A.J Dorsa Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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 2018-19)

School Contact Information	
School Name	A.J Dorsa Elementary School
Street	1290 Bal Harbor Way
City, State, Zip	San Jose CA, 95122
Phone Number	(408) 928-7400
Principal	Viviana C. Garcia
E-mail Address	viviana.garcia@arusd.org
Web Site	www.arusd.org
CDS Code	43-69369-6046114

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 2018-19)

Mission:

At A. J. Dorsa Elementary School our mission is to ensure that all students have the essential learnings to excel academically and socially. We do this by providing rigorous academic instruction within:
- Individualized Learning Paths
- Development of Global Citizenship Leadership
- Application of 21st Century Technology Skills

Vision:

Our vision is to create and maintain a safe learning environment where everyone works collaboratively in empowering all students to reach their full academic and personal potential, in middle school, high school, college, and 21st-century careers, as well as in becoming outstanding, active contributors in our surrounding community and global society.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	65
Grade 1	61
Grade 2	66
Grade 3	53
Grade 4	59
Grade 5	67
Total Enrollment	371

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.0
Asian	4.6
Filipino	1.9
Hispanic or Latino	91.1
Native Hawaiian or Pacific Islander	0.5
White	0.5
Socioeconomically Disadvantaged	86.3
English Learners	53.9
Students with Disabilities	10.2
Foster Youth	0.3

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	19	20	17	
Without Full Credential	1	0	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	1	1

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

The following are the most recent adoptions for Alum Rock Union Elementary School District:
- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/Study Sync 2017- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2009-Middle Schools
- Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- 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/Adelante (ELA and ELD) 2016- Elementary/Study Sync 2017- Middle Schools	Yes	0
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Scott Foresman Science 2008- Elementary/Glencoe Science 2007-Middle Schools	Yes	0
History-Social Science	Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Rm.-Front Office: Break room office new unit leaking. Rm:-C1:Unit freon leaks from ceiling tiles. Rm.-C2: Unit Freon leaks.
Interior: Interior Surfaces	Good	Rm.-A5: T-bar missing. Rm.-C1: Ceiling tiles mode
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Rm.-P7: Light flickering when turn on.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2018	
Overall Rating	**Good**

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. 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); 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
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	36.0	20.0	40.0	41.0	48.0	50.0
Mathematics (grades 3-8 and 11)	31.0	21.0	33.0	33.0	37.0	38.0

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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	177	176	99.44	20.45
Male	100	99	99.00	13.13
Female	77	77	100.00	29.87
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	163	162	99.39	20.37
White	--	--	--	--
Socioeconomically Disadvantaged	151	150	99.34	18.67
English Learners	143	142	99.30	17.61
Students with Disabilities	31	31	100.00	3.23
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	177	177	100	21.47
Male	100	100	100	19
Female	77	77	100	24.68
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	163	163	100	19.02
White	--	--	--	--
Socioeconomically Disadvantaged	151	151	100	19.87
English Learners	143	143	100	20.28
Students with Disabilities	31	31	100	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	15.2	19.7	12.1

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

In collaboration with the Principal, A.J. Dorsa's Community Liaison (Rosalinda Marquez, 408-928-7400) supports the development and implementation of the site's Family Engagement system. The system includes a parent volunteer process, Parent-Principal Coffees, parent leadership within School Site Council (SSC), English Language Advisory Committee (ELAC), and Parent-Teacher Association (PTA), coordination with community partners (YMCA, City Year, Grail Family Services, Project Cornerstone, Alum Rock Counseling Center, etc.) in support of Dorsa students and families, beautification events, workshops for parents, and family-school events (Winter Program, Back to School Night, Open House, Literacy Night, etc.).

Additionally, the site's Community Liaison supports translation/ interpretation during parent-teacher meetings/ conferences, IEP meetings, etc.

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

Rate	School			District			State		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
Suspensions	1.1	0.2	1.5	3.1	2.8	3.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Dorsa Elementary's School Safety Plan was revised and presented to the Safety Committee for approval in December 2017.

Three Safety Goals were approved by the Safety Committee.

GOAL 1: Improve student on-task behaviors in class and on the playground by implementing PeaceBuilders®, a Positive Behavior Support System school-wide with consistency by 100% of all staff, and services from available mental health providers

Strategy 1.1: Communicate expectations to all students and staff through assemblies, class presentations, and written communication. Post expecations and PeaceBuilders® language throughout the school and within every classroom.

Strategy 1.2: Leverage available mental health services to support students' social-emotional learning.

Strategy 1.3: All Classrooms will use a positive discipline system including rules, sequenced consequences and a progress-monitoring chart to acknowledge and hold students accountable for behavior changes. All staff will provide recognition and reward students who exhibit desired behaviors using a common understanding of school rules which are: "Be nice, Be safe, Do your personal best" and all staff will promote these rules with motivational praise and rewards.

Assessment 1.1: A 25% reduction in playground and classroom referrals for misbehavior during recess, lunch recess, or classroom time.

Assessment 1.2: Implementation of key services from community mental health providers.

Assessment 1.3: A school wide Behavior Management System using Positive Behavior Methods will be observable in every classroom through color code charts, posted rules and points as measured by walkthroughs.

GOAL 2: Create a more efficient and safer process for dropping off and picking up students on a daily basis by increasing supervision of ingress and egress and by improving the site security through a system to keep the gates locked.

Strategy 2.1: Principal, Teachers, and Para Educator Campus Supervisors will provide additional supervision of pick up and drop off times. Teachers and parent volunteers will provide additional supervision at pick up times. will patrol dropping off areas in back and front
Strategy 2.2: Parents will be asked to drop off their children and not live park in parking lot or across the sidewalks through newsletters, parent meetings and directly by supervising staff.

Strategy 2.3:   The front gate will be locked at 8:20 am in order to ensure all adults utilize the main office to enter/exit the campus. The back gate will not be utilized for drop-off or pick-up.

Strategy 2.4   The County Programs using the back gates will be given keys so that they can lock the gates after their participants have entered the school grounds.

Assessment 2.1: The Supervision Schedule for front lot duty.

Assessment 2.2: Number of drivers following guidelines

Assessment 2.3: Communication via newsletters, flyers, memos, and posters.

Assessment 2.4: All visitors will have passes after signing into the office.

GOAL 3: Provide on-going training to establish an efficient and safe process for disaster response, crisis management, and emergency preparedness.

Strategy 3.1: A School Safety Team will meet on a regular basis with the Principal to review and improve drill responses and to plan for more training for all staff and students.

Strategy 3.2: A Team of staff will be assigned to an Incident Command System. Team members will be assigned to roles and teams including a Security Team; A First Aid Team, A Search and Rescue Team; A Student Release Team, and a Communications Team.

Assessment 3.1:   Notes from Safety Team meetings will show plans for trainings and results of drills in responses to more complex challenges.

Assessment 3.2: Notes from staff meetings and trainings will show that staff has been trained and that drill responses have improved.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	23	1	3		17	3	1		20	1	3	
1	21	2	1		23		3		24		2	
2	22		3		24		2		22		3	
3	21	1	3		19	1	2		18	1	2	
4	28	1	2	1	30		2		30		2	
5	26		3		31		3		34			2
Other					23		1					

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	.5	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,622.22	$2,246.74	$4,375.48	$77,311
District	N/A	N/A	$1,148.34	$81,305
Percent Difference: School Site and District	N/A	N/A	1.0	-10.8
State	N/A	N/A	$7,125	$80,910
Percent Difference: School Site and State	N/A	N/A	-0.7	-8.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

City Year (1st-5th Grades) and YMCA (TK/Kindergarten) Extended Learning Time
Grail Family Services (Yes We Can...Read!, EQ4Kids, Reading Mentors)
Alum Rock Counseling Center
Foothill Community Health Center
The Family Giving Tree
Springboard After School Reading Intervention

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$55,262	$50,084
Mid-Range Teacher Salary	$86,034	$80,256
Highest Teacher Salary	$102,376	$100,154
Average Principal Salary (Elementary)	$119,374	$125,899
Average Principal Salary (Middle)	$131,610	$130,255
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$212,178	$222,447
Percent of Budget for Teacher Salaries	38.0	37.0
Percent of Budget for Administrative Salaries	6.0	5.0

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)

Based upon a collective staff analysis of student achievement data, two areas of focus were identified for the 2017-18 school year: Reading and English Language Development. During weekly staff meetings and biweekly Grade Level Release, teachers receive professional development to better understand and implement small group reading instruction and Designated ELD.

Teachers are supported by both the Principal and Instructional Coach, whom lead the professional development sessions and Grade Level Release. The principal provides feedback via classroom visits.

Student achievement progress is monitored via iReady Reading, Imagine Learning & Literacy, and Benchmark Advance Leveled Screener data.

Based upon student achievement data, classroom walkthroughs, and staff input, Dorsa priorities for 2018-19 are:

1. Accelerate reading proficiency for all students

2. Provide access to grade level content standards

3. Increase our positive, safe school culture

These priorities are a continuation of priorities in 2017-18. In order to support staff with practice that attends to each priority, professional development is offered through the following:
- Monthly staff meetings focused on backward planning of grade level standards
- Grade level collaboration focused on guided reading instruction
- Monthly staff meetings focused on safety and school culture
- PBIS Training for School Culture and Safety Leadership Team representatives
- Instructional coaching support
- Teacher-principal meetings
- Classroom walkthroughs and feedback
- 1 District-wide student free professional development day
- 3 Full-day release days for data analysis and planning