

# Frazier Park Elementary School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School 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	Keri St. Jeor
E-mail Address	kjeor@el-tejon.org
CDS Code	1575168000000

District Contact Information	
District Name	El Tejon Unified School District
Phone Number	661.248.6247
Superintendent	Rodney Wallace
E-mail Address	rwallace@el-tejon.org
Web Site	<a href="http://www.el-tejon.org">www.el-tejon.org</a>

## Principal's Message

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 needs. We provide programs that help address those needs, such as Special Education, English language development, and speech therapy.

Each grade level is 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 were developed by the teaching staff to correlate with the California state 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. Students are also divided into three levels based on on diagnostic reading assessments and receive intensive intervention three times a week. 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.

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	52
Grade 1	54
Grade 2	58
Grade 3	48
Grade 4	46
Total Enrollment	262

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	4.2
Asian	0.7
Filipino	0.3
Hispanic or Latino	34.3
Native Hawaiian or Pacific Islander	0.3
White	56.6
Two or More Races	5.4
Socioeconomically Disadvantaged	75.7
English Learners	20.7
Students with Disabilities	12.8

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	11	11	12	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	89.27	10.73
High-Poverty Schools in District	89.27	10.73
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

**Year and month in which data were collected:** June 2014

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Reading - Houghton Mifflin Adopted 2002  Get Set for School-My First School Book - Handwriting Without Tears Adopted 2013	Yes	0%
<b>Mathematics</b>	Early Kindergarten Mathematics-Singapore Math - Marshall Cavendish Education (K-1) Adopted 2008  California Mathematics - Scott Foresman (2-3) Adopted 2007  MathLand-Journey Through Mathematics - Creative Publications (1-3) Adopted 1995  Math - Harcourt (1, 4) Adopted 2008	Yes	0%
<b>Science</b>	California Science - Pearson Scott Foresman Adopted 2008	Yes	0%
<b>History-Social Science</b>	Reflections - Harcourt Adopted 2007	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Frazier Park School serves kindergarten through fourth grade. It was built in 1963, and has grown to include 18 education classrooms including one Special Education classroom, a speech pathologist/psychologist office, a computer lab, a library, a health office, a multipurpose cafeteria, a staff lounge, A textbook storage room and a school office.

All rooms have cooling/heating systems; the heating/cooling system in the cafeteria was updated in 2003 to increase efficiency and effectiveness, as was the heating and lighting systems in many of the classrooms.

The custodial/maintenance staff consists of three part-time custodians, 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. Two of the custodians are also part-time bus drivers for the school district.

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. The principal also works regularly with the custodial staff to develop cleaning schedules that ensure a clean and safe school.

Student safety on campus is important 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.

In 2005, local voters approved Bond Measure E, which will replace portable buildings with fully equipped permanent classrooms.

New Classroom Wings have been completed. State Modernization Options are currently being reviewed for one older wing.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	Some painting of walls. Scheduled to complete during summer.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

### Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		[ ]	[X]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	45	44		53	49	53	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

### Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	42	45	45	50	50	47	54	56	55
Mathematics	55	54	48	43	35	34	49	50	50
History-Social Science				45	42	33	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	2	3	2
Similar Schools	1	3	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-34	22	-34
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-24		
Two or More Races			
Socioeconomically Disadvantaged	-32	23	-36
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (Most Recent Year)

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. In just its second year of implementation we have seen tremendous results and look forward to continued improvement as our volunteers increase in numbers each year. For further information about this program please contact the school or Mr. Forrester, our reading program coordinator at 661-245-3312 or you can email Mr. Forrester at mforrester@el-tejon.org.

We also have an active Frazier Park School PTSO organization that we encourage parents can get involved in. Meetings are held the first Tuesday of every month in the Schools cafeteria/multi-purpose room. For further information please contact Wendy Watson, the PTSO President at 661-874-9541.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.0	1.6	1.7	0.0	8.1	3.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

#### School Safety Plan (Most Recent Year)

The School Safety Plan was last reviewed, updated, and discussed with the school faculty on November 25, 2013. The School Safety Plan addresses emergency responses to fire, earthquake, intruders on campus, and policies for student behavior and safety. Fire drills are conducted once a month, and drills for earthquake or intruders are conducted at least once a year. Additionally, Frazier Park School and all schools in the El Tejon Unified School District now participate in a statewide emergency earthquake drill known as the "Great Shake Out."

Visitors to the campus are required to check into the office and wear visitor tags before going to a classroom; parent volunteers sign in and wear volunteer tags before going to the classroom; and, parents are required to come to the office to sign students out if they take them out of school before the close of the school day.

Parents may review the School Safety Plan online at [www.el-tejon.org](http://www.el-tejon.org), or in the school office during regular business hours.



## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2013-2014
Year in Program Improvement*	Year 4	Year 1
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	66.7

Note: Cells with "----" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	31	0	14	0	15	13	7		26		2	
1	27.5	0	14	0	20	7	14		27		2	
2	28	0	13	0	14	20		7	29		2	
3	28	1	15	0	13	18	4		24		2	
4	21.3	9	10	4	13	23	3	4	23		2	
5	25.2	3	0	7	18	9	14					
Other												

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

**Academic Counselors and Other Support Staff (School Year 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0.0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.33	---
Social Worker	0	---
Nurse	.10	---
Speech/Language/Hearing Specialist	.33	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "---" do not require data. 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 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,864	\$2,106	\$4,758	\$62,515
District	---	---	\$5,947	
Percent Difference: School Site and District	---	---	-25.0%	+5.8%
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	-15.8%	+9.8%

Note: Cells with "---" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

These 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 IV (Safe and Drug-Free Schools and Communities)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Formative Assessment for California Teachers (FACT)
- Peer Assistance and Review (PAR)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- School Improvement Program (SIP)
- Special Education

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$38,152
Mid-Range Teacher Salary		\$55,573
Highest Teacher Salary		\$71,908
Average Principal Salary (Elementary)		\$87,660
Average Principal Salary (Middle)		\$92,424
Average Principal Salary (High)		\$93,606
Superintendent Salary		\$116,538
Percent of Budget for Teacher Salaries	27	34
Percent of Budget for Administrative Salaries	6	7

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

**Professional Development**

Professional development throughout the El Tejon Unified School District is structured around the goals and objectives outlined in the school site’s Single Plan for Student Achievement. 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, two days were dedicated for staff development covering topics including:

- Transition into the Common Core State Standards
- "The Leader in Me" Program
- Differentiated Instruction
- Instructional Strategies for All Students
- Emergency Preparedness and Safe Schools

This year, Three days have been dedicated toward Professional Development the district’s focus will be on ----New curriculum for the Common Core State Standards (CCSS).

Administrators have been trained in Professional Learning Communities, and in transitioning into the new CCSS. 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, and at school sites outside of the District that are demonstrating success in closing the achievement gap for all students. New teachers, experienced teachers, teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Kern County Superintendent of Schools Office, as well as continuing education opportunities offered through local colleges and universities.