Aptitud Community Academy at Goss
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/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 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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Aptitud Community Academy at Goss
Street	2475 Van Winkle Ln.
City, State, Zip	San Jose CA, 95116
Phone Number	(408) 928-7656
Principal	Maria Teresa Manzanedo
E-mail Address	gosses@arusd.org
Web Site	www.arusd.org/gosses
CDS Code	43-69369-6046247

District Contact Information	
District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
E-mail Address	hilaria.bauer@arusd.org
Web Site	www.arusd.org

School Description and Mission Statement (School Year 2016-17)

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

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

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

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

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	69
Grade 1	61
Grade 2	60
Grade 3	50
Grade 4	57
Grade 5	66
Grade 6	39
Grade 7	40
Total Enrollment	442

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0
Asian	5.9
Filipino	3.2
Hispanic or Latino	88.5
Native Hawaiian or Pacific Islander	0.5
White	1.1
Two or More Races	0.2
Socioeconomically Disadvantaged	94.1
English Learners	67.4
Students with Disabilities	10.2
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	19	29	496
Without Full Credential	2	2	3	43
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	51.4	48.6
All Schools in District	86.3	13.7
High-Poverty Schools in District	86.3	13.7
Low-Poverty Schools in District	0.0	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 (School Year 2016-17)

Year and month in which data were collected: January 2016

The following are the most recent adoptions for Alum Rock Union Elementary School District:
• Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools
• EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
• Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools
• Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools	Yes	0%
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015-Middle Schools	Yes	0%
Science	Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools	Yes	0%
History-Social Science	Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

Regular oversight by district maintenance crews ensures that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

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

School Facility Good Repair Status (Most Recent Year)

<table>
<tr><th colspan="5">School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: December 2016</th></tr>
<tr><th rowspan="2">System Inspected</th><th colspan="3">Repair Status</th><th rowspan="2">Repair Needed and
Action Taken or Planned</th></tr>
<tr><th>Good</th><th>Fair</th><th>Poor</th></tr>
<tr><td>**Systems:** Gas Leaks, Mechanical/HVAC, Sewer</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>**Interior:** Interior Surfaces</td><td></td><td></td><td>X</td><td></td></tr>
<tr><td>**Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>**Electrical:** Electrical</td><td></td><td></td><td>X</td><td></td></tr>
<tr><td>**Restrooms/Fountains:** Restrooms, Sinks/ Fountains</td><td></td><td>X</td><td></td><td></td></tr>
<tr><td>**Safety:** Fire Safety, Hazardous Materials</td><td></td><td>X</td><td></td><td></td></tr>
<tr><td>**Structural:** Structural Damage, Roofs</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>**External:** Playground/School Grounds, Windows/ Doors/Gates/Fences</td><td>X</td><td></td><td></td><td></td></tr>
</table>

Overall Facility Rating (Most Recent Year)

<table>
<tr><th colspan="5">Year and month of the most recent FIT report: December 2016</th></tr>
<tr><th rowspan="2">Overall Rating</th><th>Exemplary</th><th>Good</th><th>Fair</th><th>Poor</th></tr>
<tr><td></td><td></td><td>X</td><td></td></tr>
</table>

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	19	32	34	39	44	48
Mathematics	13	19	25	30	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	54	52	96.3	19.2
	4	56	55	98.2	29.1
	5	62	61	98.4	29.5
	6	40	39	97.5	33.3
	7	42	40	95.2	53.9
Male	3	29	28	96.5	21.4
	4	26	25	96.2	32.0
	5	30	29	96.7	13.8
	6	15	15	100.0	26.7
	7	21	19	90.5	42.1
Female	3	25	24	96.0	16.7
	4	30	30	100.0	26.7
	5	32	32	100.0	43.8
	6	25	24	96.0	37.5
	7	21	21	100.0	65.0
Black or African American	4	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | |
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Filipino	3	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Hispanic or Latino	3	44	43	97.7	16.3
	4	48	47	97.9	23.4
	5	53	53	100.0	20.8
	6	34	34	100.0	32.4
	7	37	36	97.3	51.4
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	49	48	98.0	18.8
	4	56	55	98.2	29.1
	5	57	56	98.3	26.8
	6	39	39	100.0	33.3
	7	38	37	97.4	52.8
English Learners	3	42	41	97.6	12.2
	4	44	44	100.0	25.0
	5	33	32	97.0	9.4
	6	20	20	100.0	15.0
	7	14	13	92.9	8.3
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

Note: 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 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	54	52	96.3	23.1
	4	56	55	98.2	14.6
	5	62	62	100.0	19.4
	6	40	39	97.5	10.3
	7	42	42	100.0	27.5
	8	42	42	100.0	27.5
Male	3	29	28	96.5	28.6
	4	26	25	96.2	12.0
	5	30	30	100.0	10.0
	6	15	15	100.0	6.7
	7	21	21	100.0	30.0
	8	21	21	100.0	30.0
Female	3	25	24	96.0	16.7
	4	30	30	100.0	16.7
	5	32	32	100.0	28.1
	6	25	24	96.0	12.5
	7	21	21	100.0	25.0
	8	21	21	100.0	25.0
Black or African American	4	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Filipino	3	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Hispanic or Latino	3	44	43	97.7	16.3
	4	48	47	97.9	14.9
	5	53	53	100.0	11.3
	6	34	34	100.0	5.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	37	37	100.0	22.2
	8	37	37	100.0	22.2
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	49	48	98.0	20.8
	4	56	55	98.2	14.6
	5	57	57	100.0	15.8
	6	39	39	100.0	10.3
	7	38	38	100.0	29.7
	8	38	38	100.0	29.7
English Learners	3	42	41	97.6	21.9
	4	44	44	100.0	11.4
	5	33	33	100.0	3.0
	6	20	20	100.0	
	7	14	14	100.0	
	8	14	14	100.0	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

Note: 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 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.

Note: 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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	51	23	31	52	47	49	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	62	62	100.0	30.7
Male	30	30	100.0	26.7
Female	32	32	100.0	34.4
Hispanic or Latino	53	53	100.0	24.5
Socioeconomically Disadvantaged	57	57	100.0	28.1
English Learners	33	33	100.0	12.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.7	9.7	4.8
7	25	22.5	17.5

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 (School Year 2016-17)

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

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

For more information please contact the school principal, Maria Teresa Manzanedo, 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.9	6.3	2.5	2.3	3.2	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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

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

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

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22		3		21		3					
1	22		2		20	2						
2	19	1	2		19	2	2					
3	21	1	3		22		2					
4	32		2		31		1	2				
5	30		2		32		1	1				
6					25		12					

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

Academic Counselors and Other Support Staff (School Year 2015-16)

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

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$9,150	$2,392	$6,758	$64,327
District	N/A	N/A	$6,466	$74,018
Percent Difference: School Site and District	N/A	N/A	4.5	-13.1
State	N/A	N/A	$5,677	$75,137
Percent Difference: School Site and State	N/A	N/A	19.0	-14.4

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,684	$44,573
Mid-Range Teacher Salary	$75,792	$72,868
Highest Teacher Salary	$88,464	$92,972
Average Principal Salary (Elementary)	$106,896	$116,229
Average Principal Salary (Middle)	$112,241	$119,596
Average Principal Salary (High)		$121,883
Superintendent Salary	$185,000	$201,784
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	6%	5%

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)

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

Teachers receive support from district coaches, teacher - principal meetings, and contracted individuals.