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Frost (Earl) Elementary
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

[About](#)[Conditions](#)[Outcomes](#)[Engagement](#)[Other](#)**Address:**

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

Principal:

Ms. Yolanda Ross/Mrs. Genvieve Dorsey, Principals

Phone:

(408) 255-1881

Grade Span:

K-8

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

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

About This School

Ms. Yolanda Ross/Mrs. Genvieve Dorsey, Principals

Principal, Frost (Earl) Elementary

About Our School

Contact

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

Phone: [\(408\) 255-1881](tel:(408)255-1881)

Email: yross@ogsd.net

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name

Oak Grove Elementary

Phone Number

(408) 227-8300

Superintendent

Manzo, José

Email Address

jmanzo@ogsd.net

Website

www.ogsd.net

School Contact Information (School Year 2021—2022)

School Name

Frost (Earl) Elementary

Street

530 Gettysburg Dr.

City, State, Zip

San Jose, CA , 95123-3234

Phone Number

(408) 255-1881

Principal

Ms. Yolanda Ross/Mrs. Genvieve Dorsey, Principals

Email Address

yross@ogsd.net

Website

<https://frost.ogsd.net>

County-District-School (CDS)**Code**

43696256048110

Last updated: 1/19/22

School Description and Mission Statement (School Year 2021—2022)

Frost School and the Indigo Program provide distinctly different educational settings where quality, standards-based instruction is provided daily to all students, in a variety of ways.

Frost School and the Indigo Program are part of the Oak Grove School District, a district that is committed to developing an inclusive, caring, educational community in which each individual has many opportunities to achieve his or her potential. We respect the individuality and diversity of students, staff, and community and have high expectations for all individuals.

The Frost mission is the development of responsible, lifelong learners who will be productive and global members of society. Extended day care is provided before and after school for students attending Frost and Indigo. Oak Grove School District also houses a preschool on the Frost campus. Frost School is a traditional, standards based school where we strive to provide rigorous, engaging, culturally responsive instruction in order to achieve the goal of Closing the Achievement Gap for all students.

The Frost campus provides integrated studies through the SEAL program, after school programs, and various GATE classes throughout the year.

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

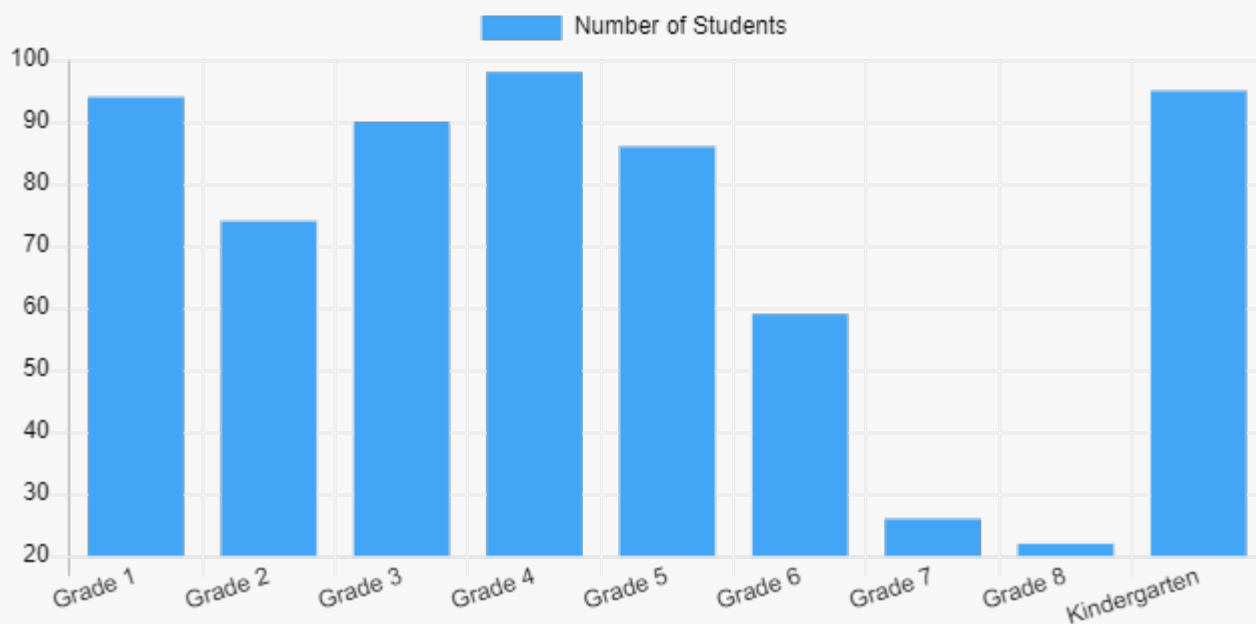
Note for this year's SARC: The Indigo Program established its own CDS code on January 2021 for the 21-22 school year. Thus, Indigo, as it's own school, was excluded from Fall 2020 data collections. The Indigo program was not expected to report data for the Fall (CBEDS/CALPADS) data collections. This is why there is no enrollment reported on this SARC report for the 2020-21 school year.

All CDE 20-21 pre-populated data in the electronic SARC template for the Indigo Program will be reported as a part of Frost School's SARC, including local assessment data. However, all district provided data tables specific to the Indigo Program will be reported on a separate Indigo Program SARC template.

Last updated: 1/28/22

Student Enrollment by Grade Level (School Year 2020—2021)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 1 | 94 |
| Grade 2 | 74 |
| Grade 3 | 90 |
| Grade 4 | 98 |
| Grade 5 | 86 |
| Grade 6 | 59 |
| Grade 7 | 26 |
| Grade 8 | 22 |
| Kindergarten | 95 |
| Total Enrollment | 644 |



Last updated: 1/19/22

Student Enrollment by Student Group (School Year 2020—2021)

| Student Group | Percent of Total Enrollment |
|---------------|-----------------------------|
| Female | 47.50% |

| | |
|-------------------------------------|--------|
| Male | 52.50% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.00% |
| Asian | 20.70% |
| Black or African American | 3.70% |
| Filipino | 2.60% |
| Hispanic or Latino | 33.90% |
| Native Hawaiian or Pacific Islander | 0.00% |
| Two or More Races | 9.80% |
| White | 28.70% |

| Student Group (Other) | Percent of Total Enrollment |
|---------------------------------|------------------------------------|
| English Learners | 11.20% |
| Foster Youth | 0.00% |
| Homeless | 0.60% |
| Migrant | 0.20% |
| Socioeconomically Disadvantaged | 18.50% |
| Students with Disabilities | 8.50% |

A. Conditions of Learning

State Priority: Basic

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

Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020—2021)

| 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) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

| Authorization/Assignment | Number |
|--------------------------|--------|
| | |

| |
|---|
| Permits and Waivers |
| Misassignments |
| Vacant Positions |
| Total Teachers Without Credentials and Misassignments |

Last updated:

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2020—2021)

| Indicator | Number |
|--|--------|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

Last updated:

Class Assignments (School Year 2020—2021)

| Indicator | Percent |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: August 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|-----------------------------------|---|
| Reading/Language Arts | K-2: Core Knowledge Lang. Arts (CKLA) Adopted 2015 3-8: Expeditionary Learning Adopted 2015 | Yes | 0% |
| Mathematics | K-5: EngageNY Adopted 2015 6-8: College Prep Math (CPM) Adopted 2015 | Yes | 0% |
| Science | K-5 Harcourt Science Adopted 2001 6-8 Prentice Hall Adopted 2007 | No | 0% |
| History-Social Science | K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019 | Yes | 0% |
| Foreign Language | N/A | | 0% |
| Health | N/A | | 0% |
| Visual and Performing Arts | N/A | | 0% |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0% |

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

Last updated: 1/27/22

School Facility Conditions and Planned Improvements

Frost ES received a Fair condition due to some recent lighting and electrical issues. Other categories received Good status. Work orders have been generated to complete lamp replacements and ballast repairs.

Last updated: 1/24/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

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

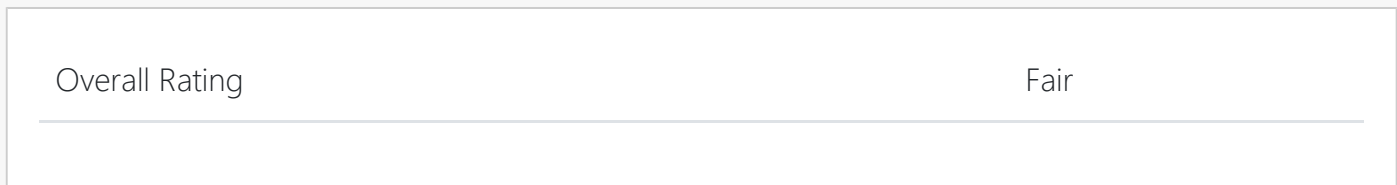
Year and month of the most recent FIT report: January 2022

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | No issues. |
| Interior: Interior Surfaces | Good | No issues. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | Work orders generated for pest managment to replace old traps. |
| Electrical: Electrical | Poor | Four work orders generated to complete relamps and ballasts replacements. Work orders planned to be addressed in the coming weeks. |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | No issues. |
| Safety: Fire Safety, Hazardous | Good | No issues. |

| | | |
|--|------|---|
| Materials | | |
| Structural: Structural Damage, Roofs | Good | Work orders generated to replace stained ceiling tiles. |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | Work orders generated to repair (1) lock set. |

Overall Facility Rate

Year and month of the most recent FIT report: January 2022



Last updated: 1/24/22

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 the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.

2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.

3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2019- 2020 | School 2020– 2021 | District 2019- 2020 | District 2020– 2021 | State 2019- 2020 | State 2020– 2021 |
|---|-------------------------|-------------------------|---------------------------|---------------------------|------------------------|------------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

| | | | | | | |
|---------------------------------|-----|-----|-----|-----|-----|-----|
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
|---------------------------------|-----|-----|-----|-----|-----|-----|

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/20/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 372 | NT | NT | NT | NT |
| Female | 186 | NT | NT | NT | NT |
| Male | 186 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 71 | NT | NT | NT | NT |
| Black or African American | 16 | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 138 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 42 | NT | NT | NT | NT |

| | | | | | |
|---|----|----|----|----|----|
| White | 98 | NT | NT | NT | NT |
| English Learners | 34 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 91 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 45 | NT | NT | NT | NT |

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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

Last updated: 1/19/22

**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 2020—2021)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 372 | NT | NT | NT | NT |
| Female | 186 | NT | NT | NT | NT |
| Male | 186 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 71 | NT | NT | NT | NT |
| Black or African American | 16 | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |

| | | | | | |
|---|-----|----|----|----|----|
| Hispanic or Latino | 138 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 42 | NT | NT | NT | NT |
| White | 98 | NT | NT | NT | NT |
| English Learners | 34 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 91 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 45 | NT | NT | NT | NT |

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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

Last updated: 1/19/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s): iReady

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|----------------------------------|------------------|---------------|----------------|--------------------|---------------------------------|
| All Students | 372 | 344 | 92 | 8 | 61 |
| Female | 185 | 172 | 93 | 7 | 65 |
| Male | 187 | 172 | 92 | 8 | 58 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |

| | | | | | |
|---|-----|-----|-----|-----|-----|
| Asian | 69 | 64 | 93 | 7 | 70 |
| Black or African American | 16 | 14 | 88 | 12 | 57 |
| Filipino | 28 | 28 | 100 | 0 | 75 |
| Hispanic or Latino | 134 | 117 | 87 | 13 | 46 |
| Native Hawaiian or Pacific Islander | 2 | 2 | 100 | 0 | 100 |
| Two or More Races | 25 | 23 | 92 | 8 | 83 |
| White | 96 | 94 | 98 | 2 | 64 |
| English Learners | 34 | 27 | 79 | 21 | 22 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 1 | 0 | 0 | 100 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 66 | 62 | 94 | 6 | 56 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 51 | 45 | 88 | 12 | 29 |

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/26/22

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): iReady Diagnostic Math Assessment

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|---|-------------------------|----------------------|-----------------------|---------------------------|--|
| All Students | 372 | 362 | 97 | 3 | 41 |
| Female | 185 | 179 | 97 | 3 | 37 |
| Male | 187 | 183 | 98 | 2 | 45 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 69 | 67 | 97 | 3 | 54 |
| Black or African American | 16 | 15 | 94 | 6 | 40 |
| Filipino | 28 | 28 | 100 | 0 | 21 |
| Hispanic or Latino | 134 | 129 | 96 | 4 | 50 |
| Native Hawaiian or Pacific Islander | 2 | 2 | 100 | 0 | 100 |
| Two or More Races | 25 | 23 | 92 | 8 | 51 |
| White | 96 | 96 | 100 | 0 | 52 |
| English Learners | 34 | 32 | 94 | 6 | 16 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 1 | 1 | 100 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 31 | 28 | 90 | 10 | 21 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 46 | 44 | 96 | 4 | 20 |

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local

assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/26/22

**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 2019- 2020 | School 2020- 2021 | District 2019- 2020 | District 2020- 2021 | State 2019- 2020 | State 2020- 2021 |
|--|----------------------------------|----------------------------------|------------------------------------|------------------------------------|---------------------------------|---------------------------------|
| Science (grades 5, 8, and high school) | N/A | NT | N/A | NT | N/A | 28.72 |

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/19/22

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|-----------------------------|--------------------------|---------------------------|-----------------------------------|--|
| All Students | 106 | NT | NT | NT | NT |
| Female | 53 | NT | NT | NT | NT |
| Male | 53 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 17 | NT | NT | NT | NT |

| | | | | | |
|---|----|----|----|----|----|
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 37 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 16 | NT | NT | NT | NT |
| White | 29 | NT | NT | NT | NT |
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 25 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 15 | NT | NT | NT | NT |

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/19/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

| |
|-------------|
| <p>null</p> |
|-------------|

Last updated: 1/19/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE | -- |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | -- |

Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education

--

Last updated: 1/19/22

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/19/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

Due to the nature of the pandemic, parent involvement offerings were made virtually.

Parents at Frost and Indigo are an integral part of decision-making through participation in a leadership role on the School Site Council and the Home and School Connection (for Frost) and Parent Teacher Association (for Indigo). Parents are also involved at Frost and Indigo in the following areas:

- Virtual classroom volunteers
- Virtual recess supervisors
- * District/ Parent Advisory Council
- Support for annual activities such as Fun Run, Harvest Festival and various fundraisers
- Annual Back-to-School Night in the fall
- Annual Open House in the spring
- Annual Science Night
- Family Literacy and Math Nights
- Monthly meetings of the Home and School Club or PTA
- Monthly meetings of the School Site Council
- Parent-teacher conferences held twice annually
- Koffee Klatch meetings
- Latino parent meetings
- Quarterly ELAC Meetings
- Family Movie Nights
- Emergency Preparedness Preparation and Participation
- Community Events (Plant Sale, School Beautification, etc.)
- *Monthly Parent Education meetings
- *Family Gallery Walks and end of unit celebrations

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2020—2021)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 665 | 653 | 31 | 4.7 |
| Female | 315 | 310 | 12 | 3.9 |
| Male | 350 | 343 | 19 | 5.5 |
| American Indian or Alaska Native | 137 | 133 | 0 | 5.5 |
| Asian | 0 | 0 | 0 | 0.0 |
| Black or African American | 24 | 24 | 2 | 8.3 |
| Filipino | 17 | 17 | 1 | 5.9 |
| Hispanic or Latino | 228 | 223 | 24 | 10.8 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 63 | 63 | 0 | 0.0 |
| White | 191 | 189 | 4 | 2.1 |
| English Learners | 83 | 81 | 3 | 3.7 |
| Foster Youth | 3 | 3 | 2 | 66.7 |
| Homeless | 4 | 4 | 1 | 25.0 |
| Socioeconomically Disadvantaged | 148 | 146 | 20 | 13.7 |
| Students Receiving Migrant Education Services | 1 | 1 | 0 | 0.0 |
| Students with Disabilities | 68 | 68 | 4 | 5.9 |

Last updated:

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2018-2019 | School 2020–2021 | District 2018-2019 | District 2020–2021 | State 2018-2019 | State 2020–2021 |
|-------------|---------------------|---------------------|-----------------------|-----------------------|--------------------|--------------------|
| Suspensions | 0.61% | 0.00% | 2.81% | 0.02% | 3.47% | 0.20% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.08% | 0.00% |

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-2020 | District 2019-2020 | State 2019-2020 |
|-------------|---------------------|-----------------------|--------------------|
| Suspensions | 0.57% | 0.84% | 2.45% |
| Expulsions | 0.00% | 0.00% | 0.05% |

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/19/22

Suspensions and Expulsions by Student Group

(School Year 2020—2021)

| Student Group | Suspensions Rate | Expulsions Rate |
|---------------|---------------------|--------------------|
| All Students | 0 | 0 |
| Female | 0 | 0 |

| | | |
|---|---|---|
| Male | 0 | 0 |
| Non-Binary | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 0 | 0 |

Last updated:

School Safety Plan (School Year 2021-2022)

Providing a safe environment is a high priority for Frost School and the Indigo Program. To this end, there are continuous improvement processes and collaborative efforts that provide comprehensive health education and a strong academic foundation. Our community is committed to providing a safe and secure setting for students to focus on learning within an environment that is free of violence and fear. The essential tenet is that a safe environment with an absence of threat creates the most positive atmosphere for learning and healthy development to take place.

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

Attendance is closely monitored and students with unexcused absences of 10% or more receive notification and school support. Truancy abatement is a common goal of the school/district and other agency collaborative partnerships. With the prevalence of Covid-19, one particular strategy is the use of Independent Study.

In order to reduce the number of incidents of bullying and harassment among students and to ensure that students feel neither intimidated nor threatened by bullying or harassment, Frost/Indigo has an ongoing program that specifically addresses issues of race, ethnicity, gender, sexual orientation, perceived sexual orientation, and perceptions which commonly surface in bullying/harassment incidences. We also have ongoing classroom instruction and use PBIS and Positive Discipline inside and outside the classroom to focus on positive conflict resolution and alternatives to aggressive behavior. We utilize the Project Cornerstone Expect Respect program in our sixth grade classes every year. Indigo students also participate in bi-monthly communication lab lessons. Additionally, both Frost and Indigo are implementing restorative practices outlined in "Don't Suspend Me," for misbehavior.

Each year staff is educated, trained, and practices the concepts of the National Emergency Management System which includes fire drills, earthquake evacuation, first aid procedures, communicable disease action plan, and emergency evacuation maps.

We balance the school discipline plan with positive incentives, as well as appropriate alternative consequence plans. At Frost, positive incentives are offered for positive behavior/attitude, good attendance, academics. Alternatives reviewed as options for positive discipline include campus clean-up, campus projects, incentives, community services, behavior plans/contracts, site or off-site group or individual counseling, and/or alternative placements.

Last updated: 1/25/22

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

| Grade Level | Average Class Size | Number of Classes *1-20 | Number of Classes *21-32 | Number of Classes 33+ |
|-------------|--------------------|-------------------------|--------------------------|-----------------------|
| K | 22.00 | 1 | 3 | |
| 1 | 24.00 | | 1 | |
| 2 | 24.00 | | 6 | |
| 3 | 24.00 | | 5 | |
| 4 | 29.00 | | 1 | 1 |
| 5 | 32.00 | | 3 | |
| 6 | 32.00 | | 1 | |
| Other** | | | | 0 |

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

| Grade Level | Average Class Size | Number of Classes *1-20 | Number of Classes *21-32 | Number of Classes 33+ |
|-------------|--------------------|-------------------------|--------------------------|-----------------------|
| K | 24.00 | | 4 | |
| 1 | 25.00 | | 1 | |
| 2 | 24.00 | | 1 | |
| 3 | 23.00 | | 4 | |
| 4 | 31.00 | | 1 | |
| 5 | | | | |
| 6 | 15.00 | 3 | 1 | |
| Other** | 26.00 | | 10 | 1 |

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

| Grade Level | Average Class Size | Number of Classes *1-20 | Number of Classes *21-32 | Number of Classes 33+ |
|-------------|--------------------|-------------------------|--------------------------|-----------------------|
| K | 24.00 | | 4 | |
| 1 | 24.00 | | 4 | |
| 2 | 20.00 | 2 | 1 | |
| 3 | 22.00 | | 3 | |
| 4 | 26.00 | | 1 | |
| 5 | | | | |
| 6 | 15.00 | 2 | 1 | |
| Other** | 26.00 | 1 | 7 | |

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 0 |

Last updated: 12/31/99

* 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.

Student Support Services Staff (School Year 2020—2021)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.00 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.50 |
| Psychologist | 0.60 |
| Social Worker | 0.00 |
| Nurse | 0.00 |
| Speech/Language/Hearing Specialist | 0.40 |
| Resource Specialist (non-teaching) | 0.00 |
| Other | 0.00 |

Last updated: 12/31/99

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$11748.00 | \$3194.00 | \$8554.00 | \$90006.00 |
| District | N/A | N/A | \$8460.00 | \$85750.00 |
| Percent Difference – School Site and District | N/A | N/A | 0.74% | 3.20% |
| State | N/A | N/A | \$8443.83 | \$85863.00 |
| Percent Difference – School Site and State | N/A | N/A | 0.86% | 3.12% |

Last updated: 1/25/22

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

Types of Services Funded (Fiscal Year 2020–2021)

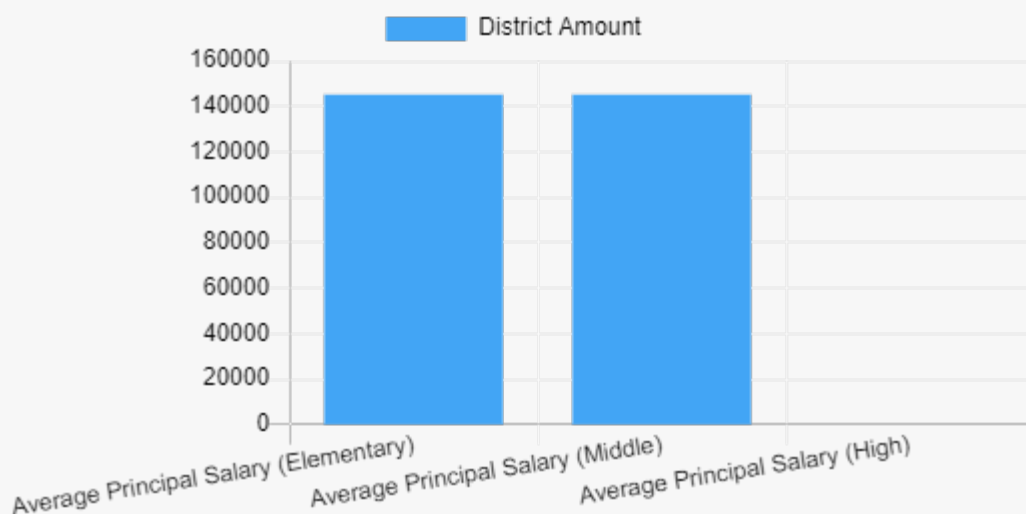
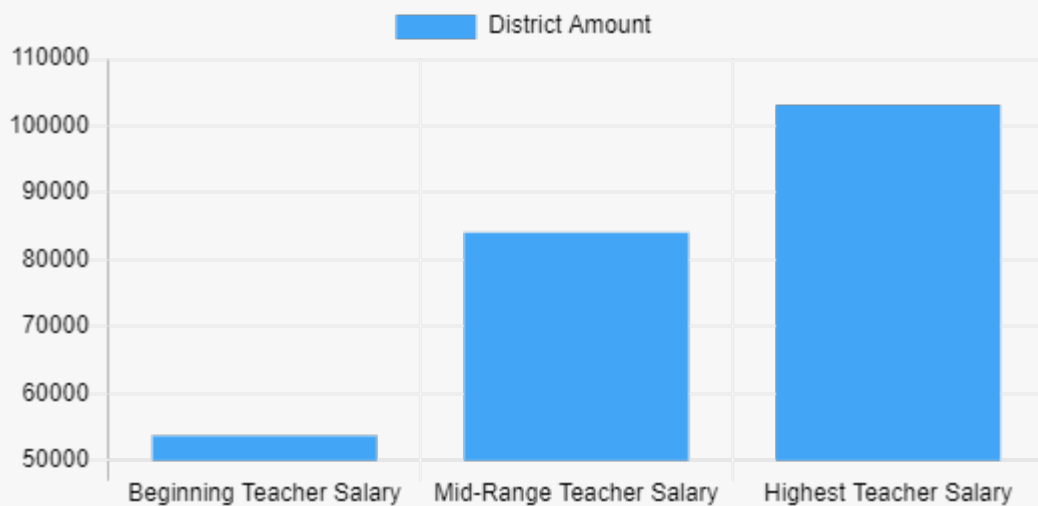
Both Frost and Indigo provide part time Library support, social work interns, site funded therapists, health clerk, English Language Teacher Partner and part-time Instructional Assistant, Resource Specialists with Instructional Assistants, School Psychologist, and personnel for small group interventions

Last updated: 1/25/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$53709.00 | \$52060.00 |
| Mid-Range Teacher Salary | \$84060.00 | \$84043.00 |
| Highest Teacher Salary | \$103129.00 | \$107043.00 |
| Average Principal Salary (Elementary) | \$141017.00 | \$133582.00 |
| Average Principal Salary (Middle) | \$145187.00 | \$138803.00 |
| Average Principal Salary (High) | \$0.00 | -- |
| Superintendent Salary | \$298043.00 | \$240628.00 |
| Percent of Budget for Teacher Salaries | 35.00% | 35.00% |
| Percent of Budget for Administrative Salaries | 5.00% | 5.00% |

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



Last updated:

Professional Development

| Measure | 2019-2020 | 2020-2021 | 2021-2022 |
|---|-----------|-----------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 4 | 4 |

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school’s local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all

LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| LEAwide | 6226 | 4 | 0.06 | 99.94 | -- |
| Female | 3021 | 0 | 0.00 | 100.00 | -- |
| Male | 3205 | 4 | 0.12 | 99.88 | -- |
| American Indian or Alaska Native | 14 | 0 | -- | 100.00 | -- |
| Asian | 1344 | 0 | 0.00 | 100.00 | -- |
| Black or African American | 191 | 0 | 0.00 | 100.00 | -- |
| Filipino | 197 | 0 | 0.00 | 100.00 | -- |
| Hispanic or Latino | 3044 | 1 | 0.03 | 99.97 | -- |
| Native Hawaiian or Pacific Islander | 57 | 0 | 0.00 | 100.00 | -- |
| Two or More Races | 456 | 0 | 0.00 | 100.00 | -- |
| White | 923 | 3 | 0.33 | 99.67 | -- |

| | | | | | |
|---|------|----|------|--------|----|
| English Learners | 1302 | 0 | 0.00 | 100.00 | -- |
| Foster Youth | 18 | 0 | 0.00 | 100.00 | -- |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 2286 | 1 | 0.04 | 99.96 | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 817 | 4 | 0.49 | 99.51 | -- |

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/22

**LEA-Level 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 2020—2021)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| LEAwide | 6226 | 4 | 0.06 | 99.94 | -- |
| Female | 3021 | 0 | 0.00 | 100.00 | -- |
| Male | 3205 | 4 | 0.12 | 99.88 | -- |
| American Indian or Alaska Native | 14 | 0 | -- | 100.00 | -- |
| Asian | 1344 | 0 | 0.00 | 100.00 | -- |
| Black or African American | 191 | 0 | 0.00 | 100.00 | -- |
| Filipino | 197 | 0 | 0.00 | 100.00 | -- |
| Hispanic or Latino | 3044 | 1 | 0.03 | 99.97 | -- |

| | | | | | |
|---|------|----|------|--------|----|
| Native Hawaiian or Pacific Islander | 57 | 0 | 0.00 | 100.00 | -- |
| Two or More Races | 456 | 0 | 0.00 | 100.00 | -- |
| White | 923 | 3 | 0.33 | 99.67 | -- |
| English Learners | 1302 | 0 | 0.00 | 100.00 | -- |
| Foster Youth | 18 | 0 | 0.00 | 100.00 | -- |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 2286 | 1 | 0.04 | 99.96 | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 817 | 4 | 0.49 | 99.51 | -- |

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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

Last updated: 1/28/22

LEA-Level Local Assessment Test Results in ELA by Student Group

Assessment Name/s: iReady Diagnostic Reading Assessment

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|----------------------------------|------------------|---------------|----------------|--------------------|---------------------------------|
| LEAwide | 6181 | 5771 | 93 | 7 | 56 |
| Female | 3006 | 2806 | 93 | 7 | 60 |
| Male | 3175 | 2965 | 93 | 7 | 52 |
| American Indian or Alaska Native | 12 | 11 | 92 | 8 | 64 |

| | | | | | |
|---|------|------|----|----|----|
| Asian | 1334 | 1292 | 97 | 3 | 78 |
| Black or African American | 192 | 170 | 89 | 11 | 42 |
| Filipino | 412 | 398 | 97 | 3 | 71 |
| Hispanic or Latino | 2960 | 2674 | 90 | 10 | 39 |
| Native Hawaiian or Pacific Islander | 59 | 57 | 97 | 3 | 40 |
| Two or More Races | 293 | 284 | 97 | 3 | 70 |
| White | 910 | 876 | 96 | 4 | 68 |
| English Learners | 1275 | 1168 | 92 | 8 | 17 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 821 | 751 | 91 | 9 | 27 |
| Students Receiving Migrant Education Services | 45 | 43 | 96 | 4 | 2 |
| Students with Disabilities | 903 | 809 | 90 | 10 | 23 |

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/27/22

LEA-Level Assessment Test Results in Mathematics by Student Group

Assessment Name/s: iReady Diagnostic Math Assessment

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent | Percent At or Above Grade Level |
|---|------------------|---------------|----------------|------------|---------------------------------|
| | | | | Not Tested | |
| LEAwide | 6192 | 5833 | 94 | 6 | 41 |
| Female | 3011 | 2843 | 94 | 6 | 41 |
| Male | 3181 | 2990 | 94 | 6 | 40 |
| American Indian or Alaska Native | 12 | 11 | 92 | 8 | 36 |
| Asian | 1336 | 1300 | 97 | 3 | 72 |
| Black or African American | 192 | 172 | 90 | 10 | 26 |
| Filipino | 413 | 402 | 97 | 3 | 52 |
| Hispanic or Latino | 2964 | 2708 | 91 | 9 | 21 |
| Native Hawaiian or Pacific Islander | 59 | 57 | 97 | 3 | 14 |
| Two or More Races | 294 | 286 | 97 | 3 | 52 |
| White | 913 | 888 | 97 | 3 | 50 |
| English Learners | 1278 | 1170 | 92 | 6 | 13 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 821 | 758 | 92 | 8 | 16 |
| Students Receiving Migrant Education Services | 46 | 42 | 91 | 9 | 13 |
| Students with Disabilities | 814 | 721 | 89 | 11 | 13 |

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local

assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/27/22

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