

# Frazier Park Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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

#### SARC Overview



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

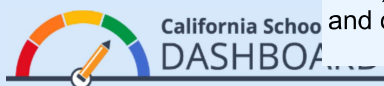
- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and

continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### 2023-24 School Contact Information

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

### 2023-24 District Contact Information

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

### 2023-24 School Description and Mission Statement

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 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 of 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

We are dedicated to academic growth and committed to nurturing the intellectual, physical, social, and emotional capacities of every student.

Our goal is to see that all students are equipped, enriched, and empowered for college and career readiness. Our staff uses Professional Learning Teams to work collaboratively and to focus on student learning and achievement. The district has embarked on an initiative of creating a systematic approach to increase student achievement. At Frazier Park School, staff are developing common formative assessments, analyzing multiple measures data, and tying their work into the essential standards.

## 2023-24 School Description and Mission Statement

#### 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 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 patience, 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 i-Ready 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.) that focuses on math and reading.

There are two teachers per grade level (Grades 1-4), one SDC teacher, one TK teacher, one RSP teacher and two Intervention specialist teachers (one for math and one for reading). In the main office main office there is an Administrative Secretary, a School Secretary, and a Health Aide. There are seventeen classroom aides, five yard duties, two custodians with one being part time, a grounds person, a maintenance worker, a Student Success Facilitator (focusing on attendance), and a School Psychologist (One day per week) that provides SEL classes and provides individual counseling to some students. There are 15 classrooms, a staff lounge, a meeting room, 6 tutor rooms (located between each grade level classroom), and a STEAM lab.

#### Demographics

American Indian	1.87%	5 Students
African American	.37%	1 Students
Asian	1.49%	4 Students
Filipino	.75%	2 Students
Hispanic	44.78%	120 Students
White	47.01%	134 Students
Multiple/No response	3.73%	10 Students

## About this School

## 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	46
Grade 1	46
Grade 2	41
Grade 3	57
Grade 4	48
Total Enrollment	244

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	52%
Non-Binary	.003%
American Indian or Alaska Native	.019%
Asian	.015%
Black or African American	.003%
Filipino	.007%
Hispanic or Latino	44.3%
Two or More Races	.007%
White	51.1%
English Learners	12.2%
Foster Youth	.007%
Homeless	31.3%
Socioeconomically Disadvantaged	83.2%
Students with Disabilities	11.5%

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

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

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



## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.30	92.50	25.00	71.24	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.80	2.36	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.00	7.50	7.80	22.24	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	1.40	4.13	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.50	86.21	24.30	66.02	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	5.42	4853.00	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.00	6.90	3.00	8.27	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	0.00	0.19	11953.10	4.28
<b>Unknown</b>	1.00	6.90	7.40	20.07	15831.90	5.67
<b>Total Teaching Positions</b>	14.50	100.00	36.80	100.00	279044.80	100.00

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

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

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

**Total Teachers Without Credentials and Misassignments**

1.00

1.00

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

**Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)****Indicator****2020-21****2021-22****Credentialed Teachers Authorized on a Permit or Waiver**

0.00

0.00

**Local Assignment Options**

0.00

0.00

**Total Out-of-Field Teachers**

0.00

0.00

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

**Class Assignments****Indicator****2020-21****2021-22****Misassignments for English Learners**

(a percentage of all the classes with English learners taught by teachers that are misassigned)

0

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

0

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

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

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

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, Education.com, Teacher Pay Teachers, Mystery Science, Epic Plus (online library) and Nearpod/Flocabulary: Technology has been upgraded as needed. Materials for the Intervention programs (Math and Reading) have been purchased. Additional support materials will be purchased as needed.

**Year and month in which the data were collected**

August 2022

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 classrooms, 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 were 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.

Student safety on campus is a priority at 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

August 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC Old & Problematic in administrative building- needs to be replaced
<b>Interior:</b> Interior Surfaces		X		New carpet has been installed in the STEAM Lab, and RSP classroom. Ceiling tiles need to be replaced in some classrooms.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Calcium build-up on faucets and repaired as needed.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			RSP classroom updated with electrical, heating, upgraded sub floor, new carpet, and water line. Roof

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences			leaks in the cafeteria to be addressed along with leak in Classroom 4.
	X		The plan is to colorize markings on the upper playground and basketball court. Install new playground equipment for students in SDC class. Consideration is being given to replacing/updating the playground area surfaces. Safety fence 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 (completion in process).

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

	<b>State Priority: Pupil Achievement</b>
	The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
	<b>Statewide Assessments</b> (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:
	<ol style="list-style-type: none"><li>1. <b>Smarter Balanced Summative Assessments and CAAs for ELA</b> in grades three through eight and grade eleven.</li><li>2. <b>Smarter Balanced Summative Assessments and CAAs for mathematics</b> in grades three through eight and grade eleven.</li><li>3. <b>California Science Test (CAST) and CAAs for Science</b> in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).</li></ol>
	<b>College and Career Ready</b> The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	23	29	35	36	47	46
<b>Mathematics</b> (grades 3-8 and 11)	23	28	13	16	33	34

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	95	94	98.95	1.05	28.72
<b>Female</b>	44	44	100.00	0.00	31.82
<b>Male</b>	51	50	98.04	1.96	26.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	46	46	100.00	0.00	26.09
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	43	42	97.67	2.33	30.95
<b>English Learners</b>	11	11	100.00	0.00	9.09
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	22	21	95.45	4.55	23.81
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	57	56	98.25	1.75	25.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	18	17	94.44	5.56	11.76

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

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative



**Students with Disabilities**

18

17

94.44

5.56

5.88

**CAASPP Test Results in Science for All Students**

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b>			26.04	20.21	29.47	30.29

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

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

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

## C. Engagement

### State Priority: Parental Involvement

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

## 2023-24 Opportunities for Parental Involvement

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 parents as well. Everyone benefits as parent involvement increases. When parents arrive to volunteer at the school, they are to check in at the office, provide identification which is run through the Raptor System. A badge is printed out for them to wear while on school premises.

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 four to 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.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	262	254	50	19.7
Female	129	125	29	23.2
Male	132	128	21	16.4
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	1	1	0	0.0
Black or African American	2	1	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	115	110	24	21.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	0	0.0
White	134	132	25	18.9
English Learners	36	35	7	20.0
Foster Youth	3	3	1	33.3
Homeless	69	67	15	22.4
Socioeconomically Disadvantaged	201	194	42	21.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	47	46	7	15.2

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.33	2.67	0.40	5.25	4.21	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.67	0
Female	0.78	0
Male	4.55	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.61	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.24	0
English Learners	0	0
Foster Youth	0	0
Homeless	2.9	0
Socioeconomically Disadvantaged	2.99	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.13	0

## 2023-24 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 follows 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.

### 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		

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

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multigrade 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	19	2	1	0
1	19	2	0	0
2	24	0	2	0



3	22	0	2	0
4	26	0	2	0
5	0	0	0	0
6	0	0	0	0
Other	5	2	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,370.00	\$2,075.00	\$7,295.00	\$70,712
District	N/A	N/A	\$1,251.00	\$69,128
Percent Difference - School Site and District	N/A	N/A	141.4	2.6
State	N/A	N/A	\$7,607	\$77,993

Percent Difference - School Site and State	N/A	N/A	10.1	-3.2
--	-----	-----	------	------

## Fiscal Year 2022-23 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)
- i-Ready - diagnostic
- School Improvement Program (SIP)
- Special Education
- AB 1113 School Safety & Violence Prevention
- After School Programs
- Reading is Fundamental (Dollar General Grant)
- Boys & Girls Club (ASES)
- Character Counts Education
- CARES ACT
- Induction for California Educators

## Fiscal Year 2021-22 Teacher and Administrative Salaries

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

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

## Professional Development

Professional development at Frazier Park Elementary School is aligned with the site's Single Plan for Student Achievement. Frazier Park School's Single 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. Teachers participate in weekly Professional Learning Teams (PLT's) and we are currently getting all staff trained with Solution Tree related to this district

initiative. Three teachers per year until all are trained (Solution Tree).

Training and curriculum development revolves around the California Common Core State Standards (CCSS) and frameworks and is focused on student and teacher needs. "Every Wednesday is considered Remedial Wednesdays where teachers work in small groups or whole class instruction to ensure skills/concepts previously taught can be addressed. Teachers also provide extension activities for those students who do need additional instruction.

Professional Development

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

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

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY		Kern	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)		TK-4	
INSPECTOR'S NAME		INSPECTOR'S TITLE		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Kevin Boyle		Maintenance/Bus Driver		Jennifer Garcamelli	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):		TIME OF INSPECTION		NUMBER OF CLASSROOMS ON SITE	
96000		9/21/23 7:00 AM		14	
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE:		WEATHER CONDITION AT TIME OF INSPECTION		SITE ENROLLMENT	
33,586 S/F		Sunny		250	

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)																		
TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL			
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES		
↓  37	Number of "OK's"	33	29	29	27	36	37	32	9	27	33	33	36	33	4	36		
	Number of "D's"	0	2	0	6	1	0	1	0	3	0	0	0	0	0	1		
	Number of "X's"	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Number of "N/A's"	4	1	8	4	0	0	4	28	7	4	4	1	4	33	0		
Percent of System in Good Repair Number of "OK's" divided by (Total Areas - "N/A's")		100	94	100	84	97	100	97	100	92	100	100	100	100	100	97		
Total Percent per Category (average of above)		98			84		97		92		100		100		97			
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		Good			Fair		Good		Good		Good		Good		Good			

OVERALL RATING:

Determine Average Percentage of 8 Categories Above → 96%

SCHOOL RATING\*\* → Good

Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.	
PERCENTAGE	DESCRIPTION
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

①

PART I: EVALUATION DETAIL		Date of Inspection: 9/21/23															School Name: Hazey Park Elementary														
Building/Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15															
		ASBESTOS	MECHANICAL	PLUMBING	ELECTRICAL	INTERIOR SURFACES	COVERALL CLEANLINESS	PEST/TERMITES	ELECTRICAL	CEILING	PAINT	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	POSSIBLE	GROUND	WIND/STORM															
Office Admin	900 S/F	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓															
Nurse	200 S/F	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓															
Teachers Lounge	1,000 SF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓															
Rm 1	1,000 S/F	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓															
Rm 2	1,000 S/F	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓															
Rm 3	970 S/F	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓															
Rm 4	970 S/F	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓															
P5 B&G	960 S/F	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓															
P6 B&G	960 S/F	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓															
P7 B&G	960 S/F	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓															
District's Plan to Address:																															
Deficiencies Noted in Prior Year?																															

Marks: OK = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable  
Use additional Area Lines as necessary.

STATE OF CALIFORNIA  
FACILITY INSPECTION TOOL  
SCHOOL FACILITY CONDITIONS EVALUATION  
(REV 04/22)

(2)

PART I: EVALUATION DETAIL		Date of Inspection: 9/21/23 School Name: Fraser Park Elementary														
Building/Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		CLEAN	INTERIOR	OVERALL	INTERIOR	OVERALL	INVESTIGATION	ELECTRICAL	RESTROOM	PAINTING	FIRE/SAFETY	HARDWARE	STRUCTURAL	ROOF	PLAYGROUND	WADING
		WALLS	FLOORS	CEILING	WALLS	FLOORS	CEILING	WALLS	FLOORS	CEILING	WALLS	FLOORS	CEILING	WALLS	FLOORS	CEILING
Rm 20 (Gym)	960 s/f	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
COMMENTS																
Rm 6	1,100 s/f	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
COMMENTS																
Rm 5	1,100 s/f	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
COMMENTS																
tutor 1	800 s/f	✓	✓	✓	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	N/A	✓
COMMENTS																
Rm 7	1,100 s/f	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
COMMENTS																
Rm 8	1,100 s/f	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
COMMENTS																
Bathrooms (Red House)	900 s/f	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	N/A	✓
COMMENTS		9: Faucet N/F Boys														
Cafeteria	1,700 s/f	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
COMMENTS		4: stained ceiling tiles 4: core base section missing														
Playground Cafeteria	1,900 s/f	N/A	N/A	N/A	✓	✓	✓	N/A	N/A	N/A	N/A	N/A	✓	✓	✓	✓
COMMENTS																
Rm 9	970 s/f	✓	✓	✓	✓	✓	✓	D	N/A	✓	✓	✓	✓	✓	N/A	✓
COMMENTS		7: cracked elec plug cover														
District's Plan to Address:																
Deficiencies Noted in Prior Year?																

Marks: OK = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable  
Use additional Area Lines as necessary.



PART I: EVALUATION DETAIL

Date of Inspection: 9/21/23

School Name: Frazee Park Elementary

Building / Area Name	Estimated Square Footage	1 CEILING	2 MECH/WH	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 DOORS	14 SCHOOL GROUNDS	15 WINDST/ GATES/VERGES
tutoring A	800 s/f	✓	✓	N/A	✓	D	✓	✓	N/A	N/A	✓	✓	✓	✓	N/A	✓
		COMMENTS	5: cluttered													
Rm 10	970 s/f	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
		COMMENTS														
Rm 11	970 s/f	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
		COMMENTS														
tutoring B	800 s/f	✓	✓	N/A	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	N/A	✓
		COMMENTS														
Rm 12	970 s/f	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
		COMMENTS														
Rm 15	1,200 s/f	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
		COMMENTS	4: chipped wall paint													
tutoring 2	800 s/f	✓	D	✓	D	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	N/A	✓
		COMMENTS	4: ceiling water Damage 2: HVAC Drain line clogged													
Rm 16	1,200 s/f	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
		COMMENTS														
Rm 17	1,200 s/f	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
		COMMENTS														
speech	800 s/f	✓	D	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
		COMMENTS	4: ceiling water Damage 2: HVAC Drain line clogged													
District's Plan to Address:																
Deficiencies Noted in Prior Year?																

Marks: OK = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable  
Use additional Area Lines as necessary.

4

PART 1: EVALUATION DETAIL		Date of Inspection: 9/21/23		School Name: Frazier Park Elementary													
Building / Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
		CEILING	MECHANICAL	SEWER	INTERIOR SURFACES	DOOR/ENTRY	WATER/PLUMBING	ELECTRICAL	RESTROOM	SINKS/FOUNTAINS	FIRE SAFETY	LANDSCAPE MATERIALS	STAIRWAYS/RAMP	ROOF	PLAYGROUND SURFACES	WINDOWS/DOORS	CASTERES
Rm 18	1,200 S/F	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	N/A	✓
Comments	9' SINK drain clogged																
Kinder Playground	~ 1/2 acre	N/A	N/A	N/A	N/A	✓	✓	N/A	N/A	✓	N/A	N/A	✓	N/A	✓	✓	✓
Comments																	
Playground	~ 1/2 acre	N/A	N/A	N/A	N/A	✓	✓	N/A	N/A	✓	N/A	N/A	✓	N/A	✓	✓	✓
Comments																	
Playground	~ 3 acres	N/A	N/A	N/A	N/A	✓	✓	N/A	N/A	✓	N/A	N/A	✓	N/A	✓	✓	✓
Comments																	
Blockhouse	1,900 S/F	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
Comments																	
Bathroom		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Comments																	
Rm 20 (Gym)	960 S/F	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	✓	N/A	✓
Comments																	
Cafeteria	400 S/F	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Comments																	
Bathrooms		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Comments																	
District's Plan to Address:																	
Deficiencies Noted in Prior Year?																	

Marks: OK = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable  
Use additional Area Lines as necessary.