

School Accountability Report Card Reported Using Data from the 2023–24 School Year

California Department of Education

Marianne Frostig Center for Educational Therapy

Address: 971 N. Altadena Drive, Pasadena, CA 91107 **Phone:** 626-791-1255

Principal: Casey Rasmussen **Grade Span:** 1-12

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

About This School

Table 1: District Contact Information (School Year 2024–25)

Entity	Contact Information
District Name	Pasadena Unified
Phone Number	626-396-3600
Superintendent	Blanco, Elizabeth
Email Address	Blanco.elizabeth@pusd.us
Website	www.pusd.us

Table 2: School Contact Information (School Year 2024–25)

Entity	Contact Information
School Name	Marianne Frostig Center for Educational Therapy
Street	971 N. Altadena Dr.
City, State, Zip	Pasadena, CA 91107
Phone Number	626-791-1255
Principal	Casey Rasmussen
Email Address	Casey.rasmussen@frostig.org
Website	www.frostig.org
Grade Span	1-12
County-District-School (CDS) Code	1964881682219

Table 3: School Description and Mission Statement (School Year 2024–25)

Frostig School is a part of The Marianne Frostig Center of Educational Therapy, located in Pasadena, California. The Frostig Center was founded in 1951 by Dr. Marianne Frostig, a pioneer in the field of learning disabilities. The mission statement for the school (approved by the Board in November 2023) is:

The Frostig School's mission is to teach and empower students with diverse learning needs to navigate the obstacles that have held them back. We champion students through an engaging, research-based, holistic school experience, shaped and led by highly effective, passionate educators. In our inclusive community, we help students to grow academically, creatively, socially, and emotionally, while developing the tools and confidence to thrive beyond Frostig.

Frostig School is a non-public school, certified by the California Department of Education with dual accreditation through the California Association of Independent Schools and the Western Association of Schools and Colleges. We serve approximately 125 students in grades 1-12. All Frostig students have been identified as having learning differences, such as specific learning disabilities, autism spectrum disorders, ADHD, health-related issues, and other impediments to learning. Frostig students typically have more than one learning challenge. For example, one student may have severe dyslexia and ADHD, while another has processing disorders and high functioning autism. The complexity of their learning profile is the primary reason why they attend Frostig rather than a more mainstream school. Frostig students are capable of learning from an academic curriculum; our job is to provide them with appropriate accommodations to support their unique learning needs so they can reach their full potential academically, socially, and emotionally.

Frostig students are ethnically, financially and geographically diverse. Approximately 60% of Frostig students are funded by their school district, which ensures that middle and low-income families have access to our services. The other 40% are funded by parent tuition. Frostig currently contracts with approximately thirty different school districts to provide an educational placement for students. The majority of Frostig students live in the Los Angeles area, particularly the San Gabriel Valley, Pasadena, and Glendale. Many students, however, commute 30-50 miles to attend Frostig. The student body is racially and ethnically diverse with approximately 49% of our students identifying as Caucasian, 20% Latino, 9% Asian, 6% African American, and 13% identifying with multiple ethnicities. As of November 2023, Frostig School employed 65 staff members who directly or indirectly serve the students, including 21 teachers and teaching assistants; administrators; clinical staff; arts and electives instructors, and support staff. The racial and ethnic breakdown of our staff includes 53% Caucasian, 30% Latino, 13% Asian, and 6% African American.

The majority of our graduates will attend a community college, some with the intent of pursuing a certificate or degree and others with the intent of having a college experience. Some of our graduates will bypass the community college campus and instead connect with programs specifically designed to provide vocational training, independent living experiences, and social opportunities. The path each alumnus takes is individualized, unique, and tailored specifically to maximize their success as adults. We maintain contact with our alumni through events held throughout the year, in person visits to the campus, email, phone, and social media.

The governing body of The Frostig Center is a Board of Trustees. The Board is made up of 15 volunteers who are dedicated to sustaining Frostig so it can carry out its mission. The Board is involved in strategic planning, financial oversight and fundraising and collaborates with administration in considering the next steps the organization will take to serve students. The Frostig Center has a strong track record of maintaining a balanced budget. This is accomplished through fiscal discipline and strategic planning. The Frostig Center's plans to ensure financial sustainability include: (a) increasing school enrollment; (b) increasing fundraising efforts; (c) identifying new revenue sources; (d) evaluating current service fees and other revenues to ensure they are competitive with other schools; and (e) implementing a capital campaign to provide a new school building for our campus on the west side known as Frostig School West.

Daily operations are overseen by an Executive Director. The Executive Director supervises six departments, each with its own director.

- **Frostig School**, supervised by the Principal, gives students the opportunity to learn in a small setting and receive individualized programming to meet their educational needs. The school Principal supervises all school staff. The Principal leads the educational team in identifying and selecting best practices for our students. The Principal also gathers and disseminates assessment information and facilitates team discussion regarding how we can interpret these results to evaluate our practice and make changes as needed.
- **Clinical Services**, supervised by the Clinical Director, is composed of speech and language pathologists, occupational therapists, mental health counselors, educational therapists, and an assistive technology specialist. Students receive these services during their school day to further assist them with their current educational goals, or to work toward additional goals. These service providers collaborate with the teaching staff as part of a student's educational team.
- **Finance**, supervised by the Chief Business Officer, manages all business operations, school district contracts, tuition, financial aid, facilities management, and human resources. This department includes a payroll manager and human resources specialist, senior staff accountant, facilities manager, as well as front office administrative staff.
- **Development**, supervised by the Director of Development, raises funds from individuals and foundations to support the work of Frostig School. The department is also responsible for raising public awareness of Frostig School through public relations and marketing. Those efforts support fund raising and school admissions. The department includes a director, a grants and communications manager, and a part-time associate.

- **Transition**, supervised by the Transition Director, is dedicated to preparing Frostig students for life after Frostig. This department includes a Transition Counselor, IEP coordinator, and graduate interns, all of whom work with Frostig students and families to assist with the transition from Frostig to employment, college, and independent living. Frostig also offers options for graduates to receive continued support in a variety of ways, including direct service, referral to resources, recreational activities, and monthly check-ins for graduates in their first year after graduation.
- **Social Learning**, supervised by the Director of Social Learning, focuses on supporting and enriching the social interactions of the students through activities, classes, and events during the school day and occasionally during the evening hours. This department provides social learning classes for all students, weeks in which we focus on school spirit and mental health, lunch clubs, a fall festival and spring friendship dance, and oversees our Positive Behavior Intervention and Supports (PBIS) initiative on campus.

Frostig School has three cornerstones that form the foundation of our school's culture and daily operations. The first cornerstone is the Success Attributes, which are the product of a 20-year longitudinal study The Frostig Center conducted to investigate why some former Frostig School students were more successful than others. The study, published in 1999, revealed that six personal characteristics were predictive of success--self-awareness, pro-activity, perseverance, goal setting, effective use of support systems, and emotional coping strategies. Since completion of this study, Frostig School has used this framework to support the academic, social and emotional development of our students

The second cornerstone is the "team approach". With a variety of staff members coming from different training and experience backgrounds, collaboration is an essential component for the team approach to be effective. Time is intentionally set aside each week for small or large groups of staff members to meet. Any staff can call a "Team", and this time can be used to discuss concerns regarding a particular student, make admissions decisions, create or make changes to the school calendar, and review and evaluate current practices. This time may also be dedicated to professional development on a particular topic. These meetings are accessible to any staff member with an interest in the topic.

The third cornerstone is the intentional focus on the "whole child". The "whole child" approach relates to Team meetings in that when a child's needs are discussed with the Team, attention is given not only to their academic strengths and needs, but to their social/emotional, family, and health needs, as well as their interests and learning preferences. Academic assessment information may be presented regarding a specific child or for the student body as a whole. This assessment information is used to guide a deeper discussion about why a particular student or group of students is or is not making progress and how we can use this information to guide further intervention. In addition, our belief in supporting the "whole child" is the reason why we maintain a strong emphasis on not only academics but also on the arts, technology, social skills, pre-vocational skills, and the transition process.

Table 4: Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	1
Grade 3	1
Grade 4	4
Grade 5	11
Grade 6	18
Grade 7	8
Grade 8	9
Grade 9	13
Grade 10	11
Grade 11	17
Grade 12	14
Total Enrollment	107

Table 5: Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	36
Male	64
Non-Binary	0
American Indian or Alaska Native	0
Asian	10
Black or African American	9
Filipino	0
Hispanic or Latino	25
Native Hawaiian or Pacific Islander	0
Two or More Races	9
White	46
English Learners	5
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	**
Students with Disabilities	100

**Data were not collected during the 23-24 school year.

A. Conditions of Learning

State Priority: Basic

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

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

Table 6: Teacher Preparation and Placement (School Year 2020–21)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11	100	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	0	0	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	N/A	N/A	N/A	N/A
Unknown/Incomplete/NA	0	0	N/A	N/A	N/A	N/A
Total Teaching Positions	11	100	N/A	N/A	N/A	N/A

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

Table 7: Teacher Preparation and Placement (School Year 2021–22)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10	91	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	0	0	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	9	N/A	N/A	N/A	N/A
Unknown/Incomplete/NA	0	0	N/A	N/A	N/A	N/A
Total Teaching Positions	11	100	N/A	N/A	N/A	N/A

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on

setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 8: Teacher Preparation and Placement (School Year 2022–23)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9	90	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	0	0	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	10	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	N/A	N/A	N/A	N/A
Unknown/Incomplete/NA	0	0	N/A	N/A	N/A	N/A
Total Teaching Positions	10	100	N/A	N/A	N/A	N/A

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

Table 9: Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0	0	0
Misassignments	0	1	1
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	1	1

Table 10: Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

Table 11: Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	12	11

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

Table 12: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: August 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017	0
Mathematics	2015	0
Science	2020	0
History-Social Science	2020	0
Foreign Language	2010	0
Health	2020	0
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

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

Table 13: School Facility Conditions and Planned Improvements

*Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]*

Table 14: School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			Carpeting was replaced in 2 classrooms in 2023
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			A commercial cleaning company comes each weeknight to address general cleaning as well as anything special needed. Termite tenting was done in 2023
Electrical: Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			All restrooms are cleaned nightly.
Safety: Fire Safety, Hazardous Materials	X			Trainings in the proper use of fire extinguishers and fire suppression system in the kitchen were held in October 2023. Safety Committee meets monthly.
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Grant funds as well as private donations have been received to replace out climbing equipment on the yard. Estimated completion is spring 2025.

Overall Facility Rate

Year and month of the most recent FIT report: January 2025

Table 15: Overall Rating

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Table 16: CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments

Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts/Literacy (grades 3–8 and 11)	--	--	N/A	N/A	N/A	N/A
Mathematics (grades 3–8 and 11)	--	--	N/A	N/A	N/A	N/A

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e.,

achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Table 17: CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Entire table - data provided by the CDE (DPC)

Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	107	23	21	79	--
Female	36	--	--	--	--
Male	71	15	21	79	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	10	--	--	--	--
White	49	12	24	76	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	107	23	21	79	--

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

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

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

Table 18: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	107	23	21	79	--
Female	36	--	--	--	--
Male	71	15	21	79	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	10	--	--	--	--
White	49	12	24	76	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	107	23	21	79	--

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

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

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

Table 19: CAASPP Test Results in Science for All Students**Grades Five, Eight, and High School****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8 and high school)	--	--	N/A	N/A	N/A	N/A

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

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

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

Table 20: CAASPP Test Results in Science by Student Group**Grades Five, Eight, and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	107	--	--	--	--
Female	36	--	--	--	--
Male	71	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	10	--	--	--	--
White	49	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	107	--	--	--	--

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

Table 21: Career Technical Education (CTE) Programs (School Year 2023–24)

Use this space to provide information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

Career Technical Education Programs (CTE) are not directly part of the school's course of study; however, individual students may participate in CTE classes in their home school districts. Many times, students will be dually enrolled during the school day to complete that course work. Frostig students are also referred to work experience programs through their home district Workability and/or Student Work Experience through the Department of Rehabilitation.

The Transition Program at Frostig helps determine the feasibility for CTE and other programs that help students plan for their lives after leaving Frostig. 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 8th grade whenever possible. 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 a transition rotation that includes curriculum on the following 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
- Financial awareness
- Health and safety

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. Frostig hosts an annual Transition Fair where 20-30 organizations and schools attend to provide information about post-secondary services available to our population. Speaking events are also held throughout the year where specific services can be highlighted, and panel events are hosted where alumni are invited to visit and share their post-secondary experiences.

Frostig also works to incorporate hands-on experience into the high school program to facilitate skill building for employment and independent living. For example, tenth graders participate in a service learning project where they research, plan, and implement a project that addresses a community problem identified by the students. Topics have included animal abuse, homelessness, and mental health. Eleventh graders participate in a junior workstation where they have the opportunity to volunteer on campus for one hour per week for the entire year. Students learned basic cleaning skills, office skills such as filing, collating, and copying through these junior workstation tasks. Finally, Frostig seniors participate in an Applied Mathematics class which runs a fully operational student-run café. There they learn to make and serve food and drinks, order inventory, evaluate for the best prices on supplies, take and deliver orders, and process payments by cash and credit card.

In addition to the café, Frostig seniors participate in a rotation between note taking strategies and skills and a print shop class, where they design, create, and sell silk-screened merchandise.

Frostig is committed to providing our students with the education and opportunities to build skills that will be helpful as they journey toward independence after they leave Frostig.

Table 22: Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Table 24: California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	--	--	--	--	--
7	--	--	--	--	--
9	--	--	--	--	--

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

C. Engagement

State Priority: Parental Involvement

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

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

Table 25: Opportunities for Parental Involvement (School Year 2024–25)

Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement.

Parents are an integral part of the Frostig team. Parents are encouraged to participate in a number of schoolwide events hosted either at the school or online, including a Parent Orientation meeting for new families (virtual - August), Open House (in person - September), Transition Fair (in person – October), Fall Festival (in person – October), Fine Arts Performances (in person - December, January, February, and May), Academic Fair (in person - spring), and awards ceremonies (in person – June). An in-person promotion ceremony for our 8th graders and an in-person graduation ceremony for our 12th graders will also be held in June. Each classroom also benefits from parent participation which does not involve parents being in the classroom but does involve providing treats for class parties and donations of supplies. 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.

In the fall, parents meet with all of the staff who work directly with their child for a goal setting parent conference. 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.)

In the spring, 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, including the Associates Campaign.

Finally, our Parent Association has been revived and is thriving under its new leadership! Parents who wish to be involved can choose from three different sub-committees which provide opportunities to support school activities, provide resources and support groups for parents, and to plan special evening and weekend events to encourage social interaction among the Frostig families.

State Priority: Pupil Engagement

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

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

Table 26: Graduation Rate and Dropout Rate (Four-Year Cohort Rates)

Indicator	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Graduation Rate	93.8	81.3	100	N/A	N/A	N/A	N/A	N/A	N/A
Dropout Rate	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A

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

Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	14	14	100
Female	--	--	100
Male	12	12	100
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	14	14	100

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

Table 28: Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	107	107	26	24
Female	36	36	--	--
Male	71	71	19	27
Non-Binary	--	--	--	--
American Indian or Alaska Native	11	11	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	27	27	--	--
Hispanic or Latino	--	--	11	
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	49	49	--	--
White	--	--	12	
English Learners	--	--		--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	107	107	26	24

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Table 29: Suspensions and Expulsions

Rate	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	--	--	--	N/A	N/A	N/A	N/A	N/A	N/A
Expulsions	--	--	--	N/A	N/A	N/A	N/A	N/A	N/A

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

Table 30: Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	--	--
Female	--	--
Male	--	--
Non-Binary	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Black or African American	--	--
Filipino	--	--
Hispanic or Latino	--	--
Native Hawaiian or Pacific Islander	--	--
Two or More Races	--	--
White	--	--
English Learners	--	--
Foster Youth	--	--
Homeless	--	--
Socioeconomically Disadvantaged	--	--
Students Receiving Migrant Education Services	--	--
Students with Disabilities	--	--

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

Table 31: School Safety Plan (School Year 2024–25)

Use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan.

The School's Safety Plan is reviewed annually each summer by the management team and then again each fall by the entire staff. Specific trainings to teach staff how to deal with active shooters, blood borne pathogens, earthquake evacuations, and medications such as Diastat and epi-pens are held each year during orientation week

and as needed throughout the year. NARCAN nasal spray has been ordered from the school district and training has been scheduled for February 2024.

Procedures for emergencies (including but not limited to fire, earthquake, hazardous spills, intruders, and lock down situations) are outlined within the Safety Plan. School wide fire drills are conducted monthly and earthquake simulations are held twice each year. The procedures for lock down drills are reviewed annually with staff and students. A three-level code is in place for lock down drills. That code is posted in each classroom, office, and in Gates Hall.

Staff members are assigned to specific roles for emergencies. All classrooms contain emergency backpacks with first aid supplies. Additional emergency supplies, search-and-rescue equipment, and first aid supplies 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. In addition, kits containing protective gear to be worn when cleaning up bodily fluids that might contain bloodborne pathogens are located throughout the Center. Additional first aid kits are located in the School office, in Gates Hall, and in the hallways. Walkie talkies are in each classroom and many administrative offices and emergency medications are located in the Admissions and front office; evacuation plans account for re-location of this equipment to the gated area of the yard. An AED device is placed in the staff lounge.

Physical Education staff carries first aid kits and cell phones 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 off-campus activity.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Table 32: Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	9.5	2	0	0

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

** “Other” category is for multi-grade level classes.

Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	9	2	0	0

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

** “Other” category is for multi-grade level classes.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2023–24)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	9.5	2	0	0

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

** “Other” category is for multi-grade level classes.

**Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	10.11	9	0	0
Mathematics	10	9	0	0
Science	12.4	5	0	0
Social Science	8.3	9	0	0

*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.

**Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2022–23)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11	8	0	0
Mathematics	9.63	9	0	0
Science	10.6	9	0	0
Social Science	9.7	10	0	0

*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.

Table 37: Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11.1	8	0	0
Mathematics	10.4	9	0	0
Science	10.2	6	0	0
Social Science	9.9	8	0	0

*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.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	28

*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.

Table 39: Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	0
Psychologist	2.3
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	2.3
Resource Specialist (non-teaching)	0
Other** (includes Wilson Reading Specialist)	0.5

*One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** “Other” category is for all other student support services staff positions not listed.

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

*Any questions regarding school finances may be directed to Giovanni Delgado, Director of Finance and Operations at giovanni@frostig.org.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	*	*	*	*
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Table 41: Types of Services Funded (Fiscal Year 2023–24)

Use this space to provide specific information about the types of programs and services available at the school that support and assist students.

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.
- Assistive Technology – The AT Specialist works with students and staff to assess the viability of AT as a compensatory tool for individual students. She determines what technology, if any, might be appropriate and provides training to the student and classroom staff.

Table 42: Teacher and Administrative Salaries (Fiscal Year 2022–23)

*Any questions regarding school finances may be directed to Giovanni Delgado, Director of Finance and Operations at giovanni@frostig.org.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	*	*
Mid-Range Teacher Salary	*	*
Highest Teacher Salary	*	*
Average Principal Salary (Elementary)	*	*
Average Principal Salary (Middle)	*	*
Average Principal Salary (High)	*	*
Superintendent Salary	*	*
Percent of Budget for Teacher Salaries	*	*
Percent of Budget for Administrative Salaries	*	*

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

Table 43: Advanced Placement (AP) Courses (School Year 2023–24)**Percent of Students in AP Courses: 0**

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

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

Table 44: Professional Development

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7