectiveness, as was the heating and lighting systems in many of the classrooms.

The custodial/maintenance staff consists of one full-time and one part-time custodian, one part-time groundskeeper, and one part-time maintenance worker, whose hours are staggered throughout the school day, as well as before and after school hours. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Conditions and Planned Improvements

Student safety on campus is a priority to Frazier Park Elementary. There is always staff supervision on the playground 20 minutes before school begins in the morning, during all recesses, and in the cafeteria at lunchtime. Staff supervision of bus loading and unloading before and after school is always provided. The administrative building as well as the cafeteria are currently slated to be updated and upgraded..

Year and month of the most recent FIT report

2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC Old & Problematic in administrative building- needs to be replaced (summer 2023)
Interior: Interior Surfaces	X			Stained ceiling tiles have been replaced as needed. New carpet has been put in the office and three classrooms. One classroom has been repainted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Calcium build-up on faucets and repaired as needed. Missing stall door replaced in girl's restroom- completed the end of August.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roof on the PTSO/Text Book storage building was replace with metal roof. Completed in October. Due to erosion, the ramp on the storage building was backfilled to the proper grade and retention walls were installed to prevent future erosion. Completed in October.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Plan is to colorize markings on upper playground and basketball court. Install new playground equipment for students in SDC class. Consideration is being given to replace/update playground area surfaces. Safety fence to be installed leading to the office with safety gate installed at office that will have a mechanism to buzz visitors in after signing into the office..

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	23	N/A	35	N/A	47
Mathematics (grades 3-8 and 11)	N/A	23	N/A	13	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	96	95	98.96	1.04	23.16
Female	44	44	100.00	0.00	29.55
Male	52	51	98.08	1.92	17.65
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	41	41	100.00	0.00	7.32

Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	47	46	97.87	2.13	32.61
English Learners	16	16	100.00	0.00	6.25
Foster Youth	0	0	0.00	0.00	0.00
Homeless	16	16	100.00	0.00	18.75
Military	--	--	--	--	--
Socioeconomically Disadvantaged	74	73	98.65	1.35	17.81
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	22	22	100.00	0.00	9.09

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	96	95	98.96	1.04	23.16
Female	44	44	100.00	0.00	25.00
Male	52	51	98.08	1.92	21.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	41	41	100.00	0.00	12.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	47	46	97.87	2.13	30.43
English Learners	16	16	100.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	16	16	100.00	0.00	18.75
Military	--	--	--	--	--

Socioeconomically Disadvantaged	74	73	98.65	1.35	13.70
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	22	22	100.00	0.00	18.18

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT		27.08	26.04	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: 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 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

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.

2022-23 Opportunities for Parental Involvement

Parental involvement is strongly encouraged at Frazier Park School. When parents are able to volunteer in their student's classroom, both the teacher and the students receive much needed help and the students see that their education is important to their parent as well. Everyone benefits as parent involvement increases. When parents arrive to volunteer at the school, they are to check in at the office, sign in in our volunteer log and get a volunteer badge before going to the classroom.

Parents are encouraged to be part of their child's development at home and at school. Each month parents participate at Coffee With The Principal where ideas, concerns and various topics are discussed. As required for Title I advisory purposes, Frazier Park School has a School Site Council (SSC) with strong parental representation. SSC meets five times a year to discuss, review, and determine how Title I funds are to be spent along with approving the School Plan for Student Achievement and the School Safety Plan.

We also have an active Frazier Park School PTSO organization. We encourage parents to become involved with PTSO. PTSO meetings are held monthly where special events are planned along with working with teachers and staff to support students and classrooms. Parents also have the opportunity to attend Back to School Night, parent/teacher conferences, monthly awards ceremonies, special events and Open House.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	257	254	90	35.4
Female	120	119	36	30.3
Male	136	134	53	39.6
American Indian or Alaska Native	2	2	1	50.0
Asian	2	2	0	0.0
Black or African American	3	3	1	33.3
Filipino	2	2	0	0.0
Hispanic or Latino	104	101	37	36.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	4	4	0	0.0
White	138	138	50	36.2
English Learners	39	39	12	30.8
Foster Youth	1	1	1	100.0
Homeless	65	65	23	35.4
Socioeconomically Disadvantaged	190	188	68	36.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	47	46	21	45.7

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	4.80	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively.

Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.33	0.40	5.25	0.20	3.17
Expulsions	0.00	0.00	0.00	0.14	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.33	0.00
Female	1.67	0.00
Male	2.94	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	0.96	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.90	0.00
English Learners	5.13	0.00
Foster Youth	0.00	0.00
Homeless	1.54	0.00
Socioeconomically Disadvantaged	3.16	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.13	0.00

2022-23 School Safety Plan

Students and staff participate in regularly scheduled fire, earthquake and lockdown drills. The Kern County Fire Department assesses the adequacy of emergency procedures and conducts yearly school safety inspections, all in accordance with a comprehensive School Safety Plan developed by a committee of staff and community members, which is updated annually. Included in the School Safety Plan is a specific Emergency Plan that addresses emergency preparedness, and is in compliance with California Standardized Emergency Management Systems (SEMS). This plan was developed in cooperation with local officials, and includes specific courses of action to be taken in case of an emergency. Emergency supplies are kept in each classroom, and school-wide emergency supplies are stored in a shipping container on campus. All plans were last reviewed and updated in February 2023.

On a daily basis, yard and cafeteria supervision is provided by both classified and certificated personnel. In order to provide maximum security for all students. All visitors must report to the school office to obtain visitor passes. All classroom doors remain locked during school hours. If a "lockdown" is enacted, besides the locked doors, additional measures are taken within the classroom. We are fortunate to have the assistance of our local Sheriff Department that assists us in our efforts to be prepared for any emergency.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	32		2	
2	24		2	
3	28		2	
4	28		2	
Other	3	3		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	2	
1	23		2	
2	25		2	
3	15	1	2	
4	20	2		
Other	10	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	4		
1	25		2	
2	22	1	1	
3	26		2	
4	22	1	1	
Other	6	1		

2021-22 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	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.53
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.34
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$9,370.00	\$2,075.00	\$7,295.00	\$70,712
District	N/A	N/A	\$1,251.00	\$68,906
Percent Difference - School Site and District	N/A	N/A	141.4	2.6
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	10.1	-3.2

2021-22 Types of Services Funded

Frazier Park Elementary provides the following programs

- Title I (Basic Grant)
- Title II (Teacher & Principal Training & Recruiting)
- Title III (EL Program)
- Title IV (Safe and Drug-Free Schools and Communities)
- iReady - diagnostic
- School Improvement Program (SIP)
- Special Education
- AB 1113 School Safety & Violence Prevention
- After School Programs - Fitness, Coding, Music, Math Fair
- Reading is Fundamental (Dollar General Grant)
- Boys & Girls Club (ASES)
- Character Counts Education
- CARES ACT
- Induction for California Educators

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$42,375	\$46,419
Mid-Range Teacher Salary	\$63,273	\$69,902
Highest Teacher Salary	\$84,602	\$97,912
Average Principal Salary (Elementary)	\$85,815	\$111,731
Average Principal Salary (Middle)	\$85,815	\$122,012
Average Principal Salary (High)	\$101,877	\$122,212
Superintendent Salary	\$143,323	\$150,971
Percent of Budget for Teacher Salaries	27%	29%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Professional development at Frazier Park Elementary School is aligned with the site's School Plan for Student Achievement. Frazier Park School's School Plan for Student Achievement is aligned with the district's LCAP and LEA Plans. Staff development and curriculum development is planned according to student and teacher needs. Time for professional development has been built into each week on Wednesday afternoons through minimum days. Two of these Wednesdays in a month are district/administrator driven and the other two days are teacher driven.

Training and curriculum development revolves around the California Common Core State Standards (CCSS) and frameworks, and is focused on student and teacher needs. "Mindful Mondays" (monthly) have been established that is optional for teachers and the training is provided by teachers to enhance expertise with various software programs amongst other focus areas deemed necessary by recommendations from staff.

The district's professional development focus includes: PLC development district wide effectiveness, data analysis and collection, Math Talks provided by KCOS.

The El Tejon Unified School District supports the efforts of all teachers new and veteran to gain the experience, knowledge and skills to be effective leaders in the classroom through a range of programs. Formative Assessment for California Teachers (FACT), a State-sponsored program, is designed for first and second year credentialed teachers and provides skills assistance and reflective practices that are implemented over a two-year period. All staff members both certificated and classified are encouraged to attend professional workshops and conferences. Opportunities for observations of best practices is promoted within the District, teachers, experienced teachers, teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Kern County Superintendent of Schools Office, educational conferences, technology seminars, as well as continuing education opportunities offered through local colleges and universities.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	36