

Frazier Park Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Frazier Park Elementary School
Street	3149 San Carlos Trail
City, State, Zip	Frazier Park, CA 93243-0876
Phone Number	661.245.3312
Principal	Patrick Gross
Email Address	pgross@el-tejon.k12.c.us
Website	http://fp.el-tejon.k12.ca.us/
County-District-School (CDS) Code	15751686009476

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

School Description and Mission Statement (School Year 2019-20)

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

It is the mission of Frazier Park School to provide positive learning experiences that empower all students to become successful, lifelong learners. Every child at Frazier Park School is treated as an individual with specific skills and needs. We provide programs that help address those needs, such as Special Education, English language development, and speech therapy.

Grade levels are developing common formative assessments to measure student achievement of the new Common Core State Standards. Each student's progress toward essential standards is reflected in the standards-based-reports cards that correlate with the California 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.

Teachers engage in Professional Learning Communities (PLCs) on a weekly basis. Student needs are identified and interventions implemented. All students are assessed multiple times a year using the STAR Enterprise Reading and Math assessments, which are aligned with the new Common Core State Standards, to monitor growth.

Come to Frazier Park School and learn, contribute, and be part of a collaborative team.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	78
Grade 1	49
Grade 2	59
Grade 3	56
Grade 4	38
Total Enrollment	280

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.4
Filipino	0.4
Hispanic or Latino	43.2
Native Hawaiian or Pacific Islander	0.4
White	52.1
Two or More Races	2.1
Socioeconomically Disadvantaged	72.1
English Learners	11.8
Students with Disabilities	17.1
Foster Youth	1.4
Homeless	1.4

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	12	11	12	22
Without Full Credential	2	2	1	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

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.

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	California Science-Scott Foresman/2008	Yes	0%
History-Social Science	Reflections-Harcourt/2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Frazier Park School serves Transitional Kindergarten through fourth grade. It was built in 1963, and has grown to include 13 education classrooms including two Special Education classroom, one 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.

Student safety on campus is paramount to us. 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.

New Classroom Wings have been completed. The last wing of portables is currently being replaced.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 2019 January

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	cracked receptacle cover
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	29	40	43	48	50	50
Mathematics (grades 3-8 and 11)	33	34	28	25	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	87	93.55	6.45	40.23
Male	41	38	92.68	7.32	31.58
Female	52	49	94.23	5.77	46.94
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	47	45	95.74	4.26	28.89
Native Hawaiian or Pacific Islander					
White	42	38	90.48	9.52	55.26
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	74	71	95.95	4.05	36.62
English Learners	21	21	100.00	0.00	33.33
Students with Disabilities	21	18	85.71	14.29	5.56
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	88	94.62	5.38	34.09
Male	41	39	95.12	4.88	33.33
Female	52	49	94.23	5.77	34.69
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	47	46	97.87	2.13	21.74
Native Hawaiian or Pacific Islander					
White	42	38	90.48	9.52	50.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	74	72	97.30	2.70	31.94
English Learners	21	21	100.00	0.00	23.81
Students with Disabilities	21	18	85.71	14.29	11.11
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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

Another way that parents can get involved here at Frazier Park School is through the 2nd Grade Reading Program. This is a Kern County sponsored program designed to help struggling readers improve their reading ability. We have seen tremendous results and look forward to continued improvement with greater volunteer participation. To become involved call the coordinator at 661-245-3312 or you can email Mr. Forrester at mforrester@el-tejon.org.

As required for Title I advisory purposes, Frazier Park School has a School Site Council (SSC) with strong parental representation. SSC meets the third Tuesday of every month. We also have an active Frazier Park School PTSSO organization. We encourage parents to become involved with PTSSO. PTSSO meetings are held the first Tuesday of every month in the staff lounge next to the office. For further information please contact Cristal Vivirito, the PTSSO President, at 661-245-3312.

Please contact the principal, Pat Gross at 661-245-3312, for more information or to volunteer.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	0.3	1.0	10.4	5.0	10.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Students and staff participate in regularly scheduled fire, disaster training, active shooter, 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. Additionally, Frazier Park School and all schools in the El Tejon Unified School District now participate in a statewide emergency drill known as the "Great Shake Out."

Included in the School Safety Plan is a specific Emergency Plan that addresses emergency preparedness, and is in compliance with California Standardized Emergency Management Systems (SEMS). This plan was developed in cooperation with local officials, and includes specific courses of action to be taken in case of an emergency. Emergency supplies are kept in each classroom, and school-wide emergency supplies are stored in a shipping container on campus. All plans were last reviewed and updated in October 2018.

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 in any emergency.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	29		3		25		3		25		3	
1	21	1	1		18	3			24		2	
2	19	2			15	1	2		29		2	
3	24		2		14	3			18	1	2	
4	20	1	2		23		2		19	2		
Other**	5	1							4	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7056.64	\$1240.05	\$8295.69	\$63,488.50
District	N/A	N/A	\$7,454.10	
Percent Difference - School Site and District	N/A	N/A	10.7	-2.3
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	10.0	-1.9

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

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

Types of Services Funded (Fiscal Year 2018-19)

The following programs and services are provided at the school either through categorical funds or other sources that support and assist students: Title I (Basic Grant) Title II (Teacher & Principal Training & Recruiting) Title III (EL Programs) Title IV (Safe and Drug-Free Schools and Communities) English Language Acquisition Program (ELAP) School Improvement Program (SIP) Special Education Dollar General Grant in conjunction with RIF Reading Bobcats (SSC) Boys and Girls Club (After school program)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$43,574
Mid-Range Teacher Salary	\$	\$63,243
Highest Teacher Salary	\$	\$86,896
Average Principal Salary (Elementary)	\$	\$103,506
Average Principal Salary (Middle)	\$	\$108,961
Average Principal Salary (High)	\$	\$108,954
Superintendent Salary	\$	\$136,125
Percent of Budget for Teacher Salaries	28%	30%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		7	7

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

Training and curriculum development revolves around the California Common Core State Standards (CCSS) and frameworks, and is focused on student and teacher needs. For the previous three school years, five days were dedicated for staff development covering topics including: CDE Dashboard, a variety of subject areas in technology, as well as student engagement and instructional strategies for ELD, special education, and at-risk students.

The district's professional development focus includes: transitioning all pacing calendars and assessments over to the Common Core state standards in all grade levels, data analysis, educating all staff on the new CDE Dashboard, a variety of subject areas in technology, as well as student engagement and instructional strategies for ELD, special education, and at-risk students.

Administrators have been trained in Professional Learning Communities. They will guide teachers in working collaboratively on data analysis, improving student achievement, pacing calendars and grade level standards alignment. 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.