

Frost (Earl) Elementary
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address: 530 Gettysburg Dr.
San Jose, CA , 95123-
3234

Principal: Tauvia Harrigan, M. Ed.

Phone: (408) 255-1881

Grade K-6
Span:

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 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.

About This School

Tauvia Harrigan, M. Ed.

📍 Principal, Frost (Earl) Elementary

About Our School



Contact

Frost (Earl) Elementary
530 Gettysburg Dr.
San Jose, CA 95123-3234

Phone: [\(408\) 255-1881](tel:(408)255-1881)

Email: tharrigan@ogsd.net

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	Manzo, Jose
Email Address	jmanzo@ogsd.net
Website	www.ogsd.net

School Contact Information (School Year 2023–24)

School Name	Frost (Earl) Elementary
Street	530 Gettysburg Dr.
City, State, Zip	San Jose, CA , 95123-3234
Phone Number	(408) 255-1881
Principal	Tauvia Harrigan, M. Ed.
Email Address	tharrigan@ogsd.net
Website	https://frost.ogsd.net
County-District-School (CDS) Code	43696256048110

Last updated: 1/30/24

School Description and Mission Statement (School Year 2023–24)

Frost (Earl) Elementary School is a part of the Oak Grove School District. Oak Grove is committed to developing an inclusive, caring, educational community in which each individual has many opportunities to achieve his or her full potential. We respect the individuality and diversity of students, staff, and families and hold high expectations for all students. The Frost mission is the development of responsible, lifelong learners who will be productive members of a global society.

Frost, opens its doors to all neighborhood students providing a nurturing and stimulating learning environment for our students. Frost serves approximately 300 kindergarten through sixth grade youths. Extended day care is provided before and after school for students attending Frost. Frost School is a traditional,

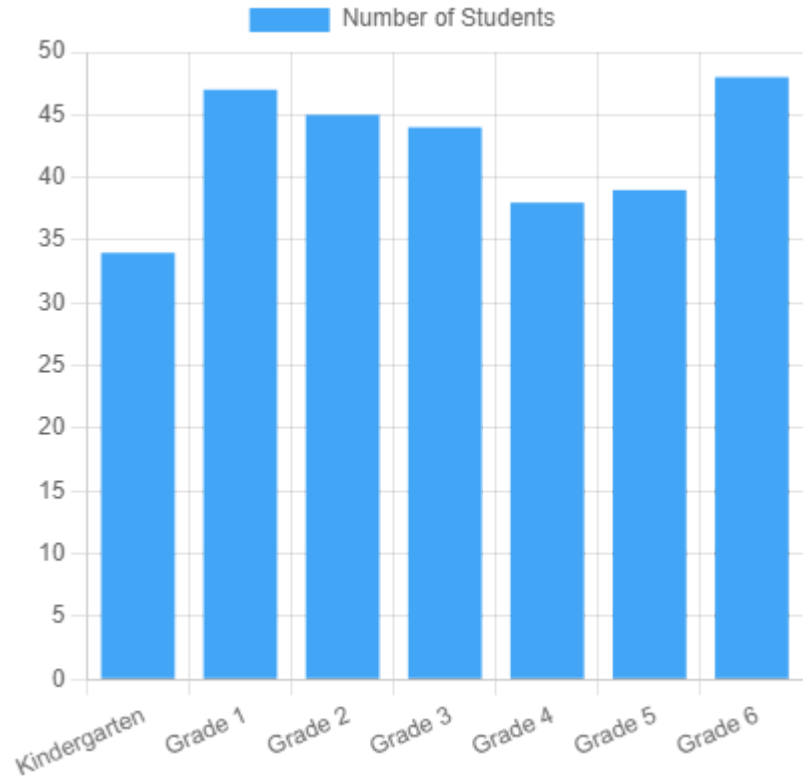
standards based school where we strive to provide rigorous, engaging, culturally responsive instruction. We value the diversity of our students and believe that all children are to be esteemed for their unique gifts and experiences. Frost School is committed to working collaboratively with students, staff, and parents to provide a safe, positive, and equitable learning environment where students are prepared with 21st century skills.

All students are held to high behavioral and academic expectations while nurturing a respectful, responsible and relationship rich atmosphere. This supportive school culture is fostered by our Positive Behavior Intervention and Supports (PBIS) initiative and the commitment to Social Emotional Learning. Teachers work together in Professional Learning Communities analyzing student data both academic and behavioral, sharing best practice strategies, and setting student accomplishment goals. Further, the district offers extensive professional development opportunities to hone the skills of staff in assisting students in building strong positive connections with school.

We invite you to peruse this annual School Accountability Report Card, in accordance with Proposition 98, to see how we are empowering students with the skills and knowledge necessary to be successful in an ever-changing technologically advancing world. We look forward to collaborating with you as we work together to build our future 21st century citizens.

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	34
Grade 1	47
Grade 2	45
Grade 3	44
Grade 4	38
Grade 5	39
Grade 6	48
Total Enrollment	295



Last updated: 1/30/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	51.90%
Male	48.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	23.10%
Black or African American	3.10%
Filipino	2.70%
Hispanic or Latino	42.00%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	12.20%
White	15.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	20.30%
Foster Youth	0.00%
Homeless	0.30%
Migrant	0.00%
Socioeconomically Disadvantaged	31.50%
Students with Disabilities	9.50%

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 Preparation and Placement (School Year 2020–21)

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)	28.20	100.00%	385.40	91.56%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	8.30	1.98%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1.60	0.39%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.10	0.74%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	22.40	5.32%	18854.30	6.86%
Total Teaching Positions	28.20	100.00%	420.90	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.

Last updated: 1/30/24

Teacher Preparation and Placement (School Year 2021–22)

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)	13.20	100.00%	383.80	93.10%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.70	0.91%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	4.00	0.97%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.00	0.73%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	17.60	4.28%	15831.90	5.67%
Total Teaching Positions	13.20	100.00%	412.30	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.

Last updated: 1/30/24

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

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Last updated: 11/2/23

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

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

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	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%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2: Core Knowledge Lang. Arts (CKLA) 3-6: Expeditionary Learning	Yes	0
Mathematics	6-8: College Prep Math (CPM) Adopted 2015 K-5: EngageNY (Eureka Math) Adopted 2015, not SBE adopted, local board approved Our district went through a math pilot process in 2016 but was not able to reach a consensus decision to bring a recommendation to our governing board. Fiscal impacts to declining enrollment also impacted the district's decision to reach a consensus decision. However, there is objective evidence that EngageNY curricula are aligned with CCSS. In 2015, EdReports reviewed 26 well-known K–8 mathematics textbooks for their alignment with CCSS and found Eureka Math (which is a commercial variant of the free and open version featured within EngageNY) to be well-aligned with CCSS for the grade levels and CCSS-related areas for which they were reviewed. Our district is undergoing a math curriculum pilot in the 2023-2024 school year and anticipates in implementing a	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	new adoption in the 2024-2025 school year.		
Science	TK-8: Twig Science	Yes	0
History-Social Science	K-5 Studies Weekly 6-8 Discovery	Yes	0
Foreign Language	NA		0
Health	NA		0
Visual and Performing Arts	NA		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/30/24

School Facility Conditions and Planned Improvements

Frost Elementary is a traditional elementary campus comprised of separate classroom buildings and a central administration building.

At the time of the inspection, the District found the site to be in Good condition. The campus recently received new fall protection at the playgrounds (summer 2022), new outdoor synthetic field (summer 2023), and new HVAC system site wide (Summer 2023). The District hopes to expand the interior modernization in the coming years.

Last updated: 1/31/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
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 Facility Rate

Year and month of the most recent FIT report: January 2024

Overall Rating	Good
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Last updated: 1/31/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	49%	47%	50%	48%	47%	46%
Mathematics (grades 3-8 and 11)	35%	42%	41%	41%	33%	34%

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.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/19/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	168	165	98.21%	1.79%	46.67%
Female	82	80	97.56%	2.44%	52.50%
Male	86	85	98.84%	1.16%	41.18%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	41	41	100.00%	0.00%	60.98%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	73	71	97.26%	2.74%	29.58%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	19	19	100.00%	0.00%	63.16%
White	24	23	95.83%	4.17%	47.83%
English Learners	32	31	96.88%	3.12%	22.58%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	74	73	98.65%	1.35%	38.36%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	24	96.00%	4.00%	29.17%

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 CAA divided by the total number of students who participated in both assessments.

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.

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.

Last updated: 1/19/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	168	165	98.21%	1.79%	42.42%
Female	82	80	97.56%	2.44%	40.00%
Male	86	85	98.84%	1.16%	44.71%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	41	41	100.00%	0.00%	70.73%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	70	95.89%	4.11%	18.57%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	19	19	100.00%	0.00%	57.89%
White	24	24	100.00%	0.00%	41.67%
English Learners	32	32	100.00%	0.00%	12.50%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	74	72	97.30%	2.70%	33.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	23	92.00%	8.00%	21.74%

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 CAA divided by the total number of students who participated in both assessments.

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.

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.

Last updated: 1/19/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	17.78%	32.43%	36.27%	35.97%	29.47%	30.29%

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

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.

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.

Last updated: 1/19/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	38	37	97.37%	2.63%	32.43%
Female	20	19	95.00%	5.00%	36.84%
Male	18	18	100.00%	0.00%	27.78%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	12	12	100.00%	0.00%	25.00%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	15	14	93.33%	6.67%	28.57%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	20	19	95.00%	5.00%	21.05%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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.

Last updated: 1/19/24

Career Technical Education (CTE) Programs (School Year 2022–23)

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Last updated: 1/19/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/19/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/19/24

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

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

For the SARC reporting year (2021–22), the percentage of students participating in each of the five Fitness Components is reported below.

The formula for the participation rate (percent) of students meeting each of the five FITNESSGRAM Components, by grade is:

$$\frac{\text{(The number of students who participated in the FITNESSGRAM Component)}}{\text{– divided by –}} \text{(The total number of students enrolled at time of testing)}$$

Grade	Component				
	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
5	92%	94%	98%	95%	97%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

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.

Last updated: 1/29/24

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

Opportunities for Parental Involvement (School Year 2023–24)

Frost recognizes that the home school partnership is essential to student success. There are numerous opportunities for parents to participate in decision-making through the School Site Council and the Home and School Connection. Parents are also involved at Frost in the following areas:

- Classroom volunteers
- District/ Parent Advisory Council
- Support for annual activities such as Fun Run, Talent Show and various fundraisers
- Annual Back-to-School Night in the fall
- Annual Open House in the spring
- Quarterly English Language Advisory Committee
- Parent-teacher conferences held twice annually
- Koffee Klatch meetings
- Latino parent meetings, and
- Comprehensive Schoolwide Safety Plan

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	303	299	52	17.4%
Female	157	155	29	18.7%
Male	146	144	23	16.0%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	70	68	4	5.9%
Black or African American	10	10	1	10.0%
Filipino	9	8	0	0.0%
Hispanic or Latino	126	126	37	29.4%
Native Hawaiian or Pacific Islander	1	1	1	100.0%
Two or More Races	38	38	5	13.2%
White	48	47	4	8.5%
English Learners	62	61	9	14.8%
Foster Youth	0	0	0	0.0%
Homeless	5	5	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	120	120	29	24.2%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	35	34	2	5.9%

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.

Last updated: 1/25/24

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 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.00%	0.99%	0.02%	2.08%	3.01%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

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.

Last updated: 1/25/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.99%	0.00%
Female	0.00%	0.00%
Male	2.05%	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	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	2.63%	0.00%
White	4.17%	0.00%
English Learners	3.23%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

Last updated: 1/25/24

School Safety Plan (School Year 2023–24)

Providing a safe environment is a high priority for Frost School. To this end, there are continuous improvement processes and collaborative efforts that provide comprehensive health education and a strong academic foundation. Our community is committed to providing a safe and secure setting for students to focus on learning within an environment that is free of violence and fear. The essential tenet is that a safe environment with an absence of threat creates the most positive atmosphere for learning and healthy development to take place.

Use this link to access Frost School's complete School Safety Plan:

<https://www.ogsd.net/our-schools/school-safety-plans>

Last updated: 1/30/24

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) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00		4	
1	24.00		4	
2	20.00	2	1	
3	22.00		3	
4	26.00		1	
5				
6	15.00	2	1	
Other**	26.00	1	7	

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00		2	
1	21.00	1	1	
2	18.00	2		
3				
4	28.00		1	
5				
6	32.00		1	
Other**	28.00		4	

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00	0	1	0
1	26.00	0	1	0
2	25.00	0	1	0
3	22.00	0	2	0
4	31.00	0	1	0
5	0.00	0	0	0
6	32.00	0	1	0
Other**	28.00	0	4	0

* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/25/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	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.

Last updated: 1/25/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.15
Psychologist	0.20
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	
Other	0.00

* 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.

Last updated: 1/25/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14471.00	\$4392.00	\$10079.00	\$100446.00
District	N/A	N/A	\$9434.00	\$91454.00
Percent Difference – School Site and District	N/A	N/A	4.36%	6.15%
State	N/A	N/A	\$7606.62	\$89574.00
Percent Difference – School Site and State	N/A	N/A	17.81%	7.49%

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

Last updated: 1/25/24

Types of Services Funded (Fiscal Year 2022–23)

Prevention education at Frost includes supplemental programs and policies including Positive Behavior Intervention Support (PBIS), conflict resolution, Zones of Regulation, Positive Discipline, prevention education, developmental assets, physical education and nutritional education. Attendance is closely monitored and students with unexcused absences of 10% or more receive notification and school support. Truancy abatement is a common goal of the school/district and other agency collaborative partnerships. In order to reduce the number of incidents of bullying and harassment among students and to ensure that students feel neither intimidated nor threatened by bullying or harassment, Frost has an ongoing program that specifically addresses issues of race, ethnicity, gender, sexual orientation, perceived sexual orientation, and perceptions which commonly surface in bullying/harassment incidences. We also have ongoing classroom instruction and use PBIS and Positive Discipline inside and outside the classroom to focus on positive conflict resolution and alternatives to aggressive behavior. We balance the school discipline plan with positive incentives, as well as appropriate alternative consequence plans. At Frost, positive incentives are offered for positive behavior/attitude, good attendance, academics. Alternatives reviewed as options for positive discipline include campus clean-up, campus projects, incentives, community services, behavior plans/contracts, site or off-site group or individual counseling, and/or alternative placements. Each year staff is educated, trained, and practices the concepts of the National Emergency Management System which includes fire drills, earthquake evacuation, first aid procedures, communicable disease action plan, and emergency evacuation maps.

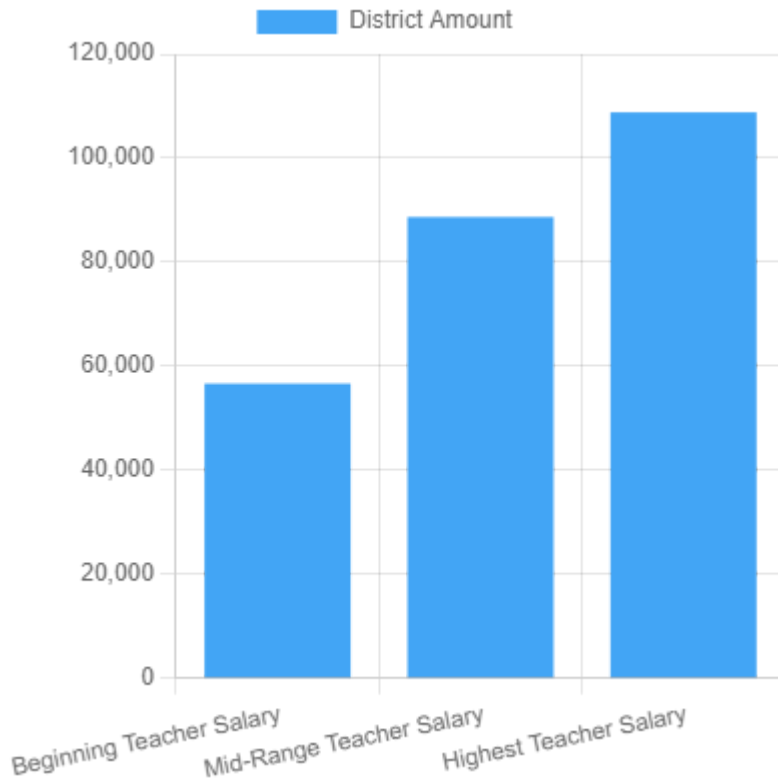
Last updated: 1/25/24

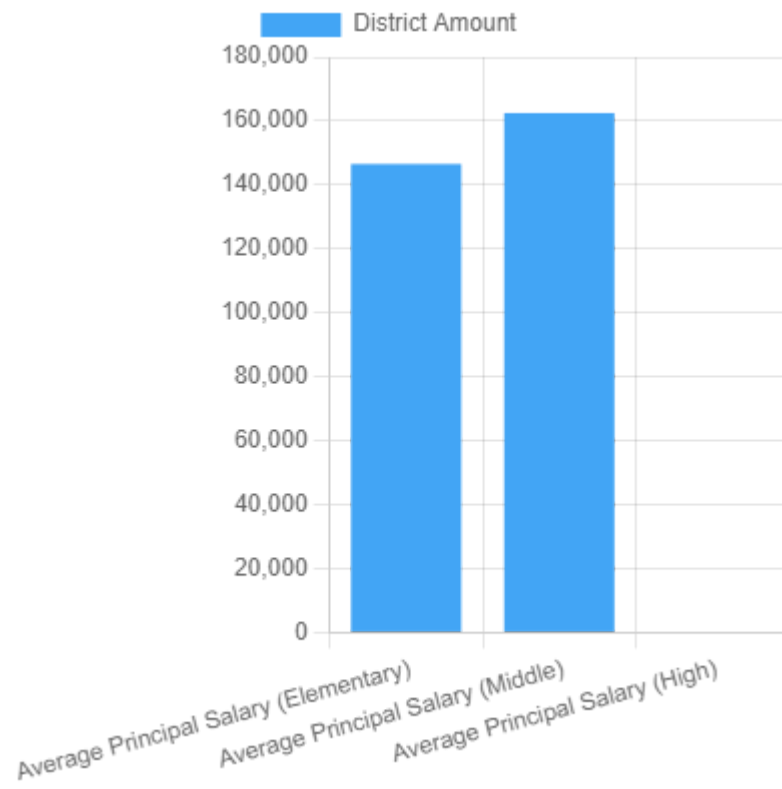
Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56663.00	\$54215.36
Mid-Range Teacher Salary	\$88683.00	\$86843.27
Highest Teacher Salary	\$108801.00	\$111440.49
Average Principal Salary (Elementary)	\$146557.00	\$140851.44
Average Principal Salary (Middle)	\$162486.00	\$147064.90
Average Principal Salary (High)	\$0.00	\$142189.00
Superintendent Salary	\$317729.00	\$252465.94

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	33.74%	33.16%
Percent of Budget for Administrative Salaries	4.81%	5.15%

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





Last updated: 1/25/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Last updated: 1/25/24

Professional Development

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/25/24