

Aptitud Community Academy at Goss School 2013-14 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

Aptitud Community Academy at Goss



Contact Information (School Year 2014-15)

2475 Van Winkle Ln.

San Jose, CA 95116-3758

(408) 928-7656

Principal:

Natasha Wexler, Principal

Contact E-mail Address:

gosses@arUSD.org

County-District-School (CDS) Code: 43693696046247

Alum Rock Union Elementary



Contact Information (School Year 2014-15)

(408) 928-6800

www.arUSD.org

Superintendent:

Hilaria Bauer

Contact E-mail Address:

hilaria.bauer@arUSD.org



Aptitud Community Academy at Goss 2013-14

School Accountability Report Card

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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	http://www.arUSD.org
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 PeaceBuilders school and begin each day with a morning rally with all students present. We emphasize Accelerated Reader and math facts fluency and aggressively monitor 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 2013-14)

Grade Level	Number of Students
Kindergarten	55
Grade 1	62
Grade 2	64
Grade 3	72
Grade 4	63
Grade 5	59
Grade 6	0
Total Enrollment	375

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0
Asian	7.2
Filipino	2.4
Hispanic or Latino	88.5
Native Hawaiian/Pacific Islander	0.5
White	0.8
Two or More Races	0.00
Socioeconomically Disadvantaged	91.7
English Learners	71.5
Students with Disabilities	12

A. Conditions of Learning

State Priority: Basic

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The SARC provides the following information relevant to the Basic State Priority (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 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	18	18	19	518
Without Full Credential		1	2	31
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

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	100	0
All Schools in District	97.44	2.56
High-Poverty Schools in District	97.44	2.56
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 instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2015

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent 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 sixth 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

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		—	—	No apparent problems.
Interior: Interior Surfaces		—	—	No apparent problems.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		—	—	No apparent problems.
Electrical: Electrical		—	—	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/Fountains		—	—	No apparent problems.
Safety: Fire Safety, Hazardous Materials		—	—	No apparent problems.
Structural: Structural Damage, Roofs		—	—	No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		—	—	No apparent problems.

Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	57%	47%	52%	54%	53%	56%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56%
All Students at the School	52%
Male	48%
Female	56%
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Filipino	N/A
Hispanic or Latino	47%
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	44%
English Learners	16%
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	42%	44%	41%	48%	52%	50%	54%	56%	55%
Mathematics	64%	55%	60%	57%	58%	58%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	46%	46%	41%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2011	2012	2013
Statewide	4	3	3
Similar Schools	7	6	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	78	-15	-2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	85	-22	-3
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	78	-15	4
English Learners	93	-17	0
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcome

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

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

California Physical Fitness Test Results (School Year 2013-14)

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	15.3%	22%	28.8%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

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School Accountability Report Card

Aptitud is a community 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. 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 School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate*	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	4.3	4.7	0.9	3.9	3.4	2.3	4.4	5.1	5.7
Expulsions	0	0	0	0	0	0	0.1	0.1	0.1

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 February 2013. 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 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

Federal Intervention Program (School Year 2014-15)

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	9
Percent of Schools Currently in Program Improvement	N/A	45%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	2	1	0	17	3			18	1	2	
1	20	4	0	0	17	3	1		16	2	2	
2	17.5	4	0	0	15	5			16	2	2	
3	18.3	3	0	0	22		3		18	1	3	
4	33	0	0	2	28		2		32		2	
5	24	0	2	0	31		2		30		2	
6												
Other												

* 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	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

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* 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 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non - teaching)	0	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 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$9,317	\$2,663	\$6,655	\$68,503
District	N/A	N/A	N/A	\$68,814
Percent Difference - School Site and District	N/A	N/A	N/A	-0.45
State	N/A	N/A	\$4,690	\$70,788
Percent Difference - School Site and State	N/A	N/A	41.9	-3.23

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

Types of Services Funded (Fiscal Year 2013-14)

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 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,567	\$41,507
Mid-Range Teacher Salary	\$72,497	\$67,890
Highest Teacher Salary	\$84,619	\$86,174
Average Principal Salary (Elementary)	\$107,361	\$109,131
Average Principal Salary (Middle)	\$112,730	\$111,937
Average Principal Salary (High)	\$0	\$109,837
Superintendent Salary	\$204,900	\$185,462
Percent of Budget for Teacher Salaries	44%	42%
Percent of Budget for Administrative Salaries	6%	6%

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.

Goss budgets a significant amount of the categorical funds to pay for on-going professional development in areas of need as identified by the staff and prioritized by the leadership team. Virtually all Goss teachers have attended the state sponsored AB466 trainings with a focus on the Open Court Reading curriculum. Over the past year over 20 teachers were trained in the writing strategies of Step-Up-to-Writing and in the research proven Explicit Direct Instruction process. Teachers were also given opportunities to attend workshops and conferences relevant to teaching and learning. Our Reading First Specialist provides opportunities for on-going professional development for classroom teachers by modeling lessons for them and covering their classes so that they can visit the classrooms of effective teachers in our district and elsewhere.