

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16



Aptitud Community Academy at Goss

Address: 2475 Van Winkle Ln. San Jose, CA 95116-3758

Principal: Natasha Wexler, Principal

Phone: (408) 928-7656

Email: gosses@arUSD.org

Web Site: www.arUSD.org/gosses

CDS Code: 43693696046247



Alum Rock Union Elementary

Superintendent: Hilaria Bauer

Phone: (408) 928-6800

Email: hilaria.bauer@arUSD.org

Web Site: www.arUSD.org



I DATA AND ACCESS

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Alum Rock Union Elementary
 Phone Number: (408) 928-6800
 Superintendent: Hilaria Bauer
 E-mail Address: hilaria.bauer@arUSD.org
 Web Site: www.arUSD.org

School Contact Information Most Recent Year

School Name: Aptitud Community Academy at Goss
 Street: 2475 Van Winkle Ln.
 City, State, Zip: San Jose, CA 95116-3758
 Phone Number: (408) 928-7656
 Principal: Natasha Wexler, Principal
 E-mail Address: gosses@arUSD.org
 Web Site: www.arUSD.org/gosses
 County-District-School
 (CDS) Code: 43693696046247

School Description and Mission Statement – Most Recent Year

Aptitud Community Academy at Goss is Alum Rock's first dependent charter school. At Aptitud Community Academy at Goss, we believe that every child deserves to learn in an active and healthy environment. The Academy is committed to high quality instruction with the rigor, resilience and relationships required to create college bound and career ready leaders in our society.

Some of what makes Aptitud a special school is the focus on health and nutrition. We are also special because of the presence of City Year corps members and a Playworks Coach. We are a Positive Behavior Intervention and Supports (PBIS)/ PeaceBuilders school and begin each Monday and Friday with a morning rally with all students present. We emphasize Guided Reading and blended learning while aggressively monitoring student academic progress to ensure that all students are meeting or exceeding grade-level standards. We have a strong and active Parent Teacher Association.

I would like to invite you to our twice-monthly "Coffee with the Principal" meetings where you will have the opportunity to ask questions about our school. See our most recent bulletin for the date of the next scheduled coffee time.

Please feel free to drop by the school for a visit anytime. The talented and friendly support staff at Aptitud is at your service. You can reach me, Natasha Wexler, Principal, at (408) 928-7656.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	64
Grade 1	54
Grade 2	61
Grade 3	59
Grade 4	77
Grade 5	63
Grade 6	49
Total Enrollment	427

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.5%
American Indian or Alaska Native	0%
Asian	5.6%
Filipino	3.3%
Hispanic or Latino	89.5%
Native Hawaiian/Pacific Islander	0.5%
White	0.5%
Two or More Races	0.2%
Socioeconomically Disadvantaged	95.3%
English Learners	67.4%
Students with Disabilities	10.8%
Foster Youth	0%

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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	18	19	19	568
Without Full Credential	1	2	2	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

NOTE: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	92.86%	7.14%
All Schools in District	94.37%	5.63%
High-Poverty Schools in District	94.37%	5.63%
Low-Poverty Schools in District	0%	0%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	2008	Yes	0%
Mathematics	2008	Yes	0%
Science	2006	Yes	0%
History-Social Science	2007	Yes	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements – Most Recent Year

The district makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

Aptitud Community Academy at Goss was built in 1961. School facilities are being renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead containing building materials are found, they are removed according to Environmental Protection Agency (EPA), State, and Local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner.

Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by district maintenance crews ensures that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

Aptitud recently received a Kaboom! grant and built a new play structure for our first through seventh graders to play on as well as a school garden. The United Way did a day of action at Aptitud and volunteers painted the trim a bright, friendly color as well as painted college logos and positive phrases.

School Facility Good Repair Status – Most Recent Year

Using the most recent 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 Overall Rating

Month and year in which data were collected: January 2016

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	✓	-	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-
Electrical: Electrical	✓	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-
Safety: Fire Safety, Hazardous Materials	✓	-	-
Structural: Structural Damage, Roofs	✓	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-

Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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], Science California Standards Tests); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	19%	33%	44%
Mathematics (grades 3-8 and 11)	13%	23%	33%

NOTE: Scores are not shown 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.

CAASPP Assessment Results – English Language Arts (ELA)
 Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year
 2014–15)
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	60	60	100%	58%	28%	7%	7%
Male	60	27	45%	63%	26%	4%	7%
Female	60	33	55%	55%	30%	9%	6%
Black or African American	60	1	1.7%	--	--	--	--
American Indian or Alaska Native							
Asian	60	5	8.3%	--	--	--	--
Filipino							
Hispanic or Latino	60	52	86.7%	60%	29%	6%	6%
Native Hawaiian or Pacific Islander	60	1	1.7%	--	--	--	--
White	60	1	1.7%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	60	60	100%	58%	28%	7%	7%
English Learners	60	50	83.3%	58%	30%	6%	6%
Students with Disabilities	60	4	6.7%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	76	75	98.7%	69%	13%	5%	12%
Male	76	34	44.7%	74%	18%	3%	6%
Female	76	41	53.9%	66%	10%	7%	17%
Black or African American							
American Indian or Alaska Native							
Asian	76	7	9.2%	--	--	--	--
Filipino							
Hispanic or Latino	76	67	88.2%	76%	13%	4%	6%
Native Hawaiian or Pacific Islander							
White	76	1	1.3%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	76	68	89.5%	71%	15%	4%	10%
English Learners	76	39	51.3%	85%	15%	0%	0%
Students with Disabilities	76	9	11.8%	--	--	--	--
Students Receiving Migrant Education Services	76	1	1.3%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	61	61	100%	51%	26%	18%	5%
Male	61	27	44.3%	63%	22%	11%	4%
Female	61	34	55.7%	41%	29%	24%	6%
Black or African American	61	1	1.6%	--	--	--	--
American Indian or Alaska Native							
Asian	61	4	6.6%	--	--	--	--
Filipino	61	3	4.9%	--	--	--	--
Hispanic or Latino	61	53	86.9%	53%	28%	15%	4%
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged	61	61	100%	51%	26%	18%	5%
English Learners	61	34	55.7%	79%	18%	3%	0%
Students with Disabilities	61	8	13.1%	--	--	--	--
Students Receiving Migrant Education Services	61	1	1.6%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	49	49	100%	57%	20%	22%	0%
Male	49	23	46.9%	65%	13%	22%	0%
Female	49	26	53.1%	50%	27%	23%	0%
Black or African American							
American Indian or Alaska Native							
Asian	49	2	4.1%	--	--	--	--
Filipino	49	3	6.1%	--	--	--	--
Hispanic or Latino	49	44	89.8%	61%	23%	16%	0%
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged	49	46	93.9%	59%	22%	20%	0%
English Learners	49	20	40.8%	95%	5%	0%	0%
Students with Disabilities	49	7	14.3%	--	--	--	--
Students Receiving Migrant Education Services	49	1	2%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

CAASPP Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	60	60	100%	57%	35%	8%	0%
Male	60	27	45%	44%	48%	7%	0%
Female	60	33	55%	67%	24%	9%	0%
Black or African American	60	1	1.7%	--	--	--	--
American Indian or Alaska Native							
Asian	60	5	8.3%	--	--	--	--
Filipino							
Hispanic or Latino	60	52	86.7%	58%	35%	8%	0%
Native Hawaiian or Pacific Islander	60	1	1.7%	--	--	--	--
White	60	1	1.7%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	60	60	100%	57%	35%	8%	0%
English Learners	60	50	83.3%	60%	32%	8%	0%
Students with Disabilities	60	4	6.7%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	76	75	98.7%	48%	32%	12%	8%
Male	76	34	44.7%	53%	32%	9%	6%
Female	76	41	53.9%	44%	32%	15%	10%
Black or African American							
American Indian or Alaska Native							
Asian	76	7	9.2%	--	--	--	--
Filipino							
Hispanic or Latino	76	67	88.2%	52%	34%	9%	4%
Native Hawaiian or Pacific Islander							
White	76	1	1.3%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	76	68	89.5%	49%	34%	12%	6%
English Learners	76	39	51.3%	72%	23%	5%	0%
Students with Disabilities	76	9	11.8%	--	--	--	--
Students Receiving Migrant Education Services	76	1	1.3%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	61	61	100%	66%	26%	5%	3%
Male	61	27	44.3%	67%	26%	4%	4%
Female	61	34	55.7%	65%	26%	6%	3%
Black or African American	61	1	1.6%	--	--	--	--
American Indian or Alaska Native							
Asian	61	4	6.6%	--	--	--	--
Filipino	61	3	4.9%	--	--	--	--
Hispanic or Latino	61	53	86.9%	70%	25%	2%	4%
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged	61	61	100%	66%	26%	5%	3%
English Learners	61	34	55.7%	85%	15%	0%	0%
Students with Disabilities	61	8	13.1%	--	--	--	--
Students Receiving Migrant Education Services	61	1	1.6%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	49	49	100%	63%	22%	12%	2%
Male	49	23	46.9%	61%	22%	13%	4%
Female	49	26	53.1%	65%	23%	12%	0%
Black or African American							
American Indian or Alaska Native							
Asian	49	2	4.1%	--	--	--	--
Filipino	49	3	6.1%	--	--	--	--
Hispanic or Latino	49	44	89.8%	68%	25%	7%	0%
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged	49	46	93.9%	63%	22%	13%	2%
English Learners	49	20	40.8%	95%	5%	0%	0%
Students with Disabilities	49	7	14.3%	--	--	--	--
Students Receiving Migrant Education Services	49	1	2%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	46%	51%	23%	50%	52%	47%	59%	60%	56%

NOTE: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47%	Native Hawaiian or Pacific Islander	
All Students at the School	23%	White	
Male	16%	Two or More Races	
Female	29%	Socioeconomically Disadvantaged	23%
Black or African American		English Learners	0%
American Indian or Alaska Native		Students with Disabilities	–
Asian	–	Students Receiving Migrant Education Services	–
Filipino	–	Foster Youth	–
Hispanic or Latino	20%		

NOTE: Scores are not shown 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.

STATE PRIORITY: OTHER PUPIL OUTCOME

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	19.7%	18%	13.1%
7			
9			

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.

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 - Most Recent Year

Aptitud is a neighborhood school and values and includes all stakeholders in every facet of the educational process. To encourage parent participation, Aptitud maintains a system of open communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including results of the school evaluation process, school data, and school programs are also available to parents in the Principal's Newsletter, which is written in multiple languages. We also utilize parent link which calls, emails, and texts all parents with current numbers on file as well as send home a Thursday folder. Because parent and community participation is essential to student achievement, Aptitud Community Academy at Goss provides a number of parent and community involvement opportunities.

Aptitud parents are encouraged to be active participants in the education of their children. Community nutrition, cooking, Common Core, Bullying, and parent leadership classes are provided for parents throughout the school year. Aptitud has an Advisory Board, an active Parent Teacher Association, School Site Council and an English Learner Advisory Committee who advise the principal in making decisions around the school plan. Parents are also active participants as volunteers helping with clerical tasks and in many cases working in the classrooms. Curriculum nights and special sessions for parents of at-risk students are spread throughout the year. An informal gathering in the cafeteria on Friday mornings is used to keep all parents informed of school activities and programs and to give people an opportunity to ask questions of the principal. For more information please contact the school principal, Natasha Wexler, at 408-928-7650.

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

Rate*	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.71	0.94	6.3	3.41	2.28	3.22	5.07	4.36	3.8
Expulsions	0	0	0	0.01	0	0	0.13	0.1	0.09

School Safety Plan – Most Recent Year

Aptitud Community Academy at Goss has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any and all emergencies. The plan also contains annually updated safety goals as determined by the students, staff, and parents. The safety plan is developed by Aptitud's Safety Committee before it is presented to the Alum Rock Union Elementary School District Board of Trustees for annual approval. The revised plan was Board approved in 2015. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed, and the results are shared with the staff. Aptitud's Safety Plan has a comprehensive, enforceable, and continuous behavior policy, set of rules and regulations, dress code policy, protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, and nondiscriminatory policy on student rights and responsibilities.

Aptitud's Safety Plan uses a comprehensive approach to creating a safe and effective school environment. The plan includes four components that interact and affect the safety of the whole campus. The four components are the personal characteristics of the student, the community and the staff; the school's physical environment; the school's social environment; and the school's culture.

The campus is supervised by school staff beginning at 7:45 a.m. and students are not allowed on campus before that time. We welcome visitors to our school, but during the school day all visitors must check-in at the office. Only the front entrance is open during the school day.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	38.1%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17	3			22		3		21		3	
1	20	2	1		22		2		20	2		
2	18	4			19	1	2		19	2	2	
3	22		3		21	1	3		22		2	
4	28		2		32		2		31		1	2
5	31		2		30		2		32		1	1
6									25		12	
Other	10	1										

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.2	N/A
Social Worker		N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist (non - teaching)	1	N/A
Other		N/A

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,150	\$2,392	\$6,758	\$64,327
District	N/A	N/A	\$6,466	\$70,088
Percent Difference – School Site and District	N/A	N/A	4.52%	-8.22%
State	N/A	N/A	\$5,348	\$72,993
Percent Difference – School Site and State	N/A	N/A	26.36%	-11.87%

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

Types of Services Funded (Fiscal Year 2014-15)

Teachers closely monitor ongoing assessments in order to identify the particular needs of each student. Staff development is provided in differentiated instructional practices in the areas of reading language arts and math.

The workshop model is used in every classroom to allow time for teachers to differentiate instruction with small groups of learners, in specific areas of need.

Aptitud Community Academy at Goss Elementary provides the following supplemental services to ensure under-performing students meet standards:

The after-school expanded learning time provides tutoring, academic support, and enrichment opportunities for students.

Before and afterschool intervention classes are offered to at-risk students scoring below proficient levels in reading language arts.

Classroom teachers provide an extended day to support and address the needs of all under-performing students.

The Accelerated Reader (AR) program is used to motivate students and to promote reading fluency and comprehension for under-performing students.

Half-day grade-level meetings allow teachers release time from classroom duties to analyze teaching and learning and to develop action plans for continuous improvement.

Classroom teachers analyze student data to monitor progress of English learners on their annual progress goal (based on length of time in the district's English Language Development program).

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,266	\$43,091
Mid-Range Teacher Salary	\$73,584	\$70,247
Highest Teacher Salary	\$85,887	\$89,152
Average Principal Salary (Elementary)	\$108,978	\$112,492
Average Principal Salary (Middle)	\$114,421	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$204,900	\$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development - Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Aptitud's primary areas of focus are centered around Alum Rock's priorities. The priorities are a rigorous instruction, proficient English Learners, a safe school environment and that our stakeholders increase parent engagement. Our leadership team took the district priorities to create our focus areas toward professional development. Teachers receive professional development around our priorities during staff meetings, district professional development, Santa Clara County Office of Education professional development, other resources, and through collaboration time set aside for every grade level on a weekly basis. Teachers receive support from district coaches, teacher - principal meetings, and contracted individuals.