

Alpha: Preparatoria de la Academia Cornerstone
Informe de responsabilidad escolar 2020—2021
Reportado utilizando datos del año escolar 2020—2021
Departamento de Educación de California

Dirección: 1598 Lucretia Ave.
San José, CA, 95122-3817

Principal: marion dickel

Teléfono: (408) 361-3876

Rango de grado: K-8

Para el 1 de febrero de cada año, la ley estatal requiere que todas las escuelas de California publiquen un Informe de responsabilidad escolar (SARC). El SARC contiene información sobre la condición y el rendimiento de cada escuela pública de California. Bajo la Fórmula de Financiamiento de Control Local (LCFF, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Responsabilidad y Control Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir las metas anuales específicas de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser consistentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC, consulte la página web del SARC del Departamento de Educación de California (CDE) en <https://www.cde.ca.gov/ta/ac/sa/>.
- Para obtener más información sobre LCFF o LCAP, consulte la página web de CDE LCFF en <https://www.cde.ca.gov/fg/aa/lc/>.
- Para obtener información adicional sobre la escuela, los padres/tutores y los miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

búsqueda de datos

DataQuest es una herramienta de datos en línea ubicada en la página web de CDE DataQuest en <https://dq.cde.ca.gov/dataquest/> que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (p. ej., datos de exámenes, matriculación, graduados de la escuela secundaria, abandonos, matriculación en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Tablero de la escuela de California

El Panel Escolar de California (Dashboard) <https://www.caschooldashboard.org/> refleja el nuevo sistema de rendición de cuentas y mejora continua de California y brinda información sobre cómo las LEA y las escuelas satisfacen las necesidades de la diversa población estudiantil de California. El Tablero contiene informes que muestran el desempeño de LEA, escuelas y grupos de estudiantes en un conjunto de medidas estatales y locales para ayudar a identificar fortalezas, desafíos y áreas que necesitan mejorar.

Acerca de esta escuela

marion dickel

Director, Alfa: Preparatoria de la Academia Cornerstone

Acerca de nuestra escuela

Alpha: Cornerstone Academy Preparatory School (CAPS) es parte de la red de Escuelas Públicas Alpha, cuya misión es: Creemos que todos los niños tienen el derecho fundamental a una educación excelente. Las Escuelas Públicas Alpha se asegurarán de que todos nuestros estudiantes desarrollen las habilidades académicas y los hábitos de liderazgo necesarios para tener éxito en la universidad y vivir con integridad.

CAPS está dirigido por la directora Marion Dickel y cuenta con un personal talentoso y enérgico. La escuela está ubicada en la comunidad Little Saigon de San José y atiende a una gran población vietnamita y latina, muchos de los cuales son estudiantes de inglés y de bajos ingresos. CAPS tiene una comunidad de padres sólida y activa que apoya a la escuela a través del trabajo voluntario y organizando eventos comunitarios.

CAPS operates on two central guiding beliefs: (1) A college preparatory education begins in kindergarten and (2) literacy and mathematics are the cornerstones of a strong elementary education. Technology is integrated into the curriculum (1:1 in all grades) and students participate in various elective classes in addition to their core subject classes.

Contact

Alpha: Cornerstone Academy Preparatory
1598 Lucretia Ave.
San Jose, CA 95122-3817

Phone: (408) 361-3876

Email: info@alphapublicschools.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

| | |
|-----------------------|--|
| District Name | Santa Clara County Office of Education |
| Phone Number | (408) 453-6500 |
| Superintendent | Dewan Ph.D., Mary Ann |
| Email Address | mdewan@sccoe.org |
| Website | www.sccoe.org |

School Contact Information (School Year 2021—2022)

| | |
|--|---|
| School Name | Alpha: Cornerstone Academy Preparatory |
| Street | 1598 Lucretia Ave. |
| City, State, Zip | San Jose, CA , 95122-3817 |
| Phone Number | (408) 361-3876 |
| Principal | Marion Dickel |
| Email Address | info@alphapublicschools.org |
| Website | http://www.alphapublicschools.org |
| County-District-School (CDS) Code | 43104390121483 |

Last updated: 2/3/22

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

This year, Alpha Cornerstone Academy went through an intensive annual initiative planning process that was closely linked to the LCAP and overall budgeting process, and included many stakeholder voices. Our annual process spanned December through June, and we identified the following initiatives/LCAP goals for 2021-22:

2021-22 Local Control Accountability Plan for Alpha: Cornerstone Academy Preparatory Page 4 of 47

Overarching Initiative: We will implement culturally responsive teaching in our classrooms to promote authentic engagement and rigor among our culturally and linguistically diverse scholars.

- Goal #1: We will continue to implement our MTSS framework in order to provide effective academic and SEL strategies and interventions for all students, with a particular focus on subgroup performance for English Learners and Students with Disabilities.
- Goal #2: We will develop and implement a Universal Behavior Support System to provide a safe, calm and predictable environment as a critical support that will help students overcome stress and be safe, motivated, and challenged so that they can self-regulate, focus, and learn.

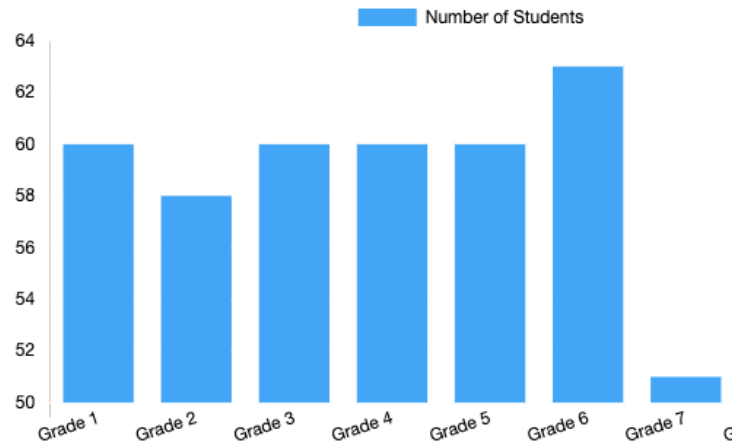
Our other initiatives (Broad and Maintenance Goals) are as follows:

- Goal #3: We will increase achievement for all students, as demonstrated by assessments and course grades, through a comprehensive academic program that will prepare students to succeed in college. (State Priorities 2, 4, 7, 8)
- Goal #4: Engage parents through communication, learning opportunities, and collaboration to promote student success. (State Priority #3)
- Goal #5: Create a welcoming learning environment where students will feel safe, motivated, and challenged. (State Priorities 1,5,6)
- Goal #6: Hire, develop, sustain, and value a high quality faculty & staff (State Priority #1)

Last updated: 2/3/22

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 1 | 60 |
| Grade 2 | 58 |
| Grade 3 | 60 |
| Grade 4 | 60 |
| Grade 5 | 60 |
| Grade 6 | 63 |
| Grade 7 | 51 |
| Grade 8 | 51 |
| Kindergarten | 58 |
| Total Enrollment | 521 |



Last updated: 2/3/22

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

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 51.60% |
| Male | 48.40% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.40% |
| Asian | 55.10% |
| Black or African American | 1.30% |
| Filipino | 6.50% |
| Hispanic or Latino | 32.60% |
| Native Hawaiian or Pacific Islander | 0.20% |
| Two or More Races | 1.70% |
| White | 1.70% |

| Student Group (Other) | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners | 30.70% |
| Foster Youth | 0.20% |
| Homeless | 0.00% |
| Migrant | 0.00% |
| Socioeconomically Disadvantaged | 59.30% |
| Students with Disabilities | 5.60% |

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) | 5.6 | 26.9 | 375.3 | 58.1 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 48.8 | 7.6 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 6 | 29 | 101.7 | 15.8 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.2 | 10.7 | 47.1 | 7.3 | 12115.8 | 4.4 |
| Unknown | 7 | 33.3 | 72.5 | 11.2 | 18854.3 | 6.9 |
| Total Teaching Positions | 21 | 100 | 645.5 | 100 | 274759.1 | 100 |

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 | 2.7 |
| Misassignments | 3.3 |
| Vacant Positions | 0 |
| Total Teachers Without Credentials and Misassignments | 6 |

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 | 1.2 |
| Local Assignment Options | 1 |
| Total Out-of-Field Teachers | 2.2 |

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) | 13.8 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 11.2 |

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: January 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts | <ul style="list-style-type: none"> • Fountas & Pinnell • IMSE Phonics • Study Sync • EL Achieve (English Language Development) | Yes | 0% |
| Mathematics | <ul style="list-style-type: none"> • Eureka 2+ Math • Number Corner | Yes | 0% |
| Science | <ul style="list-style-type: none"> • Amplify | Yes | 0% |
| History-Social Science | <ul style="list-style-type: none"> • National Geographic • Studies Weekly | Yes | 0% |
| Foreign Language | Teacher Created | Yes | 100% |
| Health | N/A | Yes | 0% |
| Visual and Performing Arts | Teacher Created | Yes | 100% |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0% |

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

Last updated: 8/5/22

School Facility Conditions and Planned Improvements

The school is sufficiently safe, clean and adequate for school use. There are no planned facility improvements, and no maintenance is currently needed at the site.

Last updated: 2/3/22

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 | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

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

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 2/3/22

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:

1. **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: 2/3/22

**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 | 340 | NT | NT | NT | NT |
| Female | 174 | NT | NT | NT | NT |
| Male | 166 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 173 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | 20 | NT | NT | NT | NT |
| Hispanic or Latino | 124 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 14 | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 60 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 202 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 24 | 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: 2/3/22

**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 | 340 | NT | NT | NT | NT |
| Female | 174 | NT | NT | NT | NT |
| Male | 166 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 173 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | 20 | NT | NT | NT | NT |
| Hispanic or Latino | 124 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 14 | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 60 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 202 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 24 | 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: 2/3/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s):

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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| 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 | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

*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: 2/3/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s):

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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| 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 | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

*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.

Local Assessment Test Results in ELA by Student Group

Assessment Name(s):

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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| 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 | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

*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.

Local Assessment Test Results in ELA by Student Group

Assessment Name(s):

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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| 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 | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

*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.

Local Assessment Test Results in ELA by Student Group

Assessment Name(s):

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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| 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 | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

*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.

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s):

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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| 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 | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

*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.

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s):

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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| 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 | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

*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.

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s):

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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| 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 | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

*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: 2/3/22

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s):

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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| 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 | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

*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.

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s):

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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| 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 | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

*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: 2/3/22

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 | -- | 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: 2/3/22

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 | 110 | NT | NT | NT | NT |
| Female | 52 | NT | NT | NT | NT |
| Male | 58 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 52 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 48 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 21 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 65 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | NT | NT | NT | NT |

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

Last updated: 2/3/22

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

null

*Last updated: 2/3/22***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: 2/3/22***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

| UC/CSU Course Measure | Percent |
|---|---------|
| 2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission | -- |
| 2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission | -- |

Last updated: 2/3/22

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: 2/3/22

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)

Cornerstone Academy has an active Parents Association that supports the school through fundraising, organizing community events and volunteering. To find out more about our parent efforts, please email ParentsAssociation@cornerstoneacademysj.org.

In addition to the PA, families are involved in a wide variety of ways, including:

Parent conferences

Volunteer opportunities

Bi-monthly community meetings include parent education topics such as college application process, bullying, and helping with student work;

Monthly coffee/cafecitos with school leaders are opportunities for families to discuss a range of topics in support of their children.

Online parent portal for families to access student attendance and grades in real-time;

A parent mobile application that contains a range of relevant information and resources, including calendar, announcements, connections to the parent portal, and handbooks.

Regular phone calls by teacher advisors to their students;

Family conferences three times a year that are student-led;

Family survey two times a year;

Alpha Board meetings are open to the public, and parents are encouraged to attend.

In addition, ACAPS has a Parent Learning Center, managed by our Parent Learning Center Manager, that identifies and facilitates various initiatives to support our family community and help minimize the barriers that families face in supporting their students.

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2018-2019 | School 2019-2020 | School 2020-2021 | District 2018-2019 | District 2019-2020 | District 2020-2021 | State 2018-2019 | State 2019-2020 | State 2020-2021 |
|-----------------|---------------------|---------------------|---------------------|-----------------------|-----------------------|-----------------------|--------------------|--------------------|--------------------|
| Dropout Rate | -- | -- | -- | 21.20% | 17.90% | 12.30% | 9.00% | 8.90% | 9.40% |
| Graduation Rate | -- | -- | -- | 47.60% | 58.90% | 61.40% | 84.50% | 84.20% | 83.60% |

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|-------------------------------------|-----------------------------------|-------------------------------|
| All Students | 0 | 0 | 0.0 |
| Female | 0 | 0 | 0.0 |
| Male | 0 | 0 | 0.0 |
| Non-Binary | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0.0 |
| Asian | 0 | 0 | 0.0 |
| Black or African American | 0 | 0 | 0.0 |
| Filipino | 0 | 0 | 0.0 |
| Hispanic or Latino | 0 | 0 | 0.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0 |
| Two or More Races | 0 | 0 | 0.0 |
| White | 0 | 0 | 0.0 |
| English Learners | 0 | 0 | 0.0 |
| Foster Youth | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 0 | 0 | 0.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| Students with Disabilities | 0 | 0 | 0.0 |

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>.

Last updated:

**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 | 527 | 521 | 20 | 3.8 |
| Female | 273 | 269 | 8 | 3.0 |
| Male | 254 | 252 | 12 | 4.8 |
| American Indian or Alaska Native | | | | 4.8 |
| Asian | 291 | 287 | 2 | 0.7 |
| Black or African American | 7 | 7 | 0 | 0.0 |
| Filipino | 34 | 34 | 1 | 2.9 |
| Hispanic or Latino | 172 | 170 | 15 | 8.8 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 9 | 9 | 0 | 0.0 |
| White | 9 | 9 | 2 | 22.2 |
| English Learners | 161 | 160 | 15 | 9.4 |
| Foster Youth | 1 | 1 | 0 | 0.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 312 | 311 | 17 | 5.5 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 34 | 33 | 3 | 9.1 |

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 | 2.39% | 0.00% | 2.29% | 0.05% | 3.47% | 0.20% |
| Expulsions | 0.00% | 0.00% | 0.03% | 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 | 0.56% | 1.28% | 2.45% |
| Expulsions | 0.00% | 0.01% | 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: 2/3/22

**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)

Cornerstone Academy collocated with Robert F Kennedy Elementary School for the 2021-22 school year and the two schools operated as a single site under one safety plan. Please see the Kennedy Elementary School SARC for more information.

Last updated: 2/3/22

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 | 30.00 | | 2 | |
| 1 | 30.00 | | 2 | |
| 2 | 30.00 | | 2 | |
| 3 | 30.00 | | 2 | |
| 4 | 30.00 | | 2 | |
| 5 | 37.00 | | | 12 |
| 6 | 34.00 | | | 13 |
| 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 | 30.00 | | 2 | |
| 1 | 30.00 | | 2 | |
| 2 | 30.00 | | 2 | |
| 3 | 30.00 | | 2 | |
| 4 | 30.00 | | 2 | |
| 5 | 30.00 | | 10 | |
| 6 | 36.00 | | | 10 |
| Other** | | | | |

* 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 | 29.00 | | 10 | |
| 1 | 30.00 | | 10 | |
| 2 | 29.00 | | 10 | |
| 3 | 30.00 | | 12 | |
| 4 | 30.00 | | 12 | |
| 5 | 42.00 | | 6 | 4 |
| 6 | 36.00 | 4 | 6 | 4 |
| Other** | | | | |

* 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 (Secondary) (School Year 2018—2019)

| Subject | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|----------------|--------------------|-------------------------|--------------------------|-----------------------|
| English | 26.00 | | 4 | |
| Math | 26.00 | | 4 | |
| Science | 26.00 | | 4 | |
| Social Science | 26.00 | | 4 | |

* 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.

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

| Subject | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|----------------|--------------------|-------------------------|--------------------------|-----------------------|
| English | 53.00 | | 2 | 2 |
| Math | 53.00 | | 2 | 2 |
| Science | 53.00 | | 2 | 2 |
| Social Science | 53.00 | | 2 | 2 |

* 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.

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

| Subject | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|----------------|--------------------|-------------------------|--------------------------|-----------------------|
| English | 43.00 | | 1 | 2 |
| Math | 43.00 | | | 2 |
| Science | 51.00 | | | 2 |
| Social Science | 51.00 | | | 2 |

Last updated: 2/3/22

* 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.

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 | Número de FTE* asignados a la escuela |
|--|---------------------------------------|
| Consejero (Académico, Social/Conductual o Desarrollo Profesional) | 1.00 |
| Profesor de Medios de Biblioteca (Bibliotecario) | 0.00 |
| Personal de servicios de medios de la biblioteca (paraprofesional) | 0.00 |
| Psicólogo | 0.30 |
| Trabajador social | 0.00 |
| Enfermero | 0.00 |
| Especialista en habla/lenguaje/audición | 0.00 |
| Especialista en recursos (no docente) | 1.00 |
| Otro | 2.00 |

Última actualización: 31/12/99

* Un equivalente a tiempo completo (FTE) equivale a un miembro del personal que trabaja a tiempo completo; un FTE también podría representar a dos miembros del personal, cada uno de los cuales trabaja el 50 por ciento del tiempo completo.

Gastos por alumno y salarios de maestros en las escuelas (año fiscal 2019—2020)

| Nivel | Gastos totales por alumno | Gastos por alumno (restringido) | Gastos por alumno (sin restricciones) | Salario promedio de maestros |
|---|---------------------------|---------------------------------|---------------------------------------|------------------------------|
| Sitio de la escuela | \$11016.28 | \$1473.66 | \$9542.62 | \$66950.00 |
| Distrito | N / A | N / A | -- | -- |
| Diferencia porcentual: sitio escolar y distrito | N / A | N / A | -- | -- |
| Estado | N / A | N / A | \$8443.83 | -- |
| Diferencia porcentual: sitio escolar y estado | N / A | N / A | 12,22% | -- |

Última actualización: 3/2/22

Nota: Las celdas con valores N/A no requieren datos.

Tipos de servicios financiados (año fiscal 2020-2021)

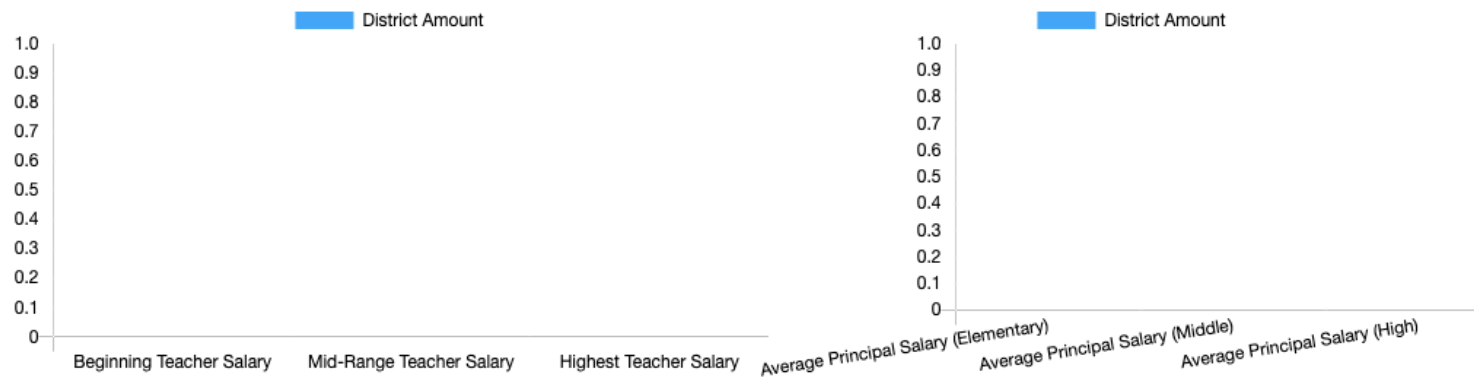
| |
|------|
| nulo |
|------|

Última actualización: 3/2/22

Salarios de maestros y administrativos (año fiscal 2019—2020)

| Categoría | Distrito Cantidad | Promedio estatal para distritos en la misma categoría |
|--|-------------------|---|
| Salario de maestro principiante | -- | -- |
| Salario de maestros de rango medio | -- | -- |
| salario de maestro más alto | -- | -- |
| Salario principal promedio (primaria) | -- | -- |
| Salario principal promedio (medio) | -- | -- |
| Salario Principal Promedio (Alto) | -- | -- |
| Salario del superintendente | -- | -- |
| Porcentaje del presupuesto para salarios de maestros | -- | -- |
| Porcentaje del presupuesto para salarios administrativos | -- | -- |

Para obtener información detallada sobre los salarios, consulte la página web de CDE Certificated Salaries & Benefits en <https://www.cde.ca.gov/ds/fd/cs/> .



Última actualización:

Cursos de Colocación Avanzada (AP) (año escolar 2020—2021)

Porcentaje de estudiantes en cursos AP 0.00%

| Tema | Número de cursos AP ofrecidos* |
|--------------------------------|--------------------------------|
| Ciencias de la Computación | 0 |
| inglés | 0 |
| Bellas Artes y Artes Escénicas | 0 |
| Idioma extranjero | 0 |
| Matemáticas | 0 |
| Ciencias | 0 |
| Ciencias Sociales | 0 |
| Total de cursos AP ofrecidos* | 0,00% |

Última actualización: 3/2/22

* Donde hay matrículas de curso de estudiantes de al menos un estudiante.

Desarrollo profesional

| Medida | 2019-2020 | 2020-2021 | 2021-2022 |
|--|-----------|-----------|-----------|
| Número de días escolares dedicados al desarrollo del personal y la mejora continua | 40 | 46 | 43 |

