

Frazier Park Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

School Name	Frazier 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

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

School Description

Frazier Park Elementary School is located in the rural mountain community of Frazier Park, approximately six miles west of Interstate 5 in the Transverse Mountain Range. The school serves students in Transitional Kindergarten through Grade 4. Instruction is aligned to the California Common Core State Standards and supports students' academic, social, and emotional development. Teachers engage in collaborative planning and professional learning to address student needs and improve instructional outcomes. Student enrollment, demographic data, and program participation are reported annually through the California Longitudinal Pupil Achievement Data System (CALPADS) to the California Department of Education.

Mission

The mission of Frazier Park Elementary School is to ensure that all students achieve high levels of learning in a safe, supportive, and positive environment.

Vision

Frazier Park Elementary School is committed to continuous improvement through collaboration and professional learning, with a focus on supporting the academic, social, and emotional growth of every student.

Teaching Assignments and Staff

Frazier Park Elementary School is staffed by 15 teachers, including general education teachers in Transitional Kindergarten through Grade 4, Education Specialists serving students in Special Day Class and Resource Specialist Program settings, Speech-Language Pathology services, and Reading Intervention. Instructional and student support services are provided by classified staff, including instructional aides, campus supervision staff, custodial, maintenance, and grounds staff. Office and health services support are provided by an Administrative Secretary, a School Secretary, and a Health Aide.

School Facilities

The school site includes 16 classrooms, a staff lounge, a meeting room, six intervention and tutoring rooms, and a STEAM laboratory. Facilities are maintained to support a safe and effective learning environment.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	22
Kindergarten	64
Grade 1	47
Grade 2	33
Grade 3	39
Grade 4	51
Total Enrollment	256

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.3
Male	45.3
Non-Binary	0.4
American Indian or Alaska Native	1.7
Asian	1.7
Black or African American	0.9
Filipino	1.3
Hispanic or Latino	42.3
Two or More Races	0.4
White	48.3
English Learners	12.8
Foster Youth	0.4
Homeless	32.9
Socioeconomically Disadvantaged	84.6
Students with Disabilities	12.4

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.5	86.21	24.3	66.02	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2	5.42	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	6.9	3	8.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0.19	11953.1	4.28
Unknown/Incomplete/NA	1	6.9	7.4	20.07	15831.9	5.67
Total Teaching Positions	14.5	100	36.8	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.3	93.02	28.5	77.72	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.7	7.38	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.1	5.8	11746.9	4.23
Unknown/Incomplete/NA	1	6.98	3.3	9.07	14303.8	5.15
Total Teaching Positions	14.3	100	36.7	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.3	93.48	28	74.67	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.4	6.41	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.5	6.83	12112.8	4.34
Unknown/Incomplete/NA	1	6.52	4.5	12.07	13705.8	4.91
Total Teaching Positions	15.3	100	37.6	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0	0

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Instructional materials at Frazier Park School are selected in accordance with the California Department of Education (CDE) guidelines. The CDE adopts instructional materials on a seven-year cycle and annually provides a list of State-approved materials. Teachers are provided the opportunity to review and evaluate these materials and collaboratively select those that best meet the instructional needs of students. All students are provided with standards-aligned textbooks and instructional materials for use in class and at home. To support the adopted curriculum, the school has purchased instructional resources and site licenses, including USCF Multitudes, Diffit, Epic Plus (online library), Nearpod/Flocabulary, i-Ready, Mystery Science, and reading and math intervention resources. Technology is updated as needed, and additional instructional materials are purchased to support student learning.

Year and month in which the data were collected

August 2025

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

September 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Carpet stains in various classrooms, addressed through shampooing regularly.
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			
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 Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	29	30	36	41	47	48
Mathematics (grades 3-8 and 11)	38	33	25	25	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	94	93	98.94	1.06	30.11
Female	54	53	98.15	1.85	28.30
Male	39	39	100.00	0.00	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	34	100.00	0.00	29.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	49	48	97.96	2.04	29.17
English Learners	11	11	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	30	29	96.67	3.33	24.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	57	56	98.25	1.75	23.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	13.33

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	94	93	98.94	1.06	33.33
Female	54	53	98.15	1.85	28.30
Male	39	39	100.00	0.00	41.03
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	34	100.00	0.00	38.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	49	48	97.96	2.04	29.17
English Learners	11	11	100.00	0.00	18.18
Foster Youth	0	0	0	0	0
Homeless	30	29	96.67	3.33	31.03
Military	--	--	--	--	--
Socioeconomically Disadvantaged	57	56	98.25	1.75	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	13.33

CAASPP Test Results in Science for All Students

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

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

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

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

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

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
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.

2024-25 California Physical Fitness Test Participation Rates

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

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

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Parental Involvement at Frazier Park School

Frazier Park School values and actively encourages parental involvement, recognizing the important role families play in student success and the strength of our school community. We are committed to fostering a collaborative and supportive partnership between home and school.

Parents are welcome and encouraged to volunteer in their child's classroom and throughout the school, providing meaningful support to both teachers and students. To ensure the safety and security of all students and staff, all visitors must check in at the school office, present identification to be processed through the Raptor System, and wear a printed visitor badge while on campus.

Frazier Park School offers a variety of opportunities for parents to engage in their child's education. Monthly Coffee with the Principal meetings provide an open forum for parents to share ideas, ask questions, and discuss topics related to student learning and school programs. Parents are also invited to participate in the School Site Council (SSC), a Title I advisory committee with strong parent representation. The SSC meets four to five times each year to review and make decisions regarding Title I funding, the School Plan for Student Achievement, and the School Safety Plan.

Our Parent Teacher Student Organization (PTSO) is an active and supportive group that plans special events, assists classrooms, and collaborates closely with school staff. PTSO meetings are held monthly, and all parents are encouraged to participate. Additional opportunities for involvement include Back to School Night, parent-teacher conferences, monthly awards ceremonies, special events, attendance celebrations, and Open House.

Through active engagement and partnership, parents play a vital role in supporting student achievement and contributing to a positive school environment at Frazier Park School.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	278	258	28	10.9
Female	149	143	16	11.2
Male	128	114	12	10.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	116	110	12	10.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	136	123	12	9.8
English Learners	36	34	2	5.9
Foster Youth	--	--	--	--
Homeless	83	82	8	9.8
Socioeconomically Disadvantaged	232	218	23	10.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	41	36	11	30.6

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.67	2.46	1.08	4.21	6.81	3.92	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.08	0.00
Female	0.67	0.00
Male	1.56	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	0.86	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.74	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.29	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.44	0.00

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

2025-26 School Safety Plan

School Safety Plan (2025–2026)

Frazier Park Elementary School is committed to providing a safe and secure learning environment for all students and staff. Students and staff participate in regularly scheduled fire drills, disaster preparedness drills, and lock down drills throughout the school year. The Kern County Fire Department evaluates the adequacy of emergency procedures and conducts annual school safety inspections in accordance with the school's comprehensive School Safety Plan.

The School Safety Plan is developed by a committee composed of school staff and community members and is reviewed and updated annually. In addition, Frazier Park Elementary School, along with all schools in the El Tejon Unified School District, participates in the statewide emergency preparedness drill known as the Great Shakeout. Expectations related to campus safety, hygiene, logistics, and emergency supplies are clearly posted throughout the campus and are inspected daily.

Included in the School Safety Plan is a detailed Emergency Plan that addresses emergency preparedness and response and is fully compliant with the California Standardized Emergency Management System (SEMS). This plan was developed in collaboration with local emergency agencies and outlines specific procedures to be followed in the event of an emergency. Emergency supplies are maintained in each classroom, and additional school-wide emergency supplies are stored in a secured shipping container on campus.

Copies of the School Safety Plan are available in the school office at Frazier Park Elementary School, on the school website at fp.el-tejon.k12.ca.us, and at the El Tejon Unified School District office. The School Safety Plan will be reviewed, updated, and presented for Board approval during the 2025–2026 school year.

Daily supervision in the yard and cafeteria is provided by both classified and certificated staff members. For increased security, classroom doors remain locked at all times. All visitors are required to report to the school office, present valid identification, and obtain a visitor badge after being processed through the Raptor visitor management system.

Frazier Park Elementary School continuously evaluates its safety procedures. Following each lock down drill, staff participate in a debriefing to assess effectiveness and consider additional safety measures. We are fortunate to work closely with our local Sheriff's Department, which supports the school in ongoing efforts to ensure preparedness for all types of emergencies.

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.

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
TK	20	1	0	0
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

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	0	0
K	21	1	1	0
1	20	2	0	0
2	19	2	0	0
3	26	0	2	0
4	23	0	2	0
5	0	0	0	0
6	0	0	0	0
Other	5	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	22	0	1	
K	21	0	2	
1	15	2	1	
2	17	2	0	
3	20	2	0	
4	25	0	2	
Other	3	1		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.33
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.33
Resource Specialist (non-teaching)	1.0
Other	

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,370.00	\$2,075.00	\$7,295.00	\$70,712
District	N/A	N/A	\$1,251.00	\$79,979
Percent Difference - School Site and District	N/A	N/A	141.4	-7.9
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	-38.5	-10.7

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,750	\$54,773
Mid-Range Teacher Salary	\$77,697	\$78,981
Highest Teacher Salary	\$103,275	\$117,337
Average Principal Salary (Elementary)	\$125,863	\$128,425
Average Principal Salary (Middle)	\$125,863	\$137,947
Average Principal Salary (High)	\$135,355	\$138,809
Superintendent Salary	\$177,048	\$176,162
Percent of Budget for Teacher Salaries	23.09%	24.71%
Percent of Budget for Administrative Salaries	5.5%	5.91%

Professional Development

Professional Development (2024–2025)

Professional development at Frazier Park Elementary School is aligned with the site's Single Plan for Student Achievement (SPSA), which is closely aligned with the El Tejon Unified School District's Local Control and Accountability Plan (LCAP) and Local Educational Agency (LEA) Plan. Professional learning opportunities are planned based on identified student needs, instructional priorities, and teacher input to support continuous improvement.

During the 2024–2025 school year, staff continued professional learning with Solution Tree, focusing on PLC at Work practices, as well as training in Math Talks and i-Ready instructional and data tools. Dedicated time for professional development is built into the weekly schedule through Wednesday minimum days, allowing staff to engage in collaborative learning and instructional planning.

Teachers participate in weekly Professional Learning Teams (PLTs), where they collaborate to analyze student data, plan instruction, and reflect on teaching practices. As part of a districtwide initiative, all staff continue to receive training through Solution Tree to strengthen PLC implementation and instructional effectiveness.

Professional development and curriculum planning are grounded in the California Common Core State Standards (CCSS) and instructional frameworks and are focused on meeting the needs of all learners. Wednesdays are designated as Bobcat Boost Wednesdays, during which teachers provide targeted small-group instruction or whole-class support to reinforce previously taught skills and concepts. Extension activities are also provided for students who are ready to deepen or accelerate their learning.

The district's professional development priorities include strengthening PLC effectiveness across all sites, improving data collection and analysis, and supporting instructional strategies such as Math Talks, provided in collaboration with the Kern County Office of Education (KCOE).

El Tejon Unified School District supports both new and veteran teachers in developing the knowledge, skills, and leadership needed for effective classroom instruction. First- and second-year credentialed teachers participate in the Formative Assessment for California Teachers (FACT) program, a state-sponsored induction program that provides structured mentoring, reflective practices, and ongoing support over a two-year period.

All certificated and classified staff members are encouraged to participate in professional workshops, conferences, and training opportunities. The district promotes the observation of best practices and supports participation in workshops sponsored by the Kern County Superintendent of Schools Office, educational conferences, technology seminars, and continuing education.

Professional Development

opportunities offered through local colleges and universities.

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

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