

Executive Summary School Accountability Report Card, 2008-09

Marianne Frostig Center - Frostig School

Address: 971 N. Altadena, Pasadena, CA 91107

Phone: (626) 791-1255

Principal: Tobey Shaw, M.A.

Grade Span: 1-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The staff of the Frostig School is dedicated to providing children with learning disabilities a quality program that promotes the development of academics, language, motor, social-emotional, creative growth, and those factors that we believe will contribute to lifelong success. We believe in serving the "whole child." By addressing all of the child's needs in an integrated fashion, we can best help each child develop into a productive and successful member of society.

The Frostig School supports a "LEARN AND RETURN" policy. It is our goal to assist students to improve skills, identify strengths, and develop strategies to compensate for areas of challenge.

To insure that each student's needs are met, we feel it is essential to develop an individualized educational plan. This plan is based on an understanding of each student's strengths and weaknesses and outlines a course of action to help the child reach his or her highest potential.

We believe in establishing and maintaining a learning environment that allows students to feel comfortable taking risks. As part of risk-taking, it is essential to help students develop positive strategies to cope with frustration. Our research supports the conclusion that students who are successful have an understanding that adversity is a normal part of the learning process.

Everyone at the School works to establish a culture that promotes our expected schoolwide learning results:

Setting appropriate goals

Understanding strengths and weaknesses

Control and proactivity

Courage and perseverance

Emotionally coping strategies

Self-advocacy

Support system access

Student Enrollment

Group	Enrollment
Number of students	107
African American	8%
American Indian or Alaska Native	
Asian	4%
Filipino	1%
Hispanic or Latino	17%
Pacific Islander	
White (not Hispanic)	68%
Multiple or No Response	
Socioeconomically Disadvantaged	
English Learners	%
Students with Disabilities	100%

Teachers

Indicator	Teachers
Teachers with full credential	11
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

The Frostig School is part of the Frostig Center, which has been in existence since 1951. We are a non-profit corporation. We own our own facility; a 35,000 square foot building that was designed and built expressly to house our program. We have no debt; the building is owned free and clear. Approximately 85% of the building is dedicated to the school program. The Center sits on 1.25 acres of land. There is a playground area (behind the school building), which is used exclusively by the school.

The School is well maintained by a full-time Site Administrator and two part-time employees. Facilities are cleaned daily and regularly inspected for any unsafe conditions. The Frostig School is in compliance with all safety and health standards. Records of inspection are kept in the office of the Site Administrator or the Director of Finance.

Repairs Needed

None

Corrective Actions Taken or Planned

None

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	Questions regarding school finances may be directed to Kaye Sergeant, Director of Finance.
District	n/a
State	n/a

School Completion

Indicator	Result
Graduation Rate	100%

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	90% of 12 th graders
Graduates Who Completed All Courses Required for University of California or California State University Admission	16%

School Accountability Report Card Reported for School Year 2008-09

Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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

Contact Information (School Year 2009-10)

School		District	
School Name	Marianne Frostig Center – Frostig School	School Name	
Street	971 N. Altadena	Street	
City, State, Zip	Pasadena, CA 91107	City, State, Zip	
Phone Number	(626) 791-1255	Phone Number	
Principal	Tobey Shaw, M.A.	Principal	
E-mail Address	tobey@frostig.org	E-mail Address	

School Description and Mission Statement (School Year 2008-09)

The staff of the Frostig School is dedicated to providing children with learning disabilities a quality program that promotes the development of academics, language, motor, social-emotional, creative growth, and those factors that we believe will contribute to lifelong success. We believe in serving the "whole child." By addressing all of the child's needs in an integrated fashion, we can best help each child develop into a productive and successful member of society.

The Frostig School supports a "LEARN AND RETURN" policy. It is our goal to assist students to improve skills, identify strengths, and develop strategies to compensate for areas of challenge.

To insure that each student's needs are met, we feel it is essential to develop an individualized educational plan. This plan is based on an understanding of each student's strengths and weaknesses and outlines a course of action to help the child reach his or her highest potential.

We believe in establishing and maintaining a learning environment that allows students to feel comfortable taking risks. As part of risk-taking, it is essential to help students develop positive strategies to cope with frustration. Our research supports the conclusion that students who are successful have an understanding that adversity is a normal part of the learning process.

Everyone at the School works to establish a culture that promotes our expected schoolwide learning results:

- Setting appropriate goals
- Understanding strengths and weaknesses
- Control and proactivity
- Courage and perseverance
- Emotional coping strategies
- Self-advocacy
- Support system access

Student Body

The Frostig School serves up to 120 children in grades 1-12 who are within the average range of intellectual potential, have learning disabilities and can benefit from a modified academic school program. We recognize that many children with learning disabilities also have emotional problems and other needs. We accept and serve these children as long as their emotional and/or other needs do not disrupt the learning environment or require an intensity of service or attention beyond the scope of the program.

The Frostig School supports a “learn and return” policy. It is our goal to assist students to improve skills, identify strengths, and develop strategies to compensate for areas of challenge. Our typical student remains with us for 3 to 4 years. However, students have stayed for as little as 1 or as many as 10 years. Our longitudinal study showed that over 90% of our students finished high school and 86% continued on past high school in some form of post-secondary education or training.

The Frostig School welcomes and encourages diversity in our student population. Our services are available without regard to ethnic background, race, color, creed, sex, sexual orientation, socio-economic status, national origin, non-disqualifying disability or religion. All students of the Frostig School have the opportunity to participate in an educational environment that reflects the diversity of the community, provides access to state educational standards, and prepares them for the world beyond school.

In order to provide the best services possible, it is essential that we maintain independence in the decision-making process, and independence in the stewardship of school resources. In all circumstances, our decision-making is guided by what is in the best interests of our students. Our ability to make independent judgments would be compromised by the obligation to meet the needs of an outside governance body or institution.

As a private institution, we are committed to fiscal independence. Over-reliance on any single source of funds could jeopardize important services, or the very existence of the Frostig School. Our goals of diversity and independence are served by a vigorous attempt to maintain a broad mix of funding sources. This mix includes support in the form of:

1. Fees for services from:
 - a. Parents who independently choose to utilize our services and pay for them privately;
 - b. Public agencies that utilize our services and pay for them with taxpayer funds;
2. Grants from private foundations; and
3. Individual charitable gifts.

By protecting our diversity and our independence, we help to preserve the School's ability to fulfill its mission for years to come. To that end, we seek a balance between those students who are publicly funded and those students who are privately funded. Presently, our goal is to limit public enrollment to no more than 60% of full enrollment as defined by the Board of Trustees. In addition, public enrollments from any single school district will be limited to no more than 50% of all public enrollments.

Families are referred to the Frostig School by school districts (through IEP process), professionals (i.e., therapists, pediatricians, advocates), professional organizations, other non-public schools, and parents of former or current students. Additionally, the Center advertises in targeted conference programs, at local education fairs, and on its website.

The School Program

The school day is from 8:10 a.m. to 3:00 p.m., with a shortened day on Thursday (dismissal at 1:40 p.m.) to allow for staff conferences and training. We generally follow the calendar and holidays of the Pasadena and Los Angeles Unified School Districts. There are 180 days in our school year. We also offer a 6-week (½ day for 30 days) summer program that meets from 8:30 a.m. to 1:00 p.m.

All academic classes are taught by credentialed teachers who have received training in learning disabilities. Our Director of Teacher Training provides ongoing training in “best practices” to staff. Staff is also encouraged to attend workshops and conferences outside the Center. A variety of instructors teach special subjects including art, drama, music, computer science, physical education, and library. Each is trained and experienced in his/her particular field.

There are a maximum of 12 students in the class per each credentialed teacher. Each class is staffed with a teacher and an assistant teacher, or two teachers. Additional support staff is provided as needed. The classrooms are divided into 3 programs: elementary, middle, and secondary. Class placement is based on chronological age, grade, social skills, academic level, graduation / transcript requirements and emotional need. Thus, students in each class may span a 2 to 4 year age and grade range.

Our modified curriculum follows the California State framework. In core subjects such as English, reading, and math, students in each class are grouped into small instructional clusters. Grouping students by skill level allows teachers to meet individual student needs while maximizing the amount of time each student receives direct teacher attention. In content subjects such as science and social studies, more whole group instruction is utilized. Material is selected according to the intellectual needs and grade levels of the students rather than their reading skills. A multi-sensory approach is utilized to meet the variety of learning preferences within the group. In this way students acquire general information commensurate with their intellectual ability rather than their reading level.

Elementary School Program

Each class in this program is primarily self-contained (i.e., students remain with their classroom teacher throughout the day.) Classes go to each special subject (art, music, drama, computer, library) as a group each week. Additionally, students participate in physical education 3-4 times weekly. On occasion, a student may be grouped for part of the day with another class when that best meets the child's needs. Classes in the elementary program span grades 1 to 6. While students do not receive grades, they do receive a brief progress note each Friday regarding their weekly performance.

Middle School Program

The middle school program covers grades 6 to 8. Classes in this program are departmentalized, although students may find their homeroom teacher teaches the majority of academic subjects. For the elective and physical education classes, students are taught by other teachers and instructors and are inter-mixed across homeroom classes. Students receive grades every nine weeks; final grades are issued at the end of each semester. These report cards differ from the IEP progress reports in that they reflect progress in the curriculum across completion of classroom and homework assignments, class participation, projects, quizzes, and tests. Grades are based on performance within the modified curriculum.

Secondary School Program

In the secondary program the classes for students in grades 9 to 12 are departmentalized. Some secondary students are scheduled into courses that stress more traditional academics; others are scheduled into courses that emphasize applied academics.

Each secondary teacher is assigned one homeroom and acts as the case manager for those students. Students receive progress grades every nine weeks; final grades are issued at the end of each semester. These report cards differ from the IEP progress reports that they reflect progress in the curriculum across completion of classroom and homework assignments, class participation, projects, quizzes, and tests. Grades are based on performance within the modified curriculum.

A cumulative transcript documenting all credits earned toward a high school diploma is kept for all students ninth grade and above. Students earn a certificate of completion upon finishing the necessary course work or a high school diploma for completion of coursework AND passing the required exit exams or proficiency tests. The Western Association of Schools and Colleges (WASC) accredit the Frostig School; all completed courses, earned credits and high school diplomas are also recognized as valid by the California Department of Education.

Special Subjects and Programs

Students are served by a number of instructors who enhance our classroom programs. All classes have scheduled time in the computer laboratory that is fully equipped with PC's. Instruction is designed to teach basic computer skills with an emphasis on word processing. All classrooms are equipped with several computers, and teachers are provided with specialized on-going technology training and support. In this way, technology becomes a fundamental tool for all students.

The school has a fine arts program that includes music, drama, and art. Consumer and family sciences is integrated into our secondary transition program.

The school librarian supervises student use of our library. Students are encouraged to sign out books from the library's collection that includes high-interest, low reading level books, and audio versions of many texts. In addition, students are taught to utilize the library's resources for research and report writing.

Teachers involve the students in a variety of projects that support cooperative learning and/or long term project development. Typically three or four major programs are scheduled each year to showcase student efforts. These may include an academic fair, winter performing arts program, and a spring "Evening with the Fine Arts." Additionally, over the last few years, classes have hosted activities including an "Ancient World's Fair", as well as units on bridge building, mouse-trap cars, and film-making.

Transition Services

Federal law (IDEA) requires the development of an Individual Transition Plan (ITP) for all students 16 years old or above. In addition to generating this plan, 6 semesters of Transition coursework are required by the School: one each in the 9th and 10th grades, and two in the 11th and 12th grades.

Transition is NOT a college-preparatory program or a job placement program. The goal of the transition program at Frostig is to engage students and their parents in thinking ahead, planning for the future, anticipating possible outcomes for the student, and determining the

steps that will need to be taken to achieve those dreams. The program centers on the Success Attributes identified in longitudinal research conducted by the Research Department, which encourage students to understand their learning disability, develop an awareness of compensatory strategies (including accommodations and modifications), identify and utilize support systems, and become self-determined and strong self-advocates.

Our transition program focuses on five broad categories:

- Career awareness and development of employment skills
- Building and maintenance of relationships
- Development of recreation and leisure interests
- Independent living skills
- Planning for post secondary education and training

The transition program also prepares students to assume responsibility for their educational decisions as they reach the age of majority (18 years of age). To that end, we also work to develop “interagency cooperative planning” with providers including the Department of Rehabilitation and Regional Center.

Clinical Services

Our staff includes a number of specialists who can provide services beyond the basic program when it is determined that they are needed. These services are: counseling, adaptive physical education, speech and language therapy, educational therapy, assistive technology, and occupational therapy. The services may be provided individually or in a small group and can be rendered in the classroom or on a pull-out basis.

Counseling and psychotherapy are provided by a staff of licensed mental health professionals, including psychologists, clinical social workers, and marriage and family therapists. Counseling may include play therapy, social skills groups, and other specialized formats. Clinical services for the family, including parent counseling and family therapy, are also available.

We have licensed/credentialed specialists in speech and language therapy and adaptive physical education on staff. They provide individual help to those students who would benefit from more intensive assistance in these areas.

In some cases, students may need an even greater level of academic individualization than they can get in the classrooms. To meet that need we provide one-to-one teaching by a trained educational therapist.

Assistive technology services are available for students who can benefit from intensive short-term training in this area. The goal of this training is to help students become proficient in the independent use of technology to by-pass or compensate for a specific learning disability.

All of these specialists function as part of our inter-disciplinary team. In addition to the individual work with students, they also work with other team members to insure that each student's program is regularly reviewed and modified when needed.

Extended School Year (ESY)

The School offers an optional 6-week summer program that meets from 8:30 a.m. to 1:00 p.m. The fee for ESY is in addition to the basic tuition for the school year; students with public IEPs are usually funded for this option through the district.

In the elementary and middle school programs, emphasis is placed on skill maintenance and attainment of IEP goals through a thematic approach. Friday field trips and hands-on activities are organized to support the theme. In past years, enrollment for summer school averaged 30 students. With the implementation of the secondary work experience program, enrollment for the secondary program has tripled.

Assessment and Testing

The Frostig School staff assists the contracting districts with assessment procedures as related to the student’s annual or triennial IEP review. As guided by Chapter 4 Article 5 of the California Code regarding Special Education Programs, testing is considered as one part of the overall data collection process for the IEP assessment.

Other essential decision making components include the following:

1. teacher and other professional staff input via written or oral report at conferences
2. classroom work that may include a student portfolio demonstrating self- reflection, permanent products to show rates of acquisition, comprehension and retention, other exhibits demonstrating a student’s strengths and weaknesses based on the curriculum.
3. information from ongoing Curriculum Based Measurement (CBM) and previous assessments
4. weekly summaries of student progress and other communication sent to parents
5. information from ongoing Curriculum Based Measurement (CBM) and previous assessments

The School believes that standardized testing should be conducted with caution as is recommended by the National Association for School Psychologists and the Council for Educational Diagnostic Services. Frequently, standardized testing provides a very small glimpse of the student. It infrequently matches the school curriculum. Hence, it can provide a biased and inaccurate description of the student. In addition, because of the test learning that can occur, the Frostig School conducts a formal individually administered achievement test only once every three years. Under extra-ordinary conditions, and only with Frostig team approval, will achievement testing be conducted more frequently. For the triennial IEP, a comprehensive three-year re-evaluation (requested by the district representative with parental permission), the Frostig School evaluates the student's achievement using an individually administered standardized achievement test. Test selection is made based on the individual needs of the student.

Opportunities for Parental Involvement (School Year 2008-09)

Parents are an integral part of the Frostig team. Parents are encouraged to participate in a number of school-wide events hosted at the School, including Parent Association meetings, a Parent Orientation meeting for new families (September), Open House (October), Drama Performances (December and May), Academic Fair (spring), and an Evening with the Fine Arts (May.) Each classroom also benefits from parent participation as "room parents" and volunteer drivers on field trips. Parents also organize class parties and share special cultural activities. Due to the potential for interference with the program and issues of confidentiality, parents are not allowed to volunteer in the classroom for instructional periods.

Around the sixth or seventh week of school, parents meet with all of the staff who work directly with their child. The purpose of the meeting is for the staff to discuss the primary objectives that they will be working on with the student throughout the year. Parents are encouraged to share and discuss their own thoughts about goals that they would like worked on with their child. (If the student is publicly funded and the IEP takes place about this time, the IEP and parent conference are combined.)

At the end of the school year, parents are again scheduled for a formal parent conference to meet all staff that work directly with each student. The goal of the meeting is to discuss the overall progress of the student over the school year and to discuss recommendations and plans for the summer and upcoming school year. (Again, if the student is publicly funded and the IEP takes place about this time, the IEP and parent conference will be combined.)

Written communication is provided on an ongoing basis. In all classes, parents receive a note each Friday, providing a quick overview of how the student is doing with homework, classwork and behavior.

In the middle and secondary classes, Progress grade reports are sent home at the 9 week mark and final grade reports are sent home at the end of each 18 week semester. These report cards differ from the progress notes on cycles / IEP goals in that they reflect progress in the curriculum, completion of classroom and homework assignments, class participation, projects, quizzes, and tests. Parents also receive 2 – 4 progress reports addressing IEP goals each school year.

Parents may also be contacted via telephone or e-mail as needed. Additionally, parents may request additional meetings with staff to discuss specific questions or concerns.

At the beginning of each school year, parents are surveyed to determine topics of interest for Parent Education. Responses are categorized and provided to the Administrative team. Topics may be addressed during the course of the school year through workshops or publications including parent guides, articles in the Center newsletter (the *Courier*), and our parent organization: Families for Frostig.

Parents also participate in the organization of a variety of activities to raise funds to support the school program. These include Electroshop and the Associates Campaign.

Student Enrollment by Grade Level (School Year 2008-09)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	14
Grade 1		Ungraded Elementary	
Grade 2	5	Grade 9	11
Grade 3	3	Grade 10	13
Grade 4	6	Grade 11	6
Grade 5	12	Grade 12	19
Grade 6	5	Ungraded Secondary	
Grade 7	13	Total Enrollment	107

Student Enrollment by Group (School Year 2008-09)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	8%	White (not Hispanic)	68%
American Indian or Alaska Native		Multiple or No Response	
Asian	4%	Socioeconomically Disadvantaged	6%
Filipino	1%	English Learners	2%
Hispanic or Latino	17%	Students with Disabilities	100%
Pacific Islander			

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3	12	1			8	1			7	1		
3-4					10	1						
4-8	12	4			10	4			12	5		
Other												

Average Class Size and Class Size Distribution (Secondary)

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12				12				12			
Mathematics	12				12				12			
Science	12				12				12			
Social Science	12				12				12			

III. School Climate

School Safety Plan (School Year 2008-09)

The School has developed procedures for administration of medication to students, transportation, and emergencies, as outlined in the Parent-Student Handbook. School wide fire drills are conducted monthly and earthquake simulations are held twice each year. A crisis lockdown procedure has been developed. Staff are assigned to specific roles for emergencies. All classrooms contain emergency backpacks with contact information for each student, emergency binders, flashlights, gloves, ice packs, and whistles. Emergency supplies and search-and-rescue and first aid equipment to support students and staff for 3 days in case of an earthquake or other evacuation are contained in a shed located in the yard.

Additional first aid kits are located in the School office and the office of the Administrative Assistant. Walkie-talkies and emergency medications are also located in the front office; evacuation plans account for re-location of this equipment to the gated area of the yard.

Physical Education staff carries first aid kits and walkie-talkies when they hold PE classes off campus at Victory Park (across the street from the school.) Staff also carries emergency cards, cell phones, and first aid kits when participating in field trips. Parents complete emergency information cards and contact information forms annually as part of the re-enrollment paperwork. Field trip permission forms are completed and signed by parents / guardians prior to any activity.

Suspensions and Expulsions

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	10	3		n/a	n/a	n/a
Expulsions			1			

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

The Frostig School is part of the Frostig Center, which has been in existence since 1951. We are a non-profit corporation. We own our own facility; a 35,000 square foot building that was designed and built expressly to house our program. We have no debt; the building is owned free and clear. Approximately 85% of the building is dedicated to the school program. The Center sits on 1.25 acres of land. There is a playground area (behind the school building), which is used exclusively by the school.

The School is well maintained by a full-time Site Administrator and two part-time employees. Facilities are cleaned daily and regularly inspected for any unsafe conditions. The Frostig School is in compliance with all safety and health standards. Records of inspection are kept in the office of the Site Administrator or the Director of Finance.

School Facility Good Repair Status (School Year 2009-10)

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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	9	11	11	n/a
Without Full Credential	0	0	0	n/a
Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	n/a	n/a	n/a
Total Teacher Misassignments			
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0
All Schools in District	n/a	n/a
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	n/a	n/a

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	25:1
Library Media Teacher (librarian)	1	---
Assistive Technology Specialist	.5	---
Psychologist	2.5	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	2	---
Social Skills Specialist	1	---
Other	10.5	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

All students have standards-aligned textbooks and other instructional materials that are consistent with the curriculum frameworks adopted by the State Board of Education. Additionally, students are provided with instructional materials to address IEP goals and research-based best-practices in the field. Students have access to other instructional materials and technologies such as computer software, assistive technology, maps and globes, hands-on science materials, math manipulatives, and a full-range of library resources.

Per state law, all students have textbooks that are the same as those used by any one of the districts with which Frostig contracts.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

Any questions regarding school finances may be directed to Kaye Sergeant, Director of Finance.

Types of Services Funded (Fiscal Year 2008-09)

In addition to the basic program, the Clinical Staff (DIS providers) work with classroom staff to support and supplement classroom instruction. These services are recommended if students require them to access the program and are funded privately or through the IEP process.

- Educational Therapy - Intensive individualized instruction in a specific area (i.e., reading, writing, and math). Students who cannot be served in a small group or require an intervention best delivered in a 1:1 setting may benefit from educational therapists explicitly talk with students about their goals, strengths, and weaknesses.
- Speech and Language – Therapists work in 1:1 or small group settings with students who struggle with language comprehension or production; they provide intervention strategies and services to support both academic and social language needs. Therapists emphasize self-awareness of communication skills and provide language tools so students can be proactive and self-advocate.
- Counseling - Assists students struggling with social, emotional, or behavioral issues that impact their ability to access the school program.
- Adapted Physical Education – The APE Specialist provides a program of developmental activities, games, sports, and rhythms to improve the motor skills of students who may not successfully engage in a regular physical education program or recreational activities.
- Assistive Technology – The AT Specialist works with students and staff to assess the viability of AT as a compensatory tool for individual students. He determines what technology, if any, might be appropriate and provides training to the student and classroom staff.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Any questions regarding school finances may be directed to Kaye Sergeant, Director of Finance.

IX. Student Performance

Standardized Testing and Reporting Program

Tests are administered by the Frostig School and returned to the funding districts for scoring. Test data has not been consistently provided to the Frostig School by the funding districts. Therefore, it is not possible to accurately report data for our population. Additionally, the number of students per "cell" is under 10 and is, therefore, not required due to potential breach of confidentiality

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts			90%						
Mathematics			90%						

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	0	0	0						
Graduation Rate	100%	100%	100%						

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students			
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Pacific Islander			
White (not Hispanic)			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities	90%		

Career Technical Education Programs (School Year 2008-09)

Although federal law requires that a transition plan be developed for students 16 years of age and older, we believe it essential to engage students and their parents in thinking ahead, planning for the future, anticipating possible outcomes for the student, and determining the steps that will need to be taken to achieve those dreams beginning in the 9th grade. The program centers on the "success attributes", encouraging students to understand their learning disability, develop an awareness of compensatory strategies (including accommodations and modifications), identify and utilize support systems, and become self-determined and strong self-advocates.

During the school year, all students in grades 9-12 are enrolled in transition courses (1 semester each year during the 9th and 10th grades, 2 semesters each year during the 11th and 12th grades.) The comprehensive program focuses on five broad categories:

- Career awareness and development of employment skills
- Building and maintenance of relationships
- Development of recreation and leisure interests
- Independent living skills
- Planning for post secondary education and training

The transition program also prepares students to assume responsibility for their educational decisions as they reach the age of majority (18 years of age.) Transition is NOT a college-preparatory program or a job placement program. Parents and students are active and equal participants with the school.

Students participate in field trips to several local post-secondary programs (community colleges, vocational programs) and meet with staff from the campus' Office of Disabled Student Services. Speakers representing a variety of programs and employment fields present during the course of the year, and Frostig alumni are invited to visit and share their experiences.

Research and best practices in the field of transition for students with learning disabilities indicate community based, real-life work experience is essential. As part of the school's commitment to expanding the transition program, a work experience program was developed for those high school students attending summer school. All students entering grades 9-12 in September are eligible to participate. The two transition service providers arrange opportunities at a variety of sites for students to volunteer / intern for 2-3 days each week during the 6-week summer session. A staff person accompanies each small group of approximately 3-6 students as an "employment coach," mentoring them during the experience. School-based activities include development of resumes, interview skills, work-related reading and research, writing, and math as well as role-playing social situations that typically occur in the work setting.

Career Technical Education Participation (School Year 2008-09)

Measure	CTE Program Participation
Number of pupils participating in CTE	9 - 12 th graders 49 students grades 9-12
Percent of pupils completing a CTE program and earning a high school diploma	19 students-12 th graders; 17 completed requirements and earned a diploma 90%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a

Courses for University of California and/or California State University Admission (School Year 2008-09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	16%
Graduates Who Completed All Courses Required for UC/CSU Admission	16%

XII. Instructional Planning and Scheduling

Professional Development

Professional development is an important component of the Frostig School program, fostered through both formal and informal training opportunities. Staff and administration identify topics, with training provided by experts in each area (supported through categorical or grant funds) or Frostig staff. Over the last four years, the School has focused on training in the Strategic Instruction Model (SIMS) and Content Enhancement Routines developed through the University of Kansas.

1. Formal training

- a. The Distinguished Lecturer Series is sponsored and planned by the Development and Research Departments. The goal of the series is to expose our staff to current research in learning disabilities. Examples of presenters include Don Deshler, Barbra Keogh, Candace Bos, Mel Levine, Rick Lavoie, and Reid Lyon. Typically, after an overview lecture, the guest interacts with Frostig staff to answer questions and address concerns. The lecture series provide about 8 hours of training each year. (Whenever possible, others professionals from the educational community are invited to

attend.)

- b. Other formal training takes place at the beginning of and throughout the school year. Time is allocated for formal training on designated pupil-free (2-3 days annually) and minimum days, during orientation (3-4 days) prior to students' arrival in the fall, and at routinely scheduled meetings.

2. Informal training

- a. Staff in all roles is required to be available at weekly Team meetings. At those meetings staff discusses, plans, learns, and supports one another, regarding an individual student issue and/or incidental issues that are occurring. These meetings also provide joint planning time for teams that work with a given student who may have multiple services beyond the classroom. Any staff member may sign-up a topic for a team meeting and invite others to participate. Team meetings are held from 2:00 – 4:30 on Thursdays. Minutes of the meetings are recorded and distributed to all team members and administrators.
- b. Teachers and teaching assistants are required to attend the appropriate curriculum meeting for their program. Meetings are held every other week and include presentation of current research, discussion of national and regional education topics / issues, and opportunities for collaborating across the school or program. The Director of Teacher Training leads these meetings.
- c. Case conferences are held 2-3 times annually. These meetings are coordinated and led by the Director of Clinical Services. Students who are not making expected overall progress are selected for review. Issues explored include language, attention, perception, memory, personality, culture, family dynamics, and medical / health needs. After the case conference is presented, staff is encouraged to pose questions to the group.
- d. The Director of Teacher Training has individual conferences with teaching staff to determine professional needs and interests.

For the 2008-2009 school year, the areas of focus for staff development included:

1. Curriculum-Based Measurement (CBM) continuing from 2007-08
2. Strategic Instruction Model (SIMS) continuing from 2007-08
3. Content Enhancement Routines
4. Singapore Math
5. CHAMPS
6. Development of the IEP
7. Success Attributes

Staff are encouraged to participate in the ongoing research conducted through the Research Department at Frostig. In 2009, the Center published a student workbook for use in instruction on the Success Attributes. The workbook, a companion piece for the "Success Attributes Teacher's Guide," contains written exercises, role playing activities, self-assessments, group activities, and teacher-facilitated lessons. School staff submitted activities and ideas they have implement in their classrooms for inclusion into this publication.

Staff are provided opportunities to both attend and submit proposals to present at professional conferences including:

- Association of Education Therapists (AET)
- Council for Exception Children (CEC)
- California Association of Private Special Education Schools (CAPSES)
- Conference on Technology for Persons with Disabilities
- Learning Disabilities Association
- California Association of Resource Specialists
- Variety of local conferences and trainings on topics of interest