

Alpha: Cornerstone Academy Preparatory

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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).

Internet Access

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



Ms. Emma Bean

Principal, Alpha: Cornerstone Academy Preparatory

About Our School

Contact

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

Phone: 408-361-3876

E-mail: ebear@alphapublicschools.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Franklin-McKinley Elementary
Phone Number	(408) 283-6006
Superintendent	Juan Cruz
E-mail Address	juan.cruz@fmsd.org
Web Site	http://www.fmsd.org

School Contact Information (School Year 2018—19)	
School Name	Alpha: Cornerstone Academy Preparatory
Street	1598 Lucretia Ave.
City, State, Zip	San Jose, Ca, 95122-3817
Phone Number	408-361-3876
Principal	Ms. Emma Bean
E-mail Address	ebean@alphapublicschools.org
Web Site	www.alphapublicschools.org
County-District-School (CDS) Code	43694500121483

Last updated: 1/30/2019

School Description and Mission Statement (School Year 2018—19)

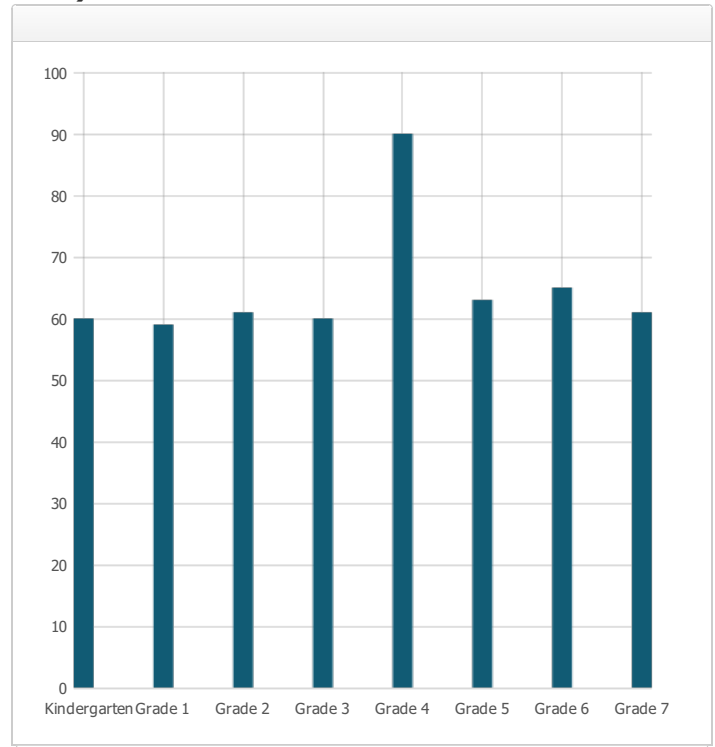
Alpha Cornerstone Academy Preparatory School is a public charter school serving families in the Franklin-McKinley School District and East San Jose. Our mission is to prepare our scholars in kindergarten through grade eight to excel in college preparatory secondary schools and beyond. Cornerstone Academy opened its doors in August 2010 with kindergarten and first grade and added a grade each year to reach its current composition. In 2014 and 2018, Cornerstone was named a California Distinguished School by the California Department of Education.

The mission of Alpha Cornerstone Academy Preparatory School is to provide children from high-poverty communities an education that effectively develops the academic skills and competencies of character to overcome the achievement gap, graduate from college, and become self-reliant and productive leaders. Alpha seeks to eliminate the achievement gap by inspiring thousands of children from traditionally underserved communities to become self-motivated, competent, and lifelong learners who graduate from college and serve as leaders and role models for their families and communities.

Last updated: 1/30/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	60
Grade 1	59
Grade 2	61
Grade 3	60
Grade 4	90
Grade 5	63
Grade 6	65
Grade 7	61
Total Enrollment	519



Last updated: 1/30/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	%
Asian	53.0 %
Filipino	6.0 %
Hispanic or Latino	36.8 %
Native Hawaiian or Pacific Islander	%
White	0.8 %
Two or More Races	2.5 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	67.8 %
English Learners	37.0 %
Students with Disabilities	8.7 %
Foster Youth	0.4 %

A. Conditions of Learning

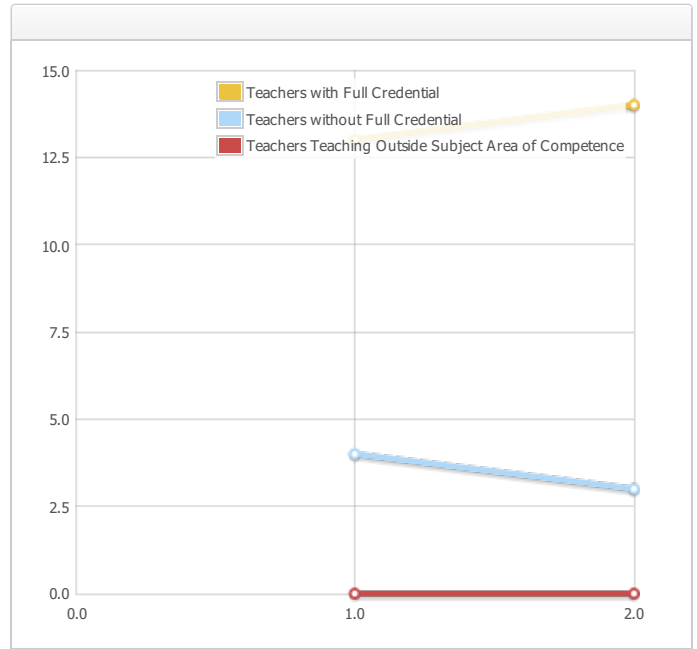
State Priority: Basic

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 Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential		13	14	
Without Full Credential		4	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	



Last updated: 1/30/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/30/2019

School Facility Conditions and Planned Improvements

Cornerstone Academy moved to a newly built site on the campus of Robert F. Kennedy Elementary School for the 2012-13 school year. The school remains on that site for 2018-2019.

Last updated: 1/30/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

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: August 2018

Overall Rating	Good
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Last updated: 1/30/2019

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, which 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); and
- 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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	66.0%	70.0%	47.0%	48.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	64.0%	69.0%	42.0%	43.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/30/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	327	327	100.00%	69.72%
Male	159	159	100.00%	66.67%
Female	168	168	100.00%	72.62%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	171	171	100.00%	87.72%
Filipino	11	11	100.00%	72.73%
Hispanic or Latino	131	131	100.00%	50.38%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	240	240	100.00%	65.00%
English Learners	194	194	100.00%	64.43%
Students with Disabilities	32	32	100.00%	34.38%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

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

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.

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

Last updated: 1/30/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	327	327	100.00%	68.81%
Male	159	159	100.00%	67.30%
Female	168	168	100.00%	70.24%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	171	171	100.00%	87.13%
Filipino	11	11	100.00%	72.73%
Hispanic or Latino	131	131	100.00%	47.33%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	240	240	100.00%	62.92%
English Learners	194	194	100.00%	63.92%
Students with Disabilities	32	32	100.00%	37.50%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

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

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.

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

Last updated: 1/30/2019

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 2017—18)

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
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Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/30/2019

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 2018—19)

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

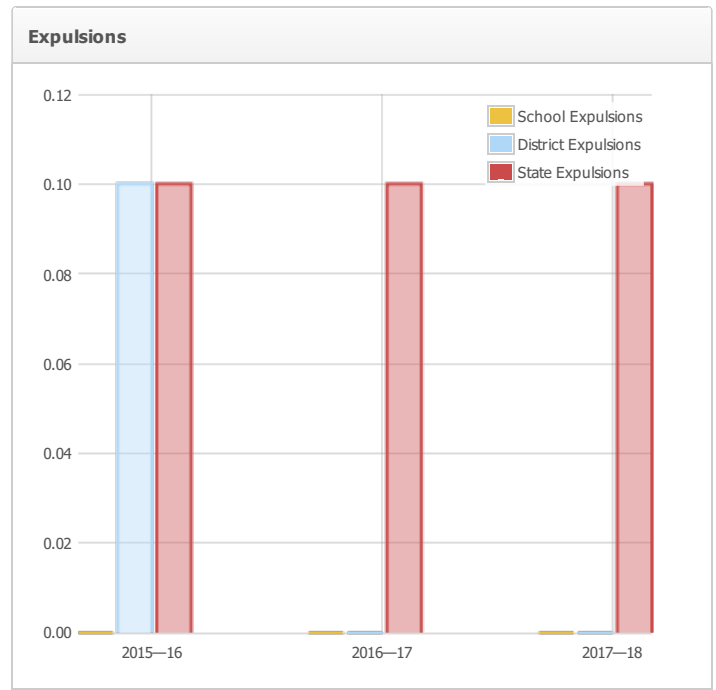
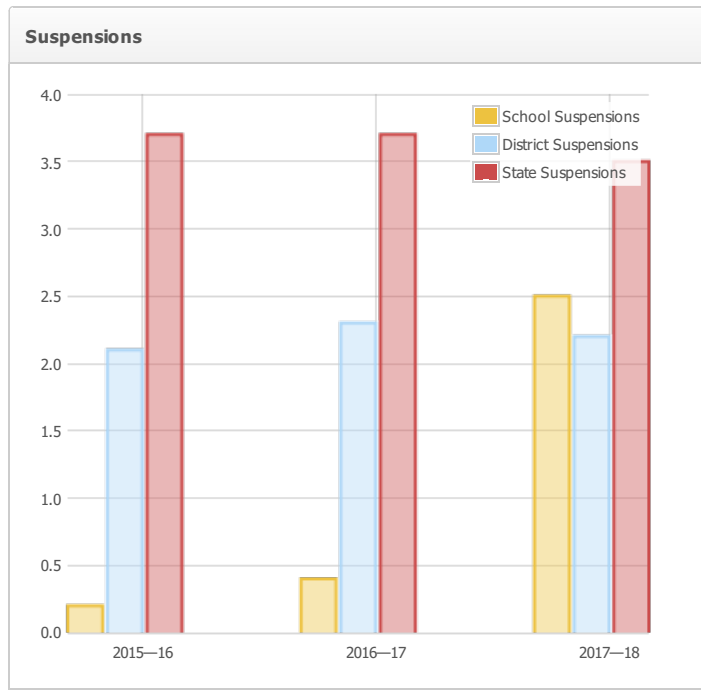
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.2%	0.4%	2.5%	2.1%	2.3%	2.2%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/30/2019

School Safety Plan (School Year 2018—19)

Cornerstone Academy collocated with Robert F Kennedy Elementary School for the 2018-19 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: 1/30/2019

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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	31.0		2	
1	29.0		2	
2	29.0		3	
3	30.0		2	
4	29.0		3	
5	25.0		3	
6	26.0		1	
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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	28.0		2	
1	30.0		2	
2	29.0		2	
3	29.0		3	
4	29.0		2	
5	28.0		2	1
6	34.0			2
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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	30.0		2	
1	30.0		2	
2	31.0		2	
3	30.0		2	
4	30.0		3	
5	32.0		2	
6	33.0		1	1
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.

Last updated: 1/30/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary

School Site	\$10569.0	\$2044.0	\$8526.0	\$58310.0
District	N/A	N/A	--	\$86141.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80910.0
Percent Difference – School Site and State	N/A	N/A	--	--

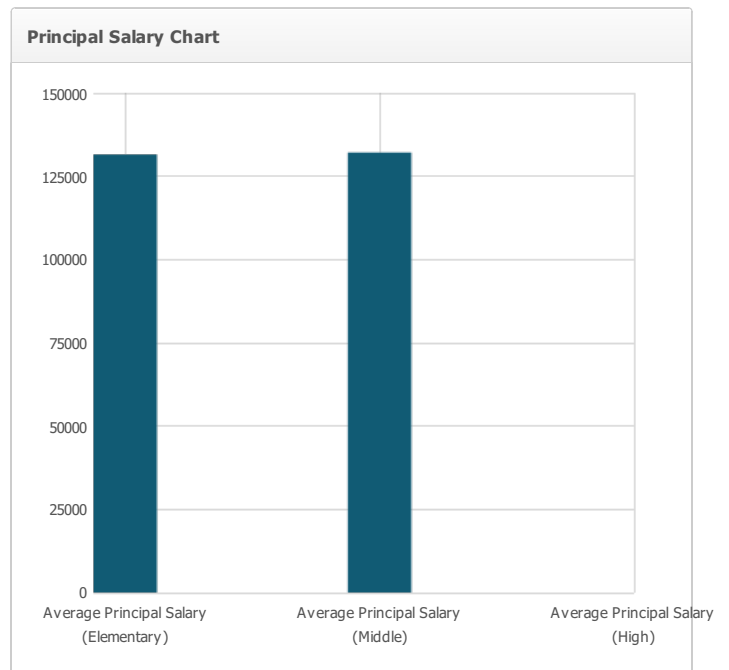
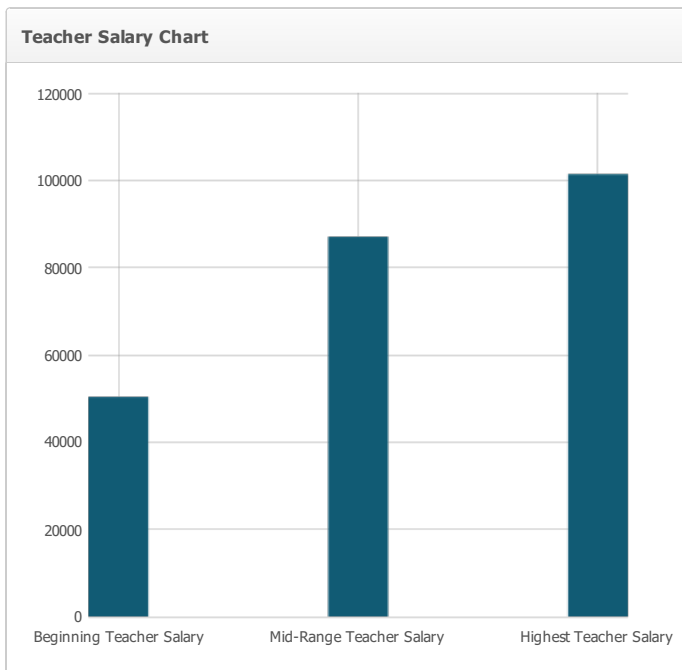
Note: Cells with N/A values do not require data.

Last updated: 1/31/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,358	\$50,084
Mid-Range Teacher Salary	\$87,054	\$80,256
Highest Teacher Salary	\$101,405	\$100,154
Average Principal Salary (Elementary)	\$131,552	\$125,899
Average Principal Salary (Middle)	\$132,119	\$130,255
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$217,350	\$222,447
Percent of Budget for Teacher Salaries	38.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/30/2019

Professional Development

Cornerstone's Leadership Team determines areas for staff professional development by reviewing data. Primary PD areas include using formative data to differentiate instruction, teaching problem-solving and critical thinking, and asking rigorous questions.

Last updated: 1/30/2019