Frost (Earl) Elementary

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	530 Gettysburg Dr. San Jose, CA , 95123-3234	**Principal:**	Mrs. Tauvia Harrigan, Principal
Phone:	(408) 255-1881	**Grade Span:**	K-6

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Mrs. Tauvia Harrigan, Principal

Principal, Frost (Earl) Elementary

About Our School



Welcome to Frost Elementary. I am delighted to embark on my fourth year as Principal of Frost and my fifteenth year as an administrator in California public schools. My vision is to revolutionize education by advocating for teaching that is student centered, fun, hands on, and relevant thus fostering a positive climate that bolsters learning, academic wellbeing and student achievement. My mission is to do everything in my power to encourage, enlighten, empower and inspire my staff, students and families on a daily basis.

I invite you to peruse this annual School Accountability Report Card, in accordance with Proposition 98, to see how we are empowering and inspiring students to S.O.A.R. 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.

Contact

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

Phone: (408) 255-1881
Email: ichaidez@ogsd.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	Chaidez, Ivan
Email Address	ichaidez@ogsd.net
Website	www.ogsd.net

School Contact Information (School Year 2025–26)

School Name	Frost (Earl) Elementary
Street	530 Gettysburg Dr.
City, State, Zip	San Jose, CA , 95123-3234
Phone Number	(408) 255-1881
Principal	Mrs. Tauvia Harrigan, Principal
Email Address	tharrigan@ogsd.net
Website	https://frost.ogsd.net
Grade Span	K-6
County-District-School (CDS) Code	43696256048110

School Description and Mission Statement (School Year 2025–26)

Mission Statement:

Frost Elementary School will provide every student an educational experience that is rigorous, relevant, and rooted in relationships. Each student will play an active role in their journey towards college and career readiness.

School Description:

Frost (Earl) Elementary School is a part of the Oak Grove School District where it has been educating students in south San Jose for over six decades. As an OGSD school we are committed to developing an inclusive, caring, educational community in which each individual has many opportunities to achieve his or her full

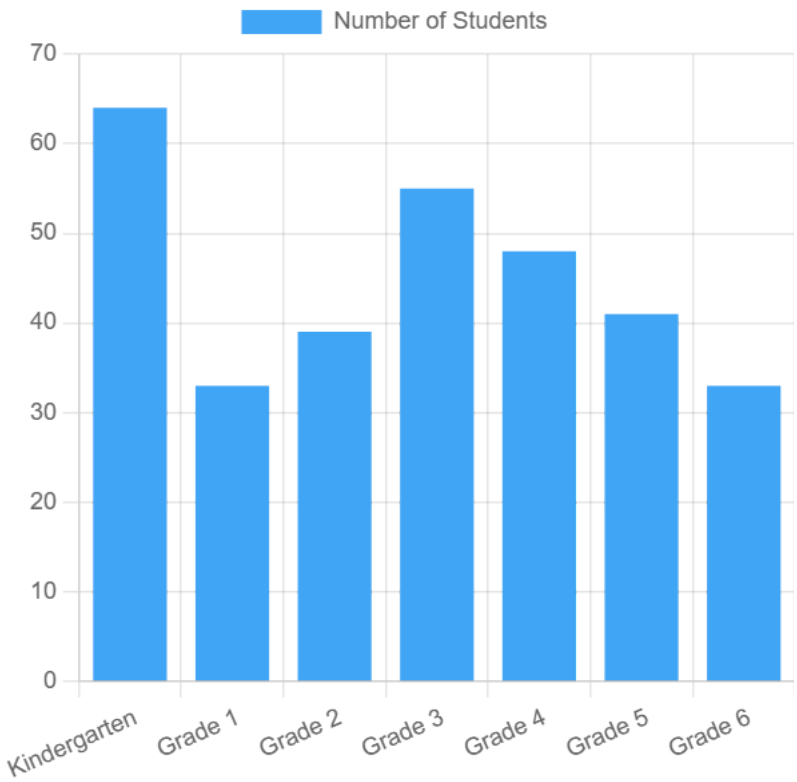
potential. We respect the individuality and diversity of students, staff, and families and hold high expectations for all students. On a daily basis, Frost students are encouraged to S.O.A.R. That means students focus on the Safety of all, stay On-task, Act Responsibly and Respect staff, themselves, their peers and the school environment. Frost seeks to develop 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 320 TK through sixth grade youths. Extended day care is provided before and after school for students. 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.

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Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	64
Grade 1	33
Grade 2	39
Grade 3	55
Grade 4	48
Grade 5	41
Grade 6	33
Total Enrollment	313



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	49.50%
Male	50.50%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	24.30%
Black or African American	3.80%
Filipino	1.60%
Hispanic or Latino	42.50%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	10.50%
White	16.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	15.70%
Foster Youth	0.00%
Homeless	1.30%
Migrant	0.00%
Socioeconomically Disavantaged	34.20%
Students with Disabilities	15.30%

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 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.

Teacher Preparation and Placement (School Year 2022–23)

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)	12.20	100.00%	358.80	91.45%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.70	0.70%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	13.90	3.55%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1.30	0.34%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	15.50	3.96%	14303.80	5.15%
Total Teaching Positions	12.20	100.00%	392.30	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.30	100.00%	349.60	88.09%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.80	0.46%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	18.10	4.58%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1.00	0.25%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	26.20	6.62%	13705.80	4.91%
Total Teaching Positions	13.30	100.00%	396.90	100.00%	278927.10	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.

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

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

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

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

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0.00%
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%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

The district has a board adopted curriculum used by all Sites. The most recent curriculum adoptions can be found at:

https://www.ogsd.net/departments/educational-services/curriculum-instruction-and-assessment/core-curriculum-tk-8th-grade

The data on this page represents the curriculum indicated on the above mentioned website.

Each year, the district conducts a comprehensive curriculum audit certifying that all students have full access to all materials. Additionally, the state and county offices of education select random schools to undergo a visual inspection to determine that the curriculum materials were indeed satisfactory and accessible to the students.

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		0
Mathematics		0
Science		0
History-Social Science		0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

At the time of inspection, the campus found to be in overall Good condition. Work orders were submitted to address a missing ceiling tile and relamps needed.

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: December 2025

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	Fair	Restrooms in need of modernization
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: December 2025

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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

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)	50%	51%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	42%	51%	41%	43%	35%	37%

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 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	178	177	99.44%	0.56%	51.14%
Female	92	92	100.00%	0.00%	57.14%
Male	86	85	98.84%	1.16%	44.71%
American Indian or Alaska Native	--	--	--	--	--
Asian	40	40	100.00%	0.00%	67.50%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	79	98.75%	1.25%	37.18%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00%	0.00%	72.73%
White	26	26	100.00%	0.00%	46.15%
English Learners	29	29	100.00%	0.00%	17.24%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	63	62	98.41%	1.59%	29.51%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	37	37	100.00%	0.00%	27.03%

Note: ELA 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.

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	178	177	99.44%	0.56%	50.85%
Female	92	92	100.00%	0.00%	48.91%
Male	86	85	98.84%	1.16%	52.94%
American Indian or Alaska Native	--	--	--	--	--
Asian	40	40	100.00%	0.00%	70.00%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	79	98.75%	1.25%	32.91%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00%	0.00%	77.27%
White	26	26	100.00%	0.00%	50.00%
English Learners	29	29	100.00%	0.00%	13.79%
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	63	62	98.41%	1.59%	30.65%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	37	37	100.00%	0.00%	27.03%

Note: 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.

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.

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	34.38%	24.39%	36.40%	35.80%	30.73%	32.33%

Note: 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.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	41	41	100.00%	0.00%	24.39%
Female	15	15	100.00%	0.00%	26.67%
Male	26	26	100.00%	0.00%	23.08%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100.00%	0.00%	23.53%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	19	19	100.00%	0.00%	10.53%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	12	100.00%	0.00%	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.

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 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	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	98%	100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results 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.

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 2025–26)

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 Club. 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

• English Language Advisory Committee

• Parent-teacher conferences held twice annually

• The Village/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 graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	324	318	44	13.8%
Female	161	160	28	17.5%
Male	163	158	16	10.1%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	77	76	3	3.9%
Black or African American	12	12	1	8.3%
Filipino	--	--	--	--
Hispanic or Latino	135	133	31	23.3%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	34	3	8.8%
White	51	51	4	7.8%
English Learners	49	49	4	8.2%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	113	112	30	26.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	55	54	7	13.0%

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.

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 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
Suspensions	0.99	2.15	1.85	3.01	2.78	2.06	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.85%	0.00%
Female	0.00%	0.00%
Male	3.68%	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	16.67%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.48%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	3.92%	0.00%
English Learners	2.04%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.65%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.64%	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.

School Safety Plan (School Year 2025–26)

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

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 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 (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00		1	
1	25.00		1	
2	25.00		1	
3	24.00		1	
4	28.00		1	
5				
6	31.00		1	
Other**	26.00		6	

* 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 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	1	
1	24.00		1	
2	26.00		1	
3	25.00		2	
4				
5	34.00			1
6	34.00			1
Other**	27.00		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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	
Nurse	
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.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16719.00	$5633.00	$11086.00	$109573.00
District	N/A	N/A	$10057.00	$99700.00
Percent Difference – School Site and District	N/A	N/A	6.39%	6.19%
State	N/A	N/A	$11146.18	$101700.00
Percent Difference – School Site and State	N/A	N/A	-0.36%	4.91%

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

Types of Services Funded (Fiscal Year 2024–25)

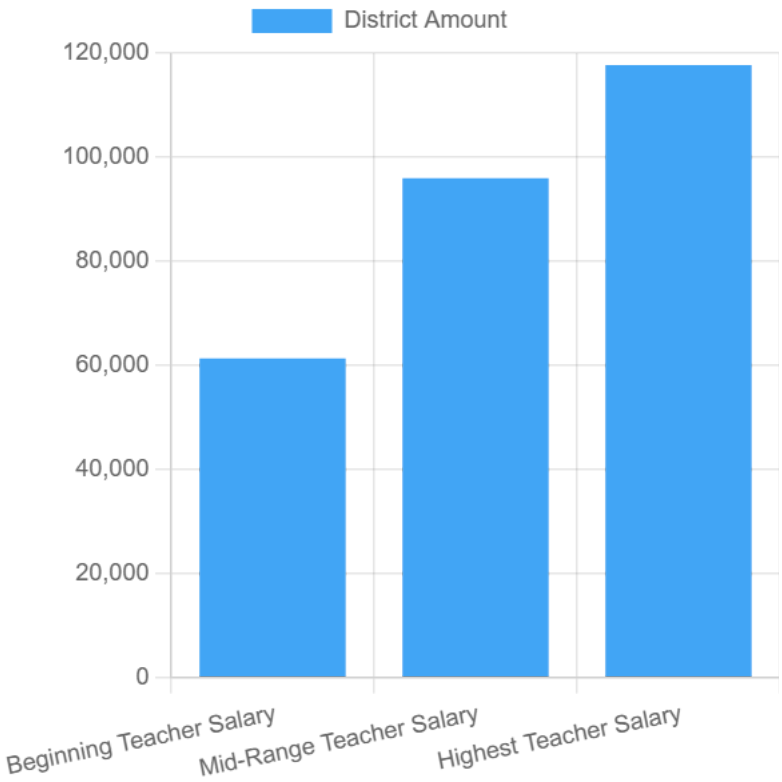
Programs Funded Include:

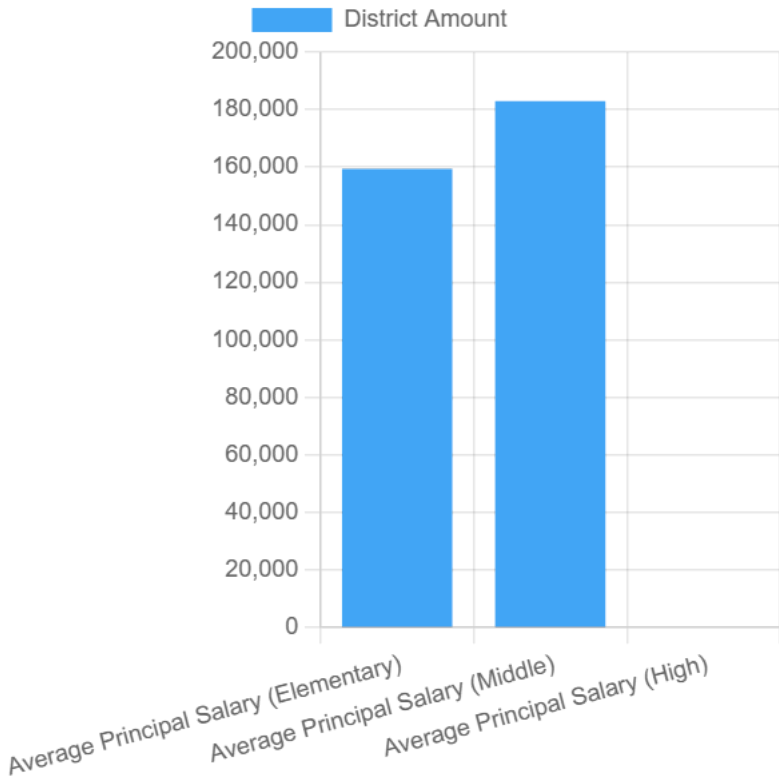
- Supplemental online learning tools including Learning A-Z and RazKids
- Afterschool Engineering and Steam Intervention Academies
- High Impact Events such as VIP parties and motivational assemblies
- PBIS Incentives and Acknowledgements
- Mental Health Counseling & Social Worker Services
- Starting Arts Program
- Fieldtrips
- Instructional and Technological supplies and equipment
- Library support

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$61287.00	$61596.88
Mid-Range Teacher Salary	$95919.00	$98902.37
Highest Teacher Salary	$117679.00	$126339.83
Average Principal Salary (Elementary)	$159412.00	$158382.71
Average Principal Salary (Middle)	$182994.00	$165207.00
Average Principal Salary (High)	$0.00	$162237.00
Superintendent Salary	$340290.00	$288331.69
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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





Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	