

# Aptitud Community Academy at Goss

## 2022-2023 School Accountability Report Card

### (Published During the 2023-2024 School Year)

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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.

### 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.

## 2023-24 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>	Suyen Jimenez
<b>Email Address</b>	suyen.jimenez@arud.org
<b>School Website</b>	aptitud.arud.org
<b>County-District-School (CDS) Code</b>	43-69369-6046247

## 2023-24 District Contact Information

<b>District Name</b>	Alum Rock Union School District: Aptitud Community Academy at Goss
<b>Phone Number</b>	(408) 928-6800
<b>Superintendent</b>	Hilaria Bauer, Ph.D.
<b>Email Address</b>	hilaria.bauer@arud.org
<b>District Website</b>	www.arud.org

## 2023-24 School Description and Mission Statement

Aptitud Academy at Goss where we provide the highest quality education to the children of the Capitol park neighborhood that serves T4 - 8th grade students. At Aptitud Community Academy at Goss, we believe that every child deserves to learn in a safe and welcoming environment, enriched with positive relationships. We are committed to developing and maintaining a school culture that encourages healthy lifestyle habits in our students. We believe this is key to helping them reach their academic potential and be valuable and responsible citizens. With high-quality instruction, we strive to equip our students with the necessary rigor, resilience, and relationships to become college-ready and career-ready leaders of the future.

Some of what makes Aptitud the school it is, is the focus on wellness and literacy. Serving students alongside us, is our SCCOE Wellness Center where the goal is to serve the whole child and family to ensure a safe, caring environment. We take great pride in our literacy program, SIPPS, which has enabled us to provide explicit and systematic phonics instruction that is tailored to individual skill levels. The SIPPS program is available to students in grades 1-3 to guarantee that all students can read by the end of 3rd grade.

Think Together after school program, Band, Art, and Little Heroes structured play offer an additional advantage to the daily routine. These activities are designed to foster the growth of the entire child and make learning more enjoyable.

We invite all families to join us for our "Coffee with the Principal" meetings, where you can ask questions about our school. We host two sessions each month, on the second Tuesday, one in the morning and one in the evening, to accommodate all our parents. For further details, please visit Aptitud Academy's website.

We welcome you to come to Aptitud any time. Our front office team and staff are here to help you. You can reach me, Suyen Jimenez , Principal, at (408) 928-7650.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	29
Grade 1	45
Grade 2	48
Grade 3	43
Grade 4	56
Grade 5	55
Grade 6	61
Grade 7	44
Grade 8	41
<b>Total Enrollment</b>	<b>422</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7%
Male	53.3%
Asian	5.9%
Black or African American	1.9%
Filipino	4%
Hispanic or Latino	86.3%
Two or More Races	0.9%
White	0.9%
English Learners	55.7%
Foster Youth	0.2%
Homeless	1.4%
Migrant	0.2%
Socioeconomically Disadvantaged	89.6%
Students with Disabilities	9.7%

## **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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.70	88.31	373.60	75.81	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	10.50	2.14	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.48	41.00	8.33	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	35.70	7.26	12115.80	4.41
<b>Unknown</b>	1.60	7.17	31.80	6.46	18854.30	6.86
<b>Total Teaching Positions</b>	22.30	100.00	492.80	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.30	86.79	373.70	76.67	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.72	18.40	3.79	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.80	3.78	42.40	8.70	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	25.20	5.19	11953.10	4.28
<b>Unknown</b>	1.00	4.72	27.50	5.66	15831.90	5.67
<b>Total Teaching Positions</b>	21.10	100.00	487.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	0.80
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	7.4
<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)	7.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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, Foss Science 2019-Elementary/STEMscopes 2019-Middle Schools, Studies Weekly 2022- Elementary /TCI Curriculum 2018- Middle School

<b>Year and month in which the data were collected</b>	August 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	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>	Foss Science-Elementary/STEMscopes 2019-Middle School	Yes	0
<b>History-Social Science</b>	Studies Weekly 2022- 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**

October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Kitchen Storage - Ceiling water damage Boys Restroom - Soap dispenser needs to be replaced Room D4 - Water mark on ceiling tile Room D2 - Leak on the roof made water mark on ceiling tile Staff Room - water mark on ceiling tile Room B1 - unfinished base board by the sink Room A2 - Data plugs don't work Room A1 - Need blinds teacher replaced with his own
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Staff Restroom - need to replace 4 lights Room B5 - 3 lights are out Room B3 - Need to replace lights

## School Facility Conditions and Planned Improvements

			Room A2 - Some plugs don't have power Room A1 - Need to check outlets by the teacher.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		Room D1 - Fountain faucet needs more pressure Staff Restroom - water splashes all over Room B4 - Fountain faucet not working Boys Restroom - Urinal is leaking Room A2 - Faucet is lose
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Room D2 - Broken Window Room A3 - Need to replace the lock

## 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).

#### 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.

## 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.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	24	22	33	31	47	46
<b>Mathematics</b> (grades 3-8 and 11)	12	22	23	25	33	34

## 2022-23 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.

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

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.

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

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>	296	285	96.28	3.72	22.11
<b>Female</b>	139	134	96.40	3.60	22.39
<b>Male</b>	157	151	96.18	3.82	21.85
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	20	20	100.00	0.00	50.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	260	249	95.77	4.23	20.08
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	147	138	93.88	6.12	9.42
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	260	250	96.15	3.85	20.80
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	39	38	97.44	2.56	0.00

## 2022-23 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.

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

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.

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

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>	296	294	99.32	0.68	22.11
<b>Female</b>	139	139	100.00	0.00	15.83
<b>Male</b>	157	155	98.73	1.27	27.74
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	20	20	100.00	0.00	70.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	260	258	99.23	0.77	17.44
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	147	147	100.00	0.00	10.88
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	260	258	99.23	0.77	19.77
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	39	38	97.44	2.56	2.63

## 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.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	13.79	19.35	17.41	16.26	29.47	30.29

## 2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	95	94	98.95	1.05	20.21
<b>Female</b>	47	47	100.00	0.00	14.89
<b>Male</b>	48	47	97.92	2.08	25.53
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	85	84	98.82	1.18	15.48
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	49	49	100.00	0.00	8.16
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	87	86	98.85	1.15	18.60
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	13	92.86	7.14	7.69

## 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.00%	100.00%	100.00%	100.00%	100.00%
Grade 7	100.00%	100.00%	100.00%	100.00%	100.00%

## 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.

#### 2023-24 Opportunities for Parental Involvement

Aptitud is a local school that is committed to involving all stakeholders in every aspect of the educational process. To ensure that parents are actively involved, Aptitud actively communicates and implements a variety of strategies to increase stakeholder engagement. The district's website offers the School Accountability Report Card, as well as other important school information and resources such as school data and details on programs available at the school for parents to access.

Our bimonthly newsletter is available in multiple languages and we use Parent Square to call, email, and text all parents with current numbers on file. As we believe that parent and community involvement is key to student success, Aptitud Community Academy at Goss offers a variety of parent and community engagement activities.

Parents of Aptitud students are urged to take an active role in their children's learning. During the school year, informational sessions on Common Core literacy, Bullying prevention, and ways for parents to become involved are made available. The Parent Teacher Association, School Site Council, and English Learner Advisory Committee of Aptitud provide the principal with guidance when making decisions concerning the school plan. Moreover, parents contribute to the school by volunteering their time and services with clerical work and in some cases, even working with students in the classroom. Parents of at-risk students can attend curriculum nights and special sessions which occur throughout the year.

If you would like more information, please contact Suyen Jimenez, the school principal, at 408-928-7650.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	481	464	114	24.6
Female	221	215	53	24.7
Male	260	249	61	24.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	31	29	3	10.3
Black or African American	8	8	2	25.0
Filipino	20	20	3	15.0
Hispanic or Latino	414	399	104	26.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	1	25.0
White	4	4	1	25.0
English Learners	274	266	67	25.2
Foster Youth	2	2	0	0.0
Homeless	21	15	12	80.0
Socioeconomically Disadvantaged	423	407	100	24.6
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	58	56	15	26.8

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.21	4.07	4.78	0.02	2.44	2.82	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.78	0
Female	4.98	0
Male	4.62	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5.56	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	5.84	0
Foster Youth	0	0
Homeless	4.76	0
Socioeconomically Disadvantaged	5.2	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.62	0

## 2023-24 School Safety Plan

The Goss Aptitud Community Academy has a detailed school safety plan that includes protocols, systems, and procedures to handle emergencies. This plan has been set up with goals determined by the students, staff, and parents and is revised each year. The School Site Council creates the plan and it is sent to the Alum Rock Union Elementary School District Board of Trustees to be approved annually. The updated plan was approved for the 2021-22 school year up until 2023-24.

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 incorporates a comprehensive approach to guaranteeing a secure and functional school setting. It encompasses four components that cooperate to bring about the safety of the entire campus. These components are the individual qualities of the students, staff, and community; the physical atmosphere of the school; the social environment of the school; and the school's culture.

School staff actively monitor the campus starting at 8:05 a.m., and students are permitted on campus prior to this time. We invite visitors to our school, however they must register at the office during the school day and only the front entrance is accessible.

## 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.

### 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	

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	21	1	1	
1	23		2	
2	23		2	
3	24		2	
4	30		1	
5	23		2	
6	13	13	10	
Other	22		1	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	14	1	1	0
1	23	0	1	0
2	24	0	2	0
3	22	0	2	0
4	28	0	2	0
5	28	0	2	0
6	17	10	10	0
Other	23	0	1	0

## 2022-23 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	0

## 2022-23 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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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>	\$20,097.46	\$11,620.39	\$8,477.07	\$94,270.50
<b>District</b>	N/A	N/A	\$7,216.32	\$94,380
<b>Percent Difference - School Site and District</b>	N/A	N/A	16.1	-0.1
<b>State</b>	N/A	N/A	\$7,607	\$89,574
<b>Percent Difference - School Site and State</b>	N/A	N/A	10.8	5.1

## Fiscal Year 2022-23 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

Additionally, we offer after school offerings to support students with additional time. The Think Together 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 and language arts.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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>	\$61,121	\$54,215
<b>Mid-Range Teacher Salary</b>	\$95,155	\$86,843
<b>Highest Teacher Salary</b>	\$114,262	\$111,440
<b>Average Principal Salary (Elementary)</b>	\$125,741	\$140,851
<b>Average Principal Salary (Middle)</b>	\$0	\$147,065
<b>Average Principal Salary (High)</b>	\$0	\$142,189
<b>Superintendent Salary</b>	\$225,646	\$252,466
<b>Percent of Budget for Teacher Salaries</b>	32.82%	33.16%
<b>Percent of Budget for Administrative Salaries</b>	6.18%	5.15%

## Professional Development

The leadership team at Aptitud has tailored our professional development goals to meet the LCAP priorities of Alum Rock. These priorities include the implementation of rigorous instruction, assisting English Learners to become proficient, and maintaining a safe school environment. Teachers are provided with professional development opportunities related to these goals during weekly staff meetings and during district professional development days. This year, Aptitud has joined forces with SCCOE's PBIS team to further strengthen our approach to creating meaningful connections with students and fostering a sense of community. Additionally, the District and Santa Clara County Office of Education provide professional development opportunities to assist in the successful application of technological platforms and curricula.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	1.5	.5	