

# Aptitud Community Academy at Goss

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Aptitud Community Academy at Goss
<b>Street</b>	2475 Van Winkle Lane
<b>City, State, Zip</b>	San Jose CA, 95116
<b>Phone Number</b>	(408) 928-7650
<b>Principal</b>	Rebecca Jensen
<b>Email Address</b>	rebecca.jensen@arUSD.org
<b>School Website</b>	aptitud.arUSD.org
<b>County-District-School (CDS) Code</b>	43-69369-6046247

## 2021-22 District Contact Information

<b>District Name</b>	Alum Rock Union Elementary School District
<b>Phone Number</b>	(408) 928-6800
<b>Superintendent</b>	Hilaria Bauer, Ph.D.
<b>Email Address</b>	hilaria.bauer@arUSD.org
<b>District Website Address</b>	www.arUSD.org

## 2021-22 School Overview

Aptitud Community Academy at Goss is Alum Rock's first locally funded 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 is the focus on health and wellness. We also have added programs such as City Year corps members and a Little Heroes Coach. We are a Positive Behavior Intervention and Supports (PBIS) school. 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.

I would like to invite you to our monthly "Coffee with the Principal" meetings where you will have the opportunity to ask questions about our school. Visit our school's web page for more information.

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, Rebecca Jensen, Principal, at (408) 928-7656.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	44
Grade 1	49
Grade 2	58
Grade 3	47
Grade 4	52
Grade 5	52
Grade 6	51
Grade 7	45
Grade 8	37
Total Enrollment	435

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2
Male	53.8
American Indian or Alaska Native	0.2
Asian	7.6
Black or African American	1.4
Filipino	4.1
Hispanic or Latino	85.1
Two or More Races	0.5
White	1.1
English Learners	46
Foster Youth	0.9
Homeless	0.9
Socioeconomically Disadvantaged	89.4
Students with Disabilities	11.5

## 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

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

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The following are the textbook adoptions for Alum Rock Union Elementary School District:

- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools
- Pearson EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Learning A-Z: Science A-Z Online 2019 -Elementary/Accelerate Learning:STEMscopes 2019-Middle Schools
- Studies Weekly 2019- Elementary /TCI Curriculum 2018- Middle School

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill/ Study Sync 2017- Middle School	Yes	0
<b>Mathematics</b>	Pearson: enVision Math 2015-Elementary/ CPM 2015-Middle School	Yes	0
<b>Science</b>	Learning A-Z: Science A-Z online 2019-Elementary/ Accelerate Learning:STEMscopes 2019-Middle School	Yes	0
<b>History-Social Science</b>	Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School	Yes	0
<b>Health</b>	Family Life - Planned Parenthood	Yes	0

## School Facility Conditions and Planned Improvements

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 received a Kaboom! grant and built a new play structure for our first through eighth graders to play on as well as a school garden. City Year held a beautification day in which volunteers painted murals of positive role models, college and university logos, and positive messages throughout the campus' walls.

Year and month of the most recent FIT report

November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			City Year Office- needs Ac Rm:P2- AC not working
<b>Interior:</b> Interior Surfaces		X		City Year Office- Missing ceiling tiles/ missing blinds Rm:A3- Ceiling tile stain Counselor Office: Missing tile by the exit/ceiling stain
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Rm:A1-Electrical outlet needs to be changed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Rm:B1- Missing Faucet Rm:Boys Bathroom-Missing Faucet
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Women Restroom: Sink wood is moldy
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			City Year Office-Window does not close Playground: Black top is bad

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 assessment in 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.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	299	NT	NT	NT	NT
<b>Female</b>	137	NT	NT	NT	NT
<b>Male</b>	162	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	21	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	257	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	130	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	265	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	36	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	299	NT	NT	NT	NT
Female	137	NT	NT	NT	NT
Male	162	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	21	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	257	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	130	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	265	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered 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.

All Students	142	127	89.44%	10.56%	27.56%
Female	62	55	88.71%	11.29%	30.91%
Male	80	72	90.00%	10.00%	25.00%
Asian	8	8	100.00%		37.50%
Black or African American	2	2	100.00%		
Filipino	6	6	100.00%		66.67%
Hispanic or Latino	126	111	88.10%	11.90%	25.23%
English Learners	111	101	90.99%	9.01%	27.72%

<b>Homeless</b>	3	2	66.67%	33.33%	
<b>Socioeconomically Disadvantaged</b>	128	114	89.06%	10.94%	23.68%
<b>Students with Disabilities</b>	21	16	76.19%	23.81%	

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

### 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered 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.

<b>All Students</b>	142	130	91.55%	8.45%	24.62%
<b>Female</b>	62	57	91.94%	8.06%	22.81%
<b>Male</b>	80	73	91.25%	8.75%	26.03%
<b>Asian</b>	8	8	100.00%		87.50%
<b>Black or African American</b>	2	2	100.00%		
<b>Filipino</b>	6	6	100.00%		33.33%
<b>Hispanic or Latino</b>	126	114	90.48%	9.52%	20.18%
<b>English Learners</b>	111	103	92.79%	7.21%	30.10%
<b>Homeless</b>	3	2	66.67%	33.33%	
<b>Socioeconomically Disadvantaged</b>	128	117	91.41%	8.59%	23.08%
<b>Students with Disabilities</b>	21	16	76.19%	23.81%	

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

### CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	NT	NT	NT	NT
Female	36	NT	NT		
Male	58	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	78	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	31	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	84	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

### B. Pupil Outcomes

#### 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Aptitud is a neighborhood school that 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 participation. Not only is the School Accountability Report Card available on the district's website, but pertinent school information and resources, including school data and available school programs are also available to parents on the school's web page. We use other means of communication such as our online platforms ParentSquare and ClassDojo. We publish a bimonthly newsletter that is available in multiple languages. We also utilize parent link which calls, email, and texts all parents with current numbers on file. 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. Common Core, Bullying, and parent leadership opportunities are provided for parents throughout the school year. Aptitud has 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.

For more information please contact the school principal, Rebecca Jensen, at 408-928-7650.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	469	457	11	2.4
Female	226	217	8	3.7
Male	243	240	3	1.3
American Indian or Alaska Native	1	1	0	0.0
Asian	35	35	0	0.0
Black or African American	8	8	1	12.5
Filipino	19	19	1	5.3
Hispanic or Latino	398	386	9	2.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	6	6	0	0.0
English Learners	237	231	4	1.7
Foster Youth	5	5	0	0.0
Homeless	7	7	2	28.6
Socioeconomically Disadvantaged	420	411	10	2.4
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	55	53	1	1.9

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. 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.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	1.52	0.21	2.23	0.02	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. 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.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.39	1.60	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.21	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.41	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	2.86	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

Aptitud Community Academy at Goss has a 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 for the 2019-20 school year. 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 7:55 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

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	2	
1	21	1	1	
2	22		1	
3	26		3	
4	34			1
5	24	1	1	1
6	20	10		



## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	2	
1	24		2	
2	23		2	
3	21	1	1	
4	35			1
5	35			1
6	13	15	5	
Other	28		1	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	25		2	
2	19	1	2	
3	24		2	
4	26		2	
5	26		2	
6	13	13	9	

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	870

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.5
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	0.5

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$15,879.79	\$6,515	\$9,439	\$101,045
<b>District</b>	N/A	N/A	\$1,148.34	\$90,674
<b>Percent Difference - School Site and District</b>	N/A	N/A	156.6	10.8
<b>State</b>			\$8,444	\$85,863
<b>Percent Difference - School Site and State</b>	N/A	N/A	11.1	16.2

## 2020-21 Types of Services Funded

Teachers closely monitor ongoing assessments in order to identify the particular needs of each student. The small group model is used in the elementary classroom to allow time for teachers to differentiate instruction with small groups of learners, in specific areas of need.

One to one intervention is provided by Reading Partners to 40 students in grades 1st to 4th.

Staff use the Imagine Learning platform to support our beginning language learners with English Language Development. In Middle School, students have access to the Paper Platform, which gives them access to virtual tutors, in their language of choice.

Additionally, we offer after school offerings to support students with additional time. The City Year/ YMCA after-school expanded learning time provides tutoring, academic support, and enrichment opportunities for students. Before and after school intervention classes are offered to at-risk students scoring below proficient levels in reading language arts.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$59,197	\$52,060
<b>Mid-Range Teacher Salary</b>	\$92,160	\$84,043
<b>Highest Teacher Salary</b>	\$109,665	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$121,783	\$133,582
<b>Average Principal Salary (Middle)</b>	\$134,266	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$218,543	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	36%	35%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

Aptitud's primary areas of focus for professional development are aligned to Alum Rock's LCAP priorities. The priorities are rigorous instruction, proficient English Learners, and a safe school environment. Our leadership team took the district priorities to create our focus areas toward professional development. Teachers receive professional development around our priorities during weekly staff meetings, as well as during the 3 district professional development days. This year Aptitud partnered with SCCOE's PBIS team to deepened our practice around student relationships and community building. As a staff we participated in quarterly EL trainings with a team from SCCOE. The District and Santa Clara County Office of Education also offers professional developments to support the implementation of tech platforms and curricula.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	1.5