

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17

Frost (Earl) Elementary

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

Principal: Genvieve Dorsey, Indigo - Small School Principal

Phone: (408) 225-1881

Email: gdorsey@ogsd.net

Web Site:

CDS Code: 43696256048110

Oak Grove Elementary

Superintendent: José Manzo

Phone: (408) 227-8300

Email: jmanzo@ogsd.net

Web Site: www.ogsd.net



I DATA AND ACCESS

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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.

DataQuest

%DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).%

Internet Access

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

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Oak Grove Elementary
 Phone Number: (408) 227-8300
 Superintendent: José Manzo
 E-mail Address: jmanzo@ogsd.net
 Web Site: www.ogsd.net

School Contact Information Most Recent Year

School Name: Frost (Earl) Elementary
 Street: 530 Gettysburg Dr.
 City, State, Zip: San Jose, CA 95123-3234
 Phone Number: (408) 225-1881
 Principal: Genvieve Dorsey, Indigo - Small School Principal
 E-mail Address: gdorsey@ogsd.net
 Web Site:
 County-District-School
 (CDS) Code: 43696256048110

School Description and Mission Statement (School Year 2016–17)

Frost School and the Indigo Program provide distinctly different educational settings where quality, standards-based instruction is provided daily to all students, in a variety of ways. Frost School and the Indigo Program are part of the Oak Grove School District, a district that is committed to developing an inclusive, caring, educational community in which each individual has many opportunities to achieve his or her potential. We respect the individuality and diversity of students, staff, and community and have high expectations for all individuals. Our mission is the development of responsible, lifelong learners who will be productive and global members of society. Extended day care is provided before and after school for students attending Frost and Indigo. Oak Grove School District also houses a preschool on the Frost campus.

Frost School is a traditional, standards based school where we strive to provide rigorous, engaging, culturally responsive instruction in order to achieve the goal of Closing the Achievement Gap for all students. The Frost campus provides integrated studies through the SEAL program, after school programs such as intramural sports, musical theater and various GATE classes throughout the year.

The Indigo Program school is housed on the Frost campus and is a unique, parent-supported, elementary and middle school option. We are proud to be in our twelfth year of providing a nurturing and stimulating learning environment for our students, teachers and parents in grades K-8. Parent participation, hands-on learning, positive discipline, multi-age interaction, wonderful enrichment programs, dedicated teachers, a strong PTA, and fun community events have made Indigo a place where students and families learn and thrive. Specialized instruction is provided during the regular school day in Art, Choral Music, Instrumental Music, P.E, Project Based Learning, and Community Service. Students at Indigo demonstrate proficiency and progression in core subjects and the 4Cs through portfolios.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	87
Grade 1	92
Grade 2	75
Grade 3	88
Grade 4	114
Grade 5	81
Grade 6	77
Grade 7	17
Grade 8	21
Total Enrollment	652

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.8%
American Indian or Alaska Native	0.8%
Asian	14.9%
Filipino	1.8%
Hispanic or Latino	37.3%
Native Hawaiian/Pacific Islander	0.5%
White	35.6%
Two or More Races	7.4%
Socioeconomically Disadvantaged	30.4%
English Learners	15.6%
Students with Disabilities	5.5%
Foster Youth	0.2%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

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

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

Teacher Credentials

Teachers	School 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	25	25	26	466
Without Full Credential	1	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	.00%
All Schools in District	99.86%	.14%
High-Poverty Schools in District	100.00%	.00%
Low-Poverty Schools in District	99.76%	.24%

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 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: October 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Adopted in 2014/excellent quality/one per student	Engage New York	0%
Mathematics	Adopted in 2014/excellent quality/one per student	Engage New York at TK-6 College Preparatory Math at 7-8	0%
Science	Adopted in 2001/excellent quality/one per student	Harcourt School Publishers, Harcourt Science. Prentice Hall Publishers, Science Explorer.	0%
History-Social Science	Adopted in 1999/excellent quality/one per student	Mc Graw Hill, Adventures in Time and Place.	0%
Foreign Language			0%
Health		Harcourt Brace Jovanovich, HBJ Health	0%
Visual and Performing Arts		Silver Burdett & Ginn, World of Music	0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements

As per the Williams' settlement, all Oak Grove schools are maintained in a manner that assures a clean, safe, and functional site as determined by periodic evaluation. In December 2009 the Santa Clara County Office of Education completed a Williams Settlement observation visit on our campus. The school systems and cleanliness were all judged to be good.

Measure P: On November 4, 2014 the voters in Oak Grove School District approved the issuance of Measure P. Measure P authorized the issuance of \$89.8 million in bonds to benefit the Oak Grove School District. The funds are meant to be used to renovate, repair, acquire, construct and modernize classrooms and facilities, and increase student access to computers and technology.

After the successful completion of the Measure Q Bond program, the Oak Grove community approved Measure S in November 2008 that authorized an additional \$125 million General Obligation Bond to continue needed school modernization projects, construct two new intermediate school gymnasiums, and consider solar technology systems through out the district. Combined with local Routine Repair funds and State Deferred Maintenance funds, future facility improvements will insure that critical services continue to be provided for our students for years to come.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

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

Month and year in which data were collected: January 2017

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

Overall Facility Rate

Month and year in which data were collected: January 2017

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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], Science California Standards Tests) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. 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 significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/ Literacy (grades 3-8 and 11)	41%	52%	47%	50%	44%	48%
Mathematics (grades 3-8 and 11)	33%	33%	38%	42%	34%	36%

NOTE: 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.

CAASPP Test Results in ELA by Student Group (ELA)
 Grades Three through Eight and Eleven (School Year 2015–16)
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	86	98.85%	45.35%
Male	38	38	100.00%	34.21%
Female	49	48	97.96%	54.17%
Black or African American				
American Indian or Alaska Native				
Asian	11	11	100.00%	72.73%
Filipino	--	--	--	--
Hispanic or Latino	35	34	97.14%	41.18%
Native Hawaiian or Pacific Islander				
White	28	28	100.00%	46.43%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.00%	42.86%
English Learners	15	15	100.00%	26.67%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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

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

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	118	111	94.07%	51.38%
Male	55	50	90.91%	44.00%
Female	63	61	96.83%	57.63%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	15	88.24%	73.33%
Filipino	--	--	--	--
Hispanic or Latino	42	41	97.62%	43.90%
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	36	92.31%	50.00%
Two or More Races	14	13	92.86%	61.54%
Socioeconomically Disadvantaged	35	33	94.29%	30.30%
English Learners	18	16	88.89%	25.00%
Students with Disabilities	12	12	100.00%	9.09%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	76	93.83%	55.26%
Male	43	42	97.67%	38.10%
Female	38	34	89.47%	76.47%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	13	86.67%	69.23%
Filipino	--	--	--	--
Hispanic or Latino	30	27	90.00%	44.44%
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	27	100.00%	70.37%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	27	96.43%	33.33%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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.

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	80	76	95.00%	56.34%
Male	33	31	93.94%	39.29%
Female	47	45	95.74%	67.44%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00%	75.00%
Filipino	--	--	--	--
Hispanic or Latino	30	29	96.67%	44.44%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	31	93.94%	60.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.00%	39.13%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	17	17	100.00%	41.18%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	11	11	100.00%	45.45%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners				
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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

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

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	19	90.48%	68.75%
Male	--	--	--	--
Female	11	9	81.82%	87.50%
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	10	83.33%	75.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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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 Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	86	98.85%	34.12%
Male	38	38	100.00%	28.95%
Female	49	48	97.96%	38.30%
Black or African American				
American Indian or Alaska Native				
Asian	11	11	100.00%	72.73%
Filipino	--	--	--	--
Hispanic or Latino	35	34	97.14%	26.47%
Native Hawaiian or Pacific Islander				
White	28	28	100.00%	35.71%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.00%	28.57%
English Learners	15	15	100.00%	26.67%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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

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

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	118	112	94.92%	28.83%
Male	55	51	92.73%	23.53%
Female	63	61	96.83%	33.33%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100.00%	52.94%
Filipino	--	--	--	--
Hispanic or Latino	42	41	97.62%	17.07%
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	35	89.74%	32.35%
Two or More Races	14	13	92.86%	30.77%
Socioeconomically Disadvantaged	35	35	100.00%	8.57%
English Learners	18	17	94.44%	6.25%
Students with Disabilities	12	11	91.67%	9.09%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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.

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	76	93.83%	36.84%
Male	43	42	97.67%	30.95%
Female	38	34	89.47%	44.12%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	13	86.67%	69.23%
Filipino	--	--	--	--
Hispanic or Latino	30	27	90.00%	18.52%
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	27	100.00%	48.15%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	27	96.43%	18.52%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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.

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	80	76	95.00%	30.67%
Male	33	31	93.94%	29.03%
Female	47	45	95.74%	31.82%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00%	46.15%
Filipino	--	--	--	--
Hispanic or Latino	30	29	96.67%	25.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	31	93.94%	29.03%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.00%	17.39%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	17	17	100.00%	35.29%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	11	11	100.00%	45.45%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners				
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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

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

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	19	90.48%	38.89%
Male	--	--	--	--
Female	11	9	81.82%	55.56%
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	10	83.33%	30.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	53%	41%	47%	60%	56%	55%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	102	94	92.16%	46.81%
Male	53	52	98.11%	38.46%
Female	49	42	85.71%	57.14%
Black or African American	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	15	13	86.67%	53.85%
Filipino	–	–	–	–
Hispanic or Latino	36	33	91.67%	27.27%
Native Hawaiian or Pacific Islander	–	–	–	–
White	39	36	92.31%	61.11%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	31	30	96.77%	26.67%
English Learners	–	–	–	–
Students with Disabilities	13	10	76.92%	40.00%
Students Receiving Migrant Education Services	–	–	–	–
Foster Youth	–	–	–	–

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 2015-16)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	28.80%	18.80%	16.20%
7	17.60%	11.80%	47.10%

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

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

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

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

Opportunities for Parental Involvement - (School Year 2016–17)

Parents are an integral part of decision-making through participation in a leadership role on the School Site Council and the Home and School Connection. Parents are also involved at Frost and Indigo in the following areas: • Classroom volunteers • Copy center volunteers • Noon supervisors • District/ Parent Advisory Council • Support for annual activities such as Fun Run, Harvest Festival and various fundraisers • Annual Back-to-School Night in the fall • Annual Open House in the spring • Annual Science Night • Family Literacy and Math Nights • Monthly meetings of the Home and School Club or PTA • Monthly meetings of the School Site Council • Parent-teacher conferences held twice annually • Koffee Klatch meetings • Latino parent meetings • Monthly ELAC Meetings • Family Movie Nights • Emergency Preparedness Preparation and Participation • Community Events (Plant Sale, School Beautification, etc.)

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.53	1.85	1.89	4.05	1.75	2.64	4.36	3.80	3.65
Expulsions	0.00	0.00		0.05	0.00	0.01	0.10	0.09	0.09

School Safety Plan – Most Recent Year

Providing a safe environment is a high priority for Frost School and the Indigo Program. 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.

Prevention education at Frost/Indigo includes supplemental programs and policies including Positive Behavior Intervention Support (PBIS), conflict resolution, Positive Discipline, prevention education, developmental assets, and the Wellness Policy including physical education and nutritional education. Project Cornerstone is in its eighth year of implementation.

Attendance is closely monitored and students with unexcused absences of 10% or more receive law/school district/partnership intervention. 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/Indigo 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 utilize the Project Cornerstone Expect Respect program in our 6th grade classes every year. Indigo students also participate in bi-monthly communication lab lessons.

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.

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 to 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.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27		4		27		4		22		4	
1	24		1		28		1		26		2	
2	29		4		26		2		26		1	
3	29		4		27		5		24		3	
4	30		3		30		4		34		2	
5	30		2	1	32		1	1	31		1	
6	30		2		33			2	33		1	
Other					32		1		27		8	2

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.3	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non - teaching)	1	N/A
Other	0	N/A

NOTE: Cells with N/A values 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 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$73229
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5677	\$75137
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

Programs funded by categorical or “extra student” funds include:

1. Extended Day and Year Programs
2. Remedial Services provided by teachers
3. Community Liaison and Mental Health Services
4. Coaching (mentoring for staff development)
5. Instructional supplies and technology
6. Visual/performing arts
7. Programs for high achievers and GATE students
8. Safe Schools Specialist who supports student attendance
9. Professional development workshops and visitations

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47730	\$44573
Mid-Range Teacher Salary	\$74704	\$72868
Highest Teacher Salary	\$91651	\$92972
Average Principal Salary (Elementary)	\$124357	\$116229
Average Principal Salary (Middle)	\$126593	\$119596
Average Principal Salary (High)		\$121883
Superintendent Salary	\$231099	\$201784
Percent of Budget for Teacher Salaries	38%	39%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Our school provides extensive training for teachers in the implementation of standards, development of effective assessment, and understanding the Closing the Achievement Gap Plan. There are numerous opportunities for participation in district in-services, as well as well-planned local professional development. Currently much emphasis at the site level has been dedicated to implementation of the Common Core State Standards. Additional workshops have focused on culturally responsive teaching and improving Guided Reading practice at all grade levels. We have a leadership team/equity/continuous improvement team that develops site staff development around analyzing student work, developing effective strategies for the classroom, and using grade level time to improve instruction. We have three AB 1579 professional development days and eleven adjusted Tuesdays for additional professional development. Teachers working in the Indigo Program improve and develop their teaching skills in designing constructivist lessons, implementing positive discipline in the classroom and educating the whole child through school visits, instructional rounds, professional development and workshops. Frost K-3 teachers are participating in the SEAL professional development where they attend 12 days of professional development and a summer institute building skills in integrated language development. In addition, the entire Frost staff will be trained in step-up to writing.