

Executive Summary School Accountability Report Card, 2010–11

Marianne Frostig Center - *FrostigSchool*

Address: 971 N. Altadena Dr., Pasadena, CA 91107

Phone: (626) 791-1255

Principal: Chris Schnieders, Ph.D.

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 information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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 and related 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 ensure 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 Enrollment

Group	Enrollment
Number of students	93
Black or African American	10%
American Indian or Alaska Native	
Asian	6%
Filipino	
Hispanic or Latino	15%
Native Hawaiian or Pacific Islander	
White	69%
Two or More Races	0
Socioeconomically Disadvantaged	5%
English Learners	2%
Students with Disabilities	100%

Teachers

Indicator	Teachers
Teachers with full credential	9
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

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.

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 Area	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 (if applicable)	100%

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	100% of 12 th graders
Graduates Who Completed All Courses Required for University of California or California State University Admission	none

School Accountability Report Card **Reported Using Data from the 2010–11 School Year** *Published During 2011–12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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., 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

Contact Information (School Year 2011–12)

School	
School Name	Marianne Frostig Center – Frostig School
Street	971 N. Altadena
City, State, Zip	Pasadena, CA 91107
Phone Number	(626) 791-1255
Principal	Chris Schnieders, Ph.D.
E-mail Address	chris@frostig.org

School Description and Mission Statement (School Year 2010-11)

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 4-week (½ day for 20 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 educational 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, 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 4-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 2010–11)

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 (mid September), Fine Arts Performances (December and May), Academic Fair (spring), and an Evening with the Fine Arts (May.) Each classroom also benefits from parent participation, and some volunteer to drive 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.

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 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	5
Grade 1	1	Ungraded Elementary	
Grade 2	4	Grade 9	11
Grade 3	1	Grade 10	12
Grade 4	4	Grade 11	9
Grade 5	3	Grade 12	14
Grade 6	16	Ungraded Secondary	
Grade 7	13	Total Enrollment	93

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	10%
American Indian or Alaska Native	
Asian	6%
Filipino	
Hispanic or Latino	15%
Native Hawaiian or Pacific Islander	
White	69%
Two or More Races	
Socioeconomically Disadvantaged	5%
English Learners	2%
Students with Disabilities	100%

Average Class Size and Class Size Distribution (Elementary)

The elementary program is multi-graded. There are two classrooms: one for grades 1-3; the other for grades 4-6. There are no more than 12 students per class.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12	5			12	4			12	4		
Mathematics	12	6			12	6			12	6		
Science	12	4			12	3			12	3		
Social Science	12	4			12	3			12	3		

* 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.

III. School Climate

School Safety Plan (School Year 2010–11)

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 back-packs 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 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions		2	4	n/a	n/a	n/a
Expulsions	1					

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

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 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	11	10	9	n/a
Without Full Credential	0	0	0	n/a
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	n/a	n/a	n/a
Total Teacher Misassignments*			
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 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see 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 Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified 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

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	22:1
Counselor (Social/Behavioral or Career Development)	1	
Library Media Teacher (librarian)	1	
Library Media Services Staff (paraprofessional)	0	
Psychologist	2.5	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	2.5	
Resource Specialist (non-teaching)		
Other	12	

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

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 instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 8/2011

Course Title	Grade	Instructional Materials/Textbooks (Series and Exact Textbook Title)	Publisher/Year	State Adopted K-8 Yes/No	District(s) of Alignment (Grades 9 - 12 Only)	Number of Students	Number of Textbooks
English/Reading	K	California Treasures	Macmillian McGraw Hill/2010	Y		0	0
	1	California Treasures	Macmillian McGraw Hill/2010	Y			4 of each level (6)
	2	California Treasures	Macmillian McGraw Hill/2010	Y			2.1=8 2.2=8
	3	California Treasures	Macmillian McGraw Hill/2010	Y			3.1=6 3.2=6
	4	California Treasures	Macmillian McGraw Hill/2010	Y			6
	5	California Treasures	Macmillian McGraw Hill/2010	Y			7
	6	California Treasures	Macmillian McGraw Hill/2010	Y			6
Elementary Mathematics	K	Houghton-Mifflin California Math	Houghton Mifflin/2006	Y			2
	1	Houghton-Mifflin California Math	Houghton Mifflin/2006	Y			5
	2	Houghton-Mifflin California Math	Houghton Mifflin/2006	Y			5
	3	Houghton-Mifflin California Math	Houghton Mifflin/2006	Y			15
	4	Houghton-Mifflin California Math	Houghton Mifflin/2006	Y			5
	5	Houghton-Mifflin California Math	Houghton Mifflin/2006	Y			10
	6	Houghton-Mifflin California Math	Houghton Mifflin/2006	Y			7
Social Studies	3	Reflections: Our Communities	Harcourt/2007	Y			5
	4	Our California	Scott Foresman/2006	Y			20
	5	Our Nation	Scott Foresman/2006	Y			20
Science	3	Science	McGraw Hill/2001	Y			8

Course Title	Grade	Instructional Materials/Textbooks (Series and Exact Textbook Title)	Publisher/Year	State Adopted K-8 Yes/No	District(s) of Alignment (Grades 9 - 12 Only)	Number of Students	Number of Textbooks
	4	Science	McGraw Hill/2001	Y			5
	5	Science	McGraw Hill/ 2001	Y			9
English/Reading	6	Holt Literature and Language Arts	Holt Rineholt Winston/2003	Y			9
	7	Holt Literature and Language Arts	Holt Rineholt Winston/2003	Y			8
	8	Holt Literature and Language Arts	Holt Rineholt Winston/2003	Y			8
	9	Holt Literature and Language Arts	Holt Rineholt Winston/2003		PUSD		12
	10	Holt Literature and Language Arts	Holt Rineholt Winston/2003		PUSD		8
	11	Holt Literature and Language Arts	Holt Rineholt Winston/2003		PUSD		14
	12	Holt Literature and Language Arts	Holt Rineholt Winston/2003		PUSD		6
Mathematics	6	California Mathematics: Concepts, Skills and Problem Solving	Glencoe McGraw Hill/2008	Y			12
	7	California Mathematics: Concepts, Skills and Problem Solving	Glencoe McGraw Hill/2008	Y			12
	8	California Algebra I: Concepts, Skills and Problem Solving	Glencoe McGraw Hill/2008	Y			12
Pre-Algebra	9	Mathematics: Pre-Algebra	Prentice Hall/2009		PUSD		17
Algebra	9	Algebra	Prentice Hall/2004, 2009				11, 13
Geometry	10	Geometry	Prentice Hall/2008		PUSD		12
Consumer Math	9-12	Mathematics with Business Applications	Glencoe/2007		PUSD		18
Social Studies	6	Glencoe CA Series: Discovering Our Past: Ancient Civilizations	Glencoe/ 2006	Y			36
	7	Glencoe CA Series: Discovering Our Past: Medieval and Early Modern Times	Glencoe/ 2006	Y			36
	8	Glencoe CA Series: Discovering Our Past: The American Journey to World War I	Glencoe/2006	Y			36
World History	9-12	World History: The Modern World	Pearson Prentice Hall/ 2007		PUSD		15
World Geography	9-12	World Geography: Building a Global Perspective	Prentice Hall/ 2000		PUSD		9
US History	9-12	The Americans: Reconstruction to the 21 st Century	McDougal Littel		PUSD		15

Course Title	Grade	Instructional Materials/Textbooks (Series and Exact Textbook Title)	Publisher/Year	State Adopted K-8 Yes/No	District(s) of Alignment (Grades 9 - 12 Only)	Number of Students	Number of Textbooks
Economics	12	Economics	Rinehart and Winston/ 1999		PUSD		12
Government	12	Magruder's American Government	Prentice Hall/ 1998		PUSD		12
Earth Science	6	Focus on Earth Science	Prentice Hall/ 2008	Y			36
Life Science	7	Life Science	Holt, Rinehart and Winston/ 2001	Y			36
Physical Science	8	CPO Focus on Physical Science	CPO Science/ 2007	Y			36
Biology	9-12	Exploring Life Science	Prentice Hall/1999		PUSD		15
Physics	9-12	Conceptual Physics	Pearson Prentice Hall/ 2006		PUSD		15
Earth Science	9-12	Earth Science	McDougal Littel/2006		PUSD		24
Health	9-12	Health	Holt, Rinehart and Winston/ 1999		PUSD		10

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

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

Types of Services Funded (Fiscal Year 2010–11)

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 therapy. 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 2009–10)

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	90%	58%	50%						
Mathematics	90%	35%	25%						

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

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 Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

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.

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

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.

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 course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU* Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	0	0	0						
Graduation Rate	100%	100%	100%						

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	14		N/D
Black or African American	14%		N/D
American Indian or Alaska Native	0%		N/D
Asian	7%		N/D
Filipino	0%		N/D
Hispanic or Latino	14%		N/D
Native Hawaiian or Pacific Islander	0%		N/D
White	65%		N/D
Two or More Races	0%		N/D
Socioeconomically Disadvantaged	5%		N/D
English Learners	2%		N/D
Students with Disabilities	100%		N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010–11)

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 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	9 - 12 th graders 44 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 100%
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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	0
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	0	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	0	
Science	0	
Social Science	0	
All courses	0	

Note: Cells shaded in black do not require data.

*Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

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

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 learning strategies and the content enhancement routines of the Strategic Instruction Model (SIMS) and developed by the University of Kansas Center for Research of Learning.

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 2010-2011 school year, the areas of focus for staff development included:

1. Curriculum-Based Measurement (CBM) continuing from 2007-08
2. Learning Strategies (SIM) continuing from 2007-08
3. Content Enhancement Routines
4. Working with parents
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