

A.J Dorsa Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	viviana.garcia@arusd.org
Website	www.arusd.org
County-District-School (CDS) Code	43-69369-6046114

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

School Description and Mission Statement (School Year 2019-20)

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 so that they may thrive in middle school, high school, college, and 21st-century careers. We aspire to foster students who become outstanding, active contributors in our surrounding community and global society.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	71
Grade 1	58
Grade 2	58
Grade 3	73
Grade 4	52
Grade 5	59
Total Enrollment	371

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
Asian	4.9
Filipino	2.2
Hispanic or Latino	88.4
Native Hawaiian or Pacific Islander	0.8
White	0.5
Two or More Races	1.6
Socioeconomically Disadvantaged	88.7
English Learners	48.8
Students with Disabilities	10.8
Foster Youth	0.3
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20	17	17	433
Without Full Credential	0	2	1	40
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: August 2019

The following are the most recent adoptions for Alum Rock Union Elementary School District:

- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools

- Pearson enVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Learning A-Z: Science A-Z Online 2019 -Elementary/Accelerate Learning:STEMscopes 2019-Middle Schools
- Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools	Yes	0
Mathematics	Pearson: enVision Math 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Learning A-Z: Science A-Z online 2019- Elementary/Accelerate Learning:STEMscopes 2019-Middle School	Yes	0
History-Social Science	Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood	Yes	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

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Rm: P4-Water Stains on Ceiling. Rm: A5-Missing Ceiling Tile. Rm: K3-Carpet has wrinkles. Rm: Community Room-Tile Cracked and Lifting off.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	Rm: P3-Replace Light Tubes. Rm: P5-Replace Light Tubes. Rm: P8-Fixture Light Need Cover. Rm: Boys Restrooms-Replace Light Tubes. Rm: Girls Restrooms-Replace Light Tubes. Rm: Custodian Room-Electrical Boxes Need Covers. Rm: Staff Restrooms-Light Fixtures Need Cover. Rm: K2-Outlet Need Cover. Rm: Electrical Room Next to Office-Outlet Need Cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Rm: P8-No Fire Extinguisher.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	20	30	41	40	50	50
Mathematics (grades 3-8 and 11)	21	25	33	33	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	184	181	98.37	1.63	29.83
Male	92	92	100.00	0.00	21.74
Female	92	89	96.74	3.26	38.20
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	166	163	98.19	1.81	28.83
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	164	161	98.17	1.83	28.57
English Learners	133	130	97.74	2.26	26.15
Students with Disabilities	33	33	100.00	0.00	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	184	181	98.37	1.63	25.41
Male	92	92	100.00	0.00	27.17
Female	92	89	96.74	3.26	23.60
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	166	163	98.19	1.81	22.09
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	164	161	98.17	1.83	22.36
English Learners	133	130	97.74	2.26	20.77
Students with Disabilities	33	33	100.00	0.00	0.00
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.6	11.9	15.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2019-20)

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 the Superintendents' Parent Advisory Resource Committee (SPARC);
- 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.2	1.5	1.0	2.8	3.8	2.2	3.6	3.5	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 2019-20)

Dorsa Elementary's School Safety Plan was revised and presented to the Safety Committee for approval in October 2018.

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 expectations 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.

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.

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.

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.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	17	3	1		20	1	3		24	1	2	
1	23		3		24		2		26		2	
2	24		2		22		3		26		2	
3	19	1	2		18	1	2		21	1	3	
4	30		2		30		2		26		2	
5	31		3		34			2	30		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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,115.92	3,678.33	10,437.60	87,035.27
District	N/A	N/A	\$1,148.34	\$87,160.00
Percent Difference - School Site and District	N/A	N/A	160.4	-0.1
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	32.7	5.2

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 2018-19)

- City Year (1st-5th Grades) and YMCA (TK/Kindergarten) Extended Learning Time
- Grail Family Services (Yes We Can...Read!, Reading Mentors)
- Alum Rock Counseling Center
- Foothill Community Health Center
- The Family Giving Tree
- Soaring Scholars After School Reading Intervention
- Little Heroes
- Project Cornerstone
- Santa Clara Dept of Public Health, Nutrition Ed
- Robotics Club

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57,473	\$45,741
Mid-Range Teacher Salary	\$89,476	\$81,840

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$106,470	\$102,065
Average Principal Salary (Elementary)	\$119,374	\$129,221
Average Principal Salary (Middle)	\$131,610	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,178	\$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	21	9

Over the course of the last two academic years (2017-18 and 2018-19), increasing students' reading proficiency and establishing a supportive climate for learning, have been the focus of professional development.

In 2017-18, professional development introduced a framework for reading (Balanced Literacy) with a focus on setting up the structure for Guided Reading. Dorsa partnered with Springboard Afterschool to provide additional intervention for students farthest from proficiency. Feedback and data was gathered to support in prioritizing the needs for consistency in our discipline approach.

In 2018-19, a bulk of school resources were allotted to supporting teachers' professional development in reading and English Language Arts. Release days were provided 3-4 times a year for grade level backwards planning, Special Ed team planning, Student Success Team (SST) meetings, ILT and School Culture retreats, PBIS training, etc. A School Culture team engaged in PBIS training and focused on gathering staff input to begin to draft common expectations and systems.

During this time, student achievement progress has been monitored via iReady Reading, Imagine Learning & Literacy, and Benchmark Advance Leveled Screener data. State testing (CAASPP/SBAC) scores also have provided information about progress.

Based upon student achievement data, classroom walkthroughs, and staff input, Dorsa priorities for 2019-20 are:

1. Continue to accelerate reading proficiency for all students
2. Provide access to grade level content standards, with a focus on scaffolding for language
3. Implementation of a common approach to discipline
4. Increased parent involvement via leadership structures such as SSC, ELAC, and SPARC; as well as participation in school-based events that foster academic and social development/connection

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
- Teacher-principal meetings
- Classroom walkthroughs and feedback
- 1 District-wide student free professional development day
- ILT and SCT retreats
- SST Marathon Days