Frazier Park Elementary School

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

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

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

2024-25 School Contact Information

School Name	Frazier 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
Grade Span	K-4
County-District-School (CDS) Code	15 75168 6009476

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Frazier Park Elementary School Profile ("A Good Place To Grow")

Location and Overview
Frazier Park Elementary School is situated in the community of Frazier Park, 6 miles west of I-5 in the Transverse Mountain Range. Our dedicated staff integrates technology into the classroom, focusing on addressing Common Core Standards and fostering a collaborative learning environment.

2024-25 School Description and Mission Statement

Mission Statement
The mission of Frazier Park Elementary School is to ensure that all students achieve high levels of learning in a positive atmosphere.

Vision Statement
We commit to implementing professional learning strategies in collaborative teams for the purpose of improving student learning and nurturing the intellectual, social, and emotional capacities of every student.

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 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.

Staff and School Structure
2 teachers per grade level (Grades 1-4)
1 SDC teacher, 1 TK teacher, 1 RSP teacher, 1. Speech teacher, and 2 Intervention specialist teachers
Administrative support staff, including an Administrative Secretary, School Secretary, and Health Aide
17 classroom aides, 5 yard duties, 2 custodians, 1 maintenance staff, 1 groundskeeper
15 classrooms, staff lounge, meeting room, 6 tutor rooms, and a STEAM lab

Demographics

American Indian	0.8%	9 Students
African American	0.4 %	6 Students
Asian	1.2%	4 Students
Filipino	0.8%	1 Student
Hispanic	46.0%	102 Students
White	47.2%	115 Students
Two or More	0.8%	1 Student
No response	2.8%	9 Students

EL 32 Students
Homeless 77 Students
SED 198 Students
SWD 30 Students

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	44
Grade 2	40
Grade 3	52
Grade 4	45
Total Enrollment	252

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	52.8
Non-Binary	0.4
American Indian or Alaska Native	0.8
Asian	1.2
Black or African American	0.4
Filipino	0.8
Hispanic or Latino	46
Two or More Races	0.8
White	47.2
English Learners	9.1
Foster Youth	0.8
Homeless	32.9
Socioeconomically Disadvantaged	85.3
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
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/Incomplete/NA	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)	12.50	86.21	24.30	66.02	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	5.42	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	6.90	3.00	8.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.19	11953.10	4.28
Unknown/Incomplete/NA	1.00	6.90	7.40	20.07	15831.90	5.67
Total Teaching Positions	14.50	100.00	36.80	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.30	93.02	28.50	77.72	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.70	7.38	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.10	5.80	11746.90	4.23
Unknown/Incomplete/NA	1.00	6.98	3.30	9.07	14303.80	5.15
Total Teaching Positions	14.30	100.00	36.70	100.00	277698.00	100.00

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

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

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

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

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

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0	0

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

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

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 (on line 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 2024

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%

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

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

School Facility Conditions and Planned Improvements

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 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	October 2024

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 - All replaced with HVAC Split Systems
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Calcium build-up on faucets and repaired as needed. Sinks and water fountains all maintained and fixed as needed. All leaks repaired.
Safety: Fire Safety, Hazardous Materials		X		Fire alarm system batteries replaced. Some classrooms had CO2 detectors moved to different areas as the fire alarm was being set off erroneously.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	29	29	36	36	46	47
Mathematics (grades 3-8 and 11)	28	38	16	25	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	105	104	99.05	0.95	28.85
Female	48	48	100.00	0.00	29.17
Male	56	55	98.21	1.79	29.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	43	43	100.00	0.00	32.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	52	98.11	1.89	23.08
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	33	33	100.00	0.00	24.24
Military	0	0	0	0	0
Socioeconomically Disadvantaged	65	64	98.46	1.54	26.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	23.53

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	105	104	99.05	0.95	37.50
Female	48	48	100.00	0.00	33.33
Male	56	55	98.21	1.79	41.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	43	43	100.00	0.00	32.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	52	98.11	1.89	38.46
English Learners	13	13	100.00	0.00	23.08
Foster Youth	0	0	0	0	0
Homeless	33	33	100.00	0.00	30.30
Military	0	0	0	0	0
Socioeconomically Disadvantaged	65	64	98.46	1.54	31.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	23.53

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

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

2023-24 CAASPP Test Results in Science by Student Group

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Parental Involvement at Frazier Park School

Frazier Park School values and encourages parental involvement, recognizing its positive impact on student success and school community. We offer various opportunities for parents to engage with their child's education, fostering a collaborative and supportive environment.
Parents are welcome to volunteer in their child's classroom, providing essential support to teachers and students. To ensure safety and security, parents must check in at the office, provide identification, which will be run through the Raptor System, and wear a printed badge while on school premises.
We invite parents to participate in various activities that promote parent engagement and student success. Our monthly "Coffee with the Principal" meetings provide a forum for parents to discuss ideas, concerns, and topics related to student development. Additionally, our School Site Council (SSC), a Title I advisory committee with strong parental representation, meets 4-5 times a year to discuss and determine Title I fund allocation, School Plan for Student Achievement, and School Safety Plan.

Our Frazier Park School PTSO is an active organization that plans special events, supports students and classrooms, and collaborates with teachers and staff. PTSO meetings are held monthly, and we encourage all parents to get involved. Furthermore, parents are invited to attend Back to School Night, parent/teacher conferences, monthly awards ceremonies, special events, attendance celebrations, and Open House. By engaging with the school community, parents play a vital role in their child's educational journey.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	285	277	49	17.7
Female	135	130	25	19.2
Male	149	146	24	16.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	129	125	28	22.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	134	130	17	13.1
English Learners	38	37	4	10.8
Foster Youth	--	--	--	--
Homeless	94	90	17	18.9
Socioeconomically Disadvantaged	242	236	44	18.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	42	41	8	19.5

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.33	2.67	2.46	5.25	4.21	6.81	3.17	3.6	3.28

This table displays expulsions data.

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

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.46	0.00
Female	1.48	0.00
Male	3.36	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.88	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.75	0.00
English Learners	2.63	0.00
Foster Youth	0.00	0.00
Homeless	2.13	0.00
Socioeconomically Disadvantaged	2.48	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.38	0.00

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

2024-25 School Safety Plan

2024-2025 School Safety Plan Students and staff participate in regularly scheduled fire, disaster training, and lock down 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

2024-25 School Safety Plan

members, which is updated annually. Additionally, Frazier Park Elementary School and all schools in the El Tejon Unified School District now participate in a statewide emergency drill known as the “Great Shake Out.” In addition, posted expectations for hygiene, logistics, and supplies are prominent around campus and inspected daily. 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 also maintained in a shipping container on campus. These plans can be found in the school office at Frazier Park Elementary School, on our website at fp.el-tejon.k12.ca.us and also at the school district office. The School Safety Plan was last reviewed, updated and board approved in January 2025. On a daily basis, yard and cafeteria supervision is provided by both classified and certificated personnel. Classroom doors are locked at all times for increased security measures. All visitors must report to the school office and obtain a badge after their identification is run through our Raptor system. to obtain visitor passes. Our safety procedures have been very successful. Additional measures are considered during a debriefing each time a lockdown drill is conducted. We are fortunate to have our local sheriff’s department assist us in our efforts to be prepared in any type of 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.

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 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	19	2	1	
1	19	2		
2	24		2	
3	22		2	
4	26		2	
Other	5	2		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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
TK	20	1		
K	19	2		
1	20	2		
2	20	1	1	
3	24		2	
4	24		2	
Other	8	1		

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.33
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.50
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,370.00	$2,075.00	$7,295.00	$70,712
District	N/A	N/A	$1,251.00	$76,533
Percent Difference - School Site and District	N/A	N/A	141.4	-7.9
State	N/A	N/A	$10,771	$78,673
Percent Difference - School Site and State	N/A	N/A	-38.5	-10.7

Fiscal Year 2023-24 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

Fiscal Year 2023-24 Types of Services Funded

- Induction for California Educators

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,000	$50,757
Mid-Range Teacher Salary	$72,276	$75,693
Highest Teacher Salary	$96,070	$105,687
Average Principal Salary (Elementary)	$117,081	$121,443
Average Principal Salary (Middle)	$114,226	$132,509
Average Principal Salary (High)	$0	$133,106
Superintendent Salary	$159,126	$167,660
Percent of Budget for Teacher Salaries	23.88	25.51
Percent of Budget for Administrative Salaries	5.12	5.93

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.

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 Bobcast Boost 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 can extend their learning.

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.

Professional Development

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