

GOALS Academy

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	GOALS Academy
Street	412 W. Carl Karcher Way
City, State, Zip	Anaheim, CA 92801
Phone Number	(714) 563-2390
Principal	Dr. Debra J. Schroeder
E-mail Address	DSchroederGOALS@gmail.com
Web Site	http://goalsacademy.us/
Grades Served	K-6
CDS Code	30-66423-0131417

District Contact Information	
District Name	Anaheim City School District
Phone Number	714-517-7500
Superintendent	Dr. Linda Wagner
E-mail Address	lkwagner@acsd.us
Web Site	www.acsd.us

School Description and Mission Statement (Most Recent Year)

GOALS Academy is a public charter school authorized by the Anaheim City School District to serve students in grades TK-6. The School's curriculum emphasizes the development of VIA (Values in Action) character strengths under the "umbrella" values of wisdom and knowledge, courage, humanity, justice, temperance, and transcendence. GOALS uses each scholar's strengths to differentiate instruction, apply multimodal pedagogy, monitor growth, and adjust instructional emphasis and support as needed. GOALS Academy's instructional program involves the teaching of foundational academic concepts and skills that are applied to meaningful and relevant project-based learning experiences with an emphasis on critical thinking and real-life application.

MISSION

The mission of GOALS Academy is to produce well-rounded, self-confident, community-conscious, high achieving graduates who successfully transition into higher levels of education, community involvement, and citizenship. GOALS Academy will achieve these goals through a strength-based, comprehensive academic program with enrichment in athletics, visual/performing arts, and service learning.

VISION

The vision of GOALS Academy is for scholars to learn, create, excel, and lead in a strength-based environment in which their talents are identified, developed, and applied. Academic learning will begin with, but will not be limited to, the mastery of the Common Core Standards. Learning will be expanded through strength-based enrichment opportunities and activities including athletics, visual/performing arts, service learning and engagement, career exploration, and environmental science that far exceed options currently available in local public schools. The scholars' academic successes will be enhanced by the creativity, success, and leadership they experience in enrichment programs.

Additionally, the Academy's education program is based on developing the following aptitudes:

- Proficient/advanced in foundational academic concepts and skills in reading, writing, speaking, listening, mathematics, science, and social science
- Awareness and development of personal values (e.g., wisdom and knowledge, courage, humanity, justice, temperance, and transcendence) that become character strengths
- Awareness and development of personal talents (e.g., academic, athletic, visual/performing arts, and socialemotional) that become ability strengths
- Appreciation of the purpose and value for life-long learning in formal and informal settings
- Understanding of career pathways and how to access them, including the ability to excel in a technological world
- Healthy habits of diet, exercise, and mental well-being
- Leadership and teamwork skills developed through athletics, learning, and service opportunities
- Sense of responsibility for his or her community
- Experience and commitment to help others through service

These aptitudes will enable scholars to become intrinsically motivated, competent, life-long learners.

GOALS Academy opened in 2015-16 and currently enrolls 192 students in TK/kindergarten through grade 6 (as of November 15, 2015). The student body is:

- 68.37% Hispanic/Latino, 16.84% White, 7.65% Asian, 5.61% African American
- 20.8%% English Learner
- 65% Free/Reduced Meal Program Qualified

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

Grade Level	Number of Students
Kindergarten	n/a
Grade 1	n/a
Grade 2	n/a
Grade 3	n/a
Grade 4	n/a
Grade 5	n/a
Grade 6	n/a

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	n/a
American Indian or Alaska Native	n/a
Asian	n/a
Filipino	n/a
Hispanic or Latino	n/a
Native Hawaiian or Pacific Islander	n/a
White	n/a
Two or More Races	n/a
Socioeconomically Disadvantaged	n/a
English Learners	n/a
Students with Disabilities	n/a
Foster Youth	n/a

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	n/a	n/a	7	
Without Full Credential	n/a	n/a	0	
Teaching Outside Subject Area of Competence (with full credential)	n/a	n/a	0	

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	n/a	n/a
All Schools in District	n/a	n/a
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	n/a	n/a

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 2015-16)

Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin 2014 Common Core Edition (2015)	Yes	0
Mathematics	Houghton-Mifflin CA Edition Go Math 2015 (2015)	Yes	0
Science	Studies Weekly (2015) and Core Knowledge (2015)	No	0
History-Social Science	Studies Weekly (2015) and Core Knowledge (2015)	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

GOALS Academy operates in a newly-permitted classroom building, which was inspected and approved by Orange County Public Works prior to the first day of instruction on August 17, 2015. Beginning in the 2016-17 school year, GOALS Academy will utilize the State of California Facilities Inspection Tool School Facility Conditions Evaluation to conduct semi-annual facilities inspections.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: August 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: August 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: August 2015				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	n/a	n/a	n/a
Mathematics	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.

CAASPP Assessment Results - English Language Arts (ELA)

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	4	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	5	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	6	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	4	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	5	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	6	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

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

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

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 English, mathematics, and physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	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)

Parents' support for their children's education and engagement in the school are essential to maximize the effectiveness of GOALS Academy. During Parent/Scholar/Teacher Conferences, parents/guardians will review the progress of their children by acknowledging strengths, analyzing assessment scores, perusing portfolios, and discussing motivational levels and behavioral decisions. Parents are also informed of student assessment results and academic progress via report cards and report cards.

GOALS Academy publishes monthly newsletters that are disseminated electronically and as a hard copy so the parents and community can remain informed about GOALS Academy's performance data, events, and success stories.

Parents, teachers, and staff participate in monthly meetings of the Family and Staff Team (FAST). All parents/guardians are welcome to attend FAST meetings. For more information about FAST, or other ways to be involved in GOALS, please contact School Director Dr. Debra J. Schroeder at DSchroederGOALS@gmail.com or (714) 563-2390.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	n/a	n/a	n/a	n/a	n/a	n/a	13.10	11.40	11.50
Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a	78.87	80.44	80.95

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	n/a	n/a	n/a	n/a	n/a	n/a			
Expulsions	n/a	n/a	n/a	n/a	n/a	n/a			

School Safety Plan (Most Recent Year)

As a new school GOALS Academy holds a Certificate of Occupancy recently issued by Orange County Public Works. The school conducts monthly fire drills and quarterly earthquake drills. Additionally:

- Three staff members will provide support for arrival and dismissal in the parking lot, as well as at the north and south doors of the school
- Barriers will be constructed at the south end of the parking lot to create a safe drop-off and pick-up zone
- Doors will be locked during the instructional day from 8:30-3:00, with access to the building permitted at the north door with camera and intercom support
- Staff, parents, and volunteers will be given badges for ease of identification
- Teachers, instructional assistants, and the director will be equipped with communication devices when outside of their classrooms with their scholars (e.g., walkie-talkies)
- Through the support of instructional assistants, the adult:scholar ratio during breakfast, recess, and lunch will be no more than 1:30
- All GOALS Academy staff will be first aid and CPR trained and certified
- Purchase Illuminate to track various forms of data associated with physical safety
- The building and grounds will be kept clean and well maintained through the purchase of supplies and labor
- The building will be supported by the necessary utilities
- The school will be covered by the appropriate insurance

D. Other SARC Information

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

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

AYP Criteria	School	District	State
Made AYP Overall	n/a	n/a	n/a
Met Participation Rate: English-Language Arts	n/a	n/a	n/a
Met Participation Rate: Mathematics	n/a	n/a	n/a
Met Percent Proficient: English-Language Arts	n/a	n/a	n/a
Met Percent Proficient: Mathematics	n/a	n/a	n/a
Met Attendance Rate	n/a	n/a	n/a
Met Graduation Rate	n/a	n/a	n/a

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	n/a	n/a
First Year of Program Improvement	n/a	n/a
Year in Program Improvement*	n/a	n/a
Number of Schools Currently in Program Improvement	N/A	n/a
Percent of Schools Currently in Program Improvement	N/A	n/a

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	n/a				n/a				n/a			
1	n/a				n/a				n/a			
2	n/a				n/a				n/a			
3	n/a				n/a				n/a			
4	n/a				n/a				n/a			
5	n/a				n/a				n/a			
6	n/a				n/a				n/a			
Other	n/a				n/a				n/a			

Note: 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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
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	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,416 (2015-16 is first year of operation)	2385	8031	\$40,000
District	N/A	N/A		\$83,022
Percent Difference: School Site and District	N/A	N/A		-51.8
State	N/A	N/A	5348	\$72,993
Percent Difference: School Site and State	N/A	N/A	50.2	-45.2

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

Types of Services Funded (Fiscal Year 2014-15)

Not applicable as GOALS Academy's first year of operation was 2015-16.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,810	\$43,091
Mid-Range Teacher Salary	\$82,628	\$70,247
Highest Teacher Salary	\$98,950	\$89,152
Average Principal Salary (Elementary)	\$124,351	\$112,492
Average Principal Salary (Middle)		\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$231,000	\$192,072
Percent of Budget for Teacher Salaries	40%	41%
Percent of Budget for Administrative Salaries	5%	6%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

TOPICS

Prior to the first day of instruction for the 2015-16 school year, GOALS Academy teachers participated in 10 days of professional development. Topics included:

- * The Daily 5 in Reading
- * CAFÉ in Reading
- * Writers Workshop
- * Guided Language Acquisition Design (GLAD) to serve English Learners
- * The Daily 5 in Mathematics
- * Common Core State Standards (CCSS)
- * Response to Instruction and Intervention (RtI)
- * Backwards Design and Standards-Based Lesson Planning
- * Using Assessments and Data to Inform Instruction
- * Instructional Differentiation

METHODS

In addition to the pre-service professional development each summer, GOALS Academy teachers participate in ongoing training in the school's philosophy, instructional materials, and pedagogy, with specific support related to each staff member's areas of responsibility (e.g., content areas, intervention/enrichment areas, and grade levels). During weekly collaboration time, teachers will develop and analyze curriculum across the grade levels, discuss effective instructional strategies, examine scholars' work and assessment data, engage in "learning conversations," and/or review professional literature and research regarding curriculum and pedagogy.

SUPPORT DURING IMPLEMENTATION

In 2015-16, five of the seven GOALS Academy teachers are highly experienced. The two new teachers are participating in BTSA (one is in Year 1 and the other is in Year 2). A GOALS Academy teacher serves at the BTSA Support Provider. The School Director meets with and coaches teachers individually, and as needed. Additionally, the Director conducts informal classroom observations at least once a week and holds follow up meetings with teachers. Formal observations are conducted two times a year.