

Agnes J. Johnson Charter School
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School
Year
California Department of Education

Address: 73 School Rd.
Weott, CA , 95571-0280

Principal: Executive Director

Phone: (707) 946-2347

Grade K-12
Span:

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

Executive Director

📍 Principal, Agnes J. Johnson Charter School

About Our School

Agnes J. Johnson Charter School, known as "AJJCS," is a public, tuition-free, charter school authorized by the Humboldt County Board of Education to serve students in grades TK-8 for the 2020-21 school year, and AJJCS will add one grade level per year until it serves the span of grades from TK-12.

AJJCS is located in the north western portion of the Southern Humboldt Joint Unified School District. The school community is in a mountainous, rural area along the Eel River. The school is north of the district office in Miranda. The school will serve students of the surrounding communities including Weott, Myers Flat, and Miranda.

Agnes J. Johnson School has always had very active parent and community involvement. The threat of school closure encouraged a very dedicated group of parents to propose the opening of a Charter School. This Charter School is the work of dedicated team players who will serve the school community as the Founding Board of the Agnes J. Johnson Charter School.

AJJCS will serve students in TK - 8 in a classroom-based model and will serve fewer than 20% of the entire school population in grades 9-12 in an independent study model.

We are dedicated to serving TK-12 students at AJJCS by providing a strong educational experience with rigorous core content including art, agriculture, animal husbandry, creativity and civic responsibility with high expectations, inclusive environment, familial support, and various innovative learning opportunities all meeting the State Standards. Students will emerge self-sufficient individuals capable of self-expression, effective communication, problem solving, and critical thinking skills with ability to succeed amidst the challenges of our changing world.

AJJCS believes that by offering an independent study program for high school, parents who have chosen to homeschool or go outside the county for independent study programs will choose AJJCS's independent study program where the students will be a part of a school community and have access to social interactions with peers and support in rigorous academics, rural agricultural preservation and civic responsibility.

Contact

Agnes J. Johnson Charter School
73 School Rd.
Weott, CA 95571-0280

Phone: (707) 946-2347
Email: admin@ajjcharter.com

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Humboldt County Office of Education
Phone Number	(707) 445-7000
Superintendent	Davies-Hughes, Michael
Email Address	superintendent@hcoe.org
Website	https://hcoe.org/hcoenet/

School Contact Information (School Year 2021—2022)

School Name	Agnes J. Johnson Charter School
Street	73 School Rd.
City, State, Zip	Weott, CA , 95571-0280
Phone Number	(707) 946-2347
Principal	Executive Director
Email Address	admin@ajjcharter.com
Website	http://ajjcharter.com
County-District-School (CDS) Code	12101246008221

Last updated: 2/1/22

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

Mission

Agnes J. Johnson Charter School educates students in grades TK-12 in Southern Humboldt County in an inclusive community supported by families and educators using innovative instructional strategies including multiple modalities, experiential learning and practical applications to ensure academic excellence based on state standards, rural agricultural preservation, and civic responsibility.

Vision

Agnes J. Johnson Charter School will develop productive, self-sufficient citizens capable of self-expression, effective communication, problem solving, and critical thinking who will succeed in our constantly changing world.

Core Values

Environment -AJCS provides an ecologically-conscious, multi-cultural, creative, and meaningfully rigorous education provided in a small, positive, and peaceful school environment.

Hands-On -AJCS encourages students to learn by doing through environmental exploration and outdoor learning.

Sustainability -AJCS practices and promotes organic gardening, farm to table, solar power, composting and recycling to ingrain the power of a sustainable future.

Mindfulness -AJCS practices and promotes mindfulness or the mental state achieved by focusing one's awareness on the present moment which supports student health, cognition, attention and emotions.

Service Learning -AJCS guides students in projects supporting local and nonprofit organizations that support our ideals to provide opportunities for our students to contribute designed to affect change in our community and across our country.

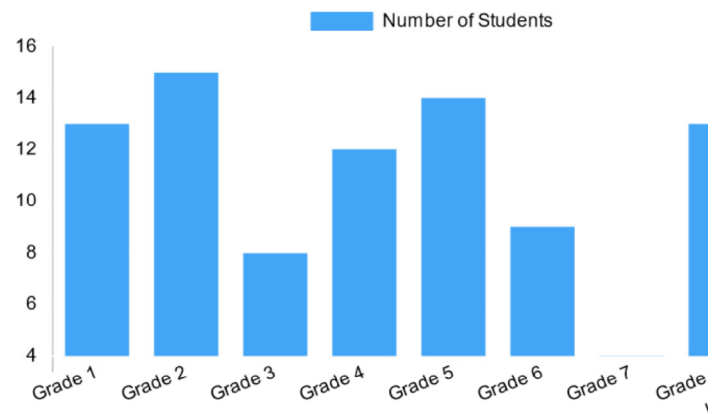
Life-long Learning -AJCS incorporates curriculum and lifestyle activities in every classroom. AJCS incorporates the knowledge and experience of our core values into of every child's education to develop a lifelong love for learning.

Local Farming -AJCS is connected to our region and will inspire students to work the land, run a business and provide enriching and sustainability-conscious products and services.

Last updated: 2/1/22

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

Grade Level	Number of Students
Grade 1	13
Grade 2	15
Grade 3	8
Grade 4	12
Grade 5	14
Grade 6	9
Grade 7	4
Grade 8	13
Kindergarten	10
Total Enrollment	98



Last updated: 2/1/22

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

Student Group	Percent of Total Enrollment
Female	52.00%
Male	46.90%
Non-Binary	1.00%
American Indian or Alaska Native	1.00%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	14.30%
Native Hawaiian or Pacific Islander	1.00%
Two or More Races	0.00%
White	62.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	1.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	54.10%
Students with Disabilities	9.20%

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

**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:

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	K–6: Cengage, National Geographic, and Reach 7–8: Pearson, Saavas, myPerspectives	Yes	0%
Mathematics	K–6: Pearson, enVision Math 7–8: Pearson, Common Core System of Courses	Yes	0%
Science	K–6: Cengage, National Geographic, Exploring Science 7–8: Pearson, Elevate Science for Middle Grades	Yes	0%
History-Social Science	K–5: Pearson, California History/Social Science, myWorld, Interactive 6: Pearson, myWorld, Interavtive World Geography 7: Pearson, myWorld, Interactive American History 8: Pearson, myWorld, Interactive American History	Yes	0%
Foreign Language	Spanish Introductory Courses based on World Language Content Standarads (2009)	Yes	0%
Health	Based on Health Framework for CA Public Schools	Yes	0%
Visual and Performing Arts	Based on Visual and Performing Arts Framework	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/1/22

School Facility Conditions and Planned Improvements

Agnes J. Johnson Charter School is a conversion Charter School, and it uses the facility owned by Southern Humboldt Joint Unified School District as per the Facilities Use Agreement. The facility is dated but in good repair. The facility has seven classrooms, one library/computer lab, one office, one staff lounge, one multipurpose room (cafeteria and gym), a kindergarten playground, a large outdoor space with fields, basketball courts, blacktop, outdoor eating, and field.

Last updated: 2/1/22

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: August 2021

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	Fair	The roof needs to be replaced; but, minor repairs and patches have and will continue to take place to prevent leaks or structural damage. The Facility Use Agreement indicates that the facility owner will not repair or replace the roof.
External: Playground/School Grounds, Windows/Doors /Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2021

Overall Rating	Good
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Last updated: 2/1/22

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 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	57	44	77.19	22.81	53.48
Female	33	27	81.82	18.18	44.44
Male	23	17	73.91	26.09	68.75
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	51	39	76.47	23.53	57.90
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	21	70.00	30.00	52.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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: 2/1/22

**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	57	44	77.19	22.81	18.18
Female	33	27	81.82	18.18	0.00
Male	23	17	73.91	26.09	44.44
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	51	39	76.47	23.53	20.51
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	21	70.00	30.00	15.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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: 2/1/22

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	30.00	N/A	N/T	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: 2/1/22

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	24	20	83.33	16.67	30.00
Female	15	13	86.67	13.33	7.69
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	18	85.71	14.29	27.78
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	9	75.00	25.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

Last updated: 2/1/22

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

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)

Parents are strongly encouraged to contribute by participating and volunteering 30 hours per year. AJJCS will provide many opportunities for parents to volunteer in ways which reflect their own skills, interests, and talents, as well as taking into consideration classroom/program needs and the constraints of family, work, and other commitments outside of school. The involvement of parents and families ensures that students, educators and parents partner together to make the school a safe, nurturing and inclusive community.

No child will be excluded from AJJCS activities due to the failure of their parent or legal guardian to fulfill the encouraged 30 hours of annual participation. Parent involvement is not a requirement for acceptance to, or continued enrollment at the Charter School.

Parents, students, teachers and staff will participate and collaborate with AJJCS through direct partnerships and meetings as well as through the AJJCS School Site Council. The purpose of the SSC is to bring parents, teachers and staff together to accomplish goals that will enhance our school for the benefit of the children's needs. The SSC will serve on a volunteer basis, to encourage and coordinate parent involvement and advising the SHCS Board of Directors on any and all matters related to the strengthening of the Charter School community. Parent participation plays a vital role in the effectiveness of the AJJCS.

Parents can learn more about how to participate in these programs by emailing admin@ajjcharter.com.

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	112	110	49	44.5
Female	59	59	25	42.4
Male	52	50	24	48.0
American Indian or Alaska Native	0	0	0	48.0
Asian	1	1	1	100.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	15	15	8	53.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	88	86	37	43.0
English Learners	1	1	1	100.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	81	79	38	48.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	11	11	5	45.5

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	11.36%	0.00%	4.04%	0.38%	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	1.35%	1.18%	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: 2/1/22

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)
COVID Safety

AJCS takes precautions to ensure the safety of students and staff during the COVID-19 pandemic. We encourage families to follow the CDC, CDE, and HCOE guidelines. We practice frequent hand washing, social distancing, and masking. The school building is thoroughly cleaned and sanitized daily. The Comprehensive School Safety Plan (10/20/2021), Safe Return Plan (10/20/2021), and COVID Protection Plan (8/25/2021) can be found on our school website, ajjchater.com.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the follow pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures;
- routine and emergency disaster procedures;
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or

mandatory expulsion recommendations;

- procedures to notify teachers of dangerous students pursuant to Section 49079;
- a discrimination and harassment policy consistent with Code Section 200;
- provisions of any school wide dress code that prohibits students from wearing "gang-related apparel," if applicable;
- procedures for safe ingress and egress of pupils, parents, and employees to and from school;
- a safe and orderly environment conducive to learning;
- and procedures for conducting tactical responses to criminal incidents.

Emergency Preparedness

AJCS shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

The AJCS staff was trained on the Safety Plan on August 11, 2021, and will again on March 21, 2022. The School Safety Plan was approved by the Board of Directors on October 20, 2021, and will be approved again as required by Education Code.

Last updated: 2/1/22

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	6.00	2	0	0
1	11.00	1	0	0
2	8.00	1	0	0
3	10.00	1	0	0
4	8.00	1	0	0
5	13.00	1	0	0
6	17.00	1	0	0
Other**	0.00	0	0	0

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

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

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	5.00	2	0	0
1	7.00	2	0	0
2	10.00	1	0	0
3	9.00	1	0	0
4	10.00	1	0	0
5	7.00	1	0	0
6	7.00	1	0	0
Other**	0.00	0	0	0

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

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

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	5.00	1	0	0
1	13.00	1	0	0
2	15.00	1	0	0
3	8.00	1	0	0
4	12.00	1	0	0
5	14.00	1	0	0
6	9.00	1	0	0
Other**	8.00	1	0	0

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

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

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.01
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.01
Social Worker	0.00
Nurse	0.01
Speech/Language/Hearing Specialist	0.01
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 1/1/00

* 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.

Types of Services Funded (Fiscal Year 2020–2021)

Types of programs and services available at AJCS that support and assist students include interventions in ELA, Math, and Writing provided during the school day. Every classroom has been provided with an Instructional Assistant to provide more direct services to students during the instructional day. There is after-school tutoring for students who need additional interventions. AJCS has purchased intervention materials in ELA and Math to ensure that students can master prerequisite skills. AJCS will also provide summer school to support and assist students.

*Last updated: 2/1/22***Professional Development**

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement		10	10