

A. J. Dorsa Elementary School 2013-14 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

A. J. Dorsa Elementary Contact Information (School Year 2014-15)



1290 Bal Harbor Dr.

San Jose, CA 95122-1902

(408) 928-7400

Principal:

Devorah Duncan, Principal

Contact E-mail Address:

devorah.duncan@arUSD.org

County-District-School (CDS) Code: 43693696046114

Alum Rock Union Elementary



(408) 928-6800

www.arUSD.org

Superintendent:

Hilaria Bauer

Contact E-mail Address:

hilaria.bauer@arUSD.org



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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

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

II. About This School

District Contact Information - Most Recent Year

District Name	Alum Rock Union Elementary
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer
E-mail Address	hilaria.bauer@arUSD.org
Web Site	www.arUSD.org

School Contact Information - Most Recent Year

School Name	A. J. Dorsa Elementary
Street	1290 Bal Harbor Dr.
City, State, Zip	San Jose, CA 95122-1902
Phone Number	(408) 928-7400
Principal	Devorah Duncan, Principal
E-mail Address	devorah.duncan@arUSD.org
Web Site	http://www.arUSD.org
County-District-School (CDS) Code	43693696046114

School Description and Mission Statement- Most Recent Year

Welcome to A. J. Dorsa Elementary School! We are a Professional Learning Community comprised of caring educators, high quality staff, dedicated parent volunteer leaders and supporters from outside agencies and non-profit organizations. Dorsa is a Community School.

We believe in the power of teamwork. We embrace a collaborative effort and shared accountability for the success of all students. We have an Instructional Leadership Team that includes a leader from each grade level, and we meet at least twice a month to review data and make instructional decisions based upon needs and successes. Our teachers plan their lessons using a collaborative process called the "Results Oriented Cycle of Inquiry" through which they look at individual student progress markers (assessments) and then plan specific actions to address student needs at their levels.

In the 2013-2014 school year, a key focus was on closing the gaps with our lowest students and raising the achievement of our subgroups including students with disabilities and English Language Learners. Our CELDT results showed that we are very successful at helping English Language Learners succeed. We also focused on building a strong culture of Positive Behavior Support. We use praise and teaching to help children learn how to be focused and respectful. Everyone who comes to our campus is impressed by the excellent behavior of our students and the positive culture.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Transitional Kindergarten	
Kindergarten	72
Grade 1	85
Grade 2	92
Grade 3	95
Grade 4	78
Grade 5	89
Total Enrollment	511

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

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0
Asian	5.1
Filipino	1
Hispanic or Latino	91
Native Hawaiian/Pacific Islander	1.6
White	0.2
Two or More Races	1.00
Socioeconomically Disadvantaged	89.8
English Learners	66.9
Students with Disabilities	6.7

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 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	24	24	23	518
Without Full Credential	0	0	0	31
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	97.44	2.56
High-Poverty Schools in District	97.44	2.56
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2015

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2008	Yes	0%
Mathematics	2008	Yes	0%
Science	2006	Yes	0%
History-Social Science	2007	Yes	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements - Most Recent Year

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

Dorsa School 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.

School facilities support and maintain a safe, clean and secure campus. Sufficient space for classroom, office, library, playground, staff space, and restroom facilities was allocated to support stakeholders' needs and the instructional program. The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensured that the school buildings and grounds were safe, clean, and in good repair. Rigorous daily custodial schedules ensured that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds were clean for both student and staff use. Regular oversight by District maintenance and grounds crews focused on grass and landscaped areas, and that the school's buildings, grounds and play areas were safe for use.

At the start of the 2013-2014 school year, Dorsa worked with the Neighborhood Association to hold School Beautification Days over the summer in 2014. The facilities were reviewed by County Williams Inspectors and a District Team in August of 2014. Overall the school was in good working order.

School Facility Good Repair Status - Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		—	—	
Interior: Interior Surfaces		—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		—	—	
Electrical: Electrical		—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains		—	—	
Safety: Fire Safety, Hazardous Materials		—	—	
Structural: Structural Damage, Roofs		—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		—	—	

Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	32%	43%	39%	54%	53%	56%	60%	59%	60%

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

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

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

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56%
All Students at the School	39%
Male	30%
Female	48%
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Filipino	N/A
Hispanic or Latino	35%
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	38%
English Learners	8%
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	42%	43%	42%	48%	52%	50%	54%	56%	55%
Mathematics	57%	61%	62%	57%	58%	58%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	46%	46%	41%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2011	2012	2013
Statewide	3	3	4
Similar Schools	4	5	8

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

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	30	12	18
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	28	11	15
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	30	12	16
English Learners	21	11	20
Students with Disabilities			

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

State Priority: Other Pupil Outcome

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

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

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

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	22.2%	14.8%	11.1%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement - Most Recent Year

A. J. Dorsa Elementary 2013-14

School Accountability Report Card

A. J. Dorsa School had a Bilingual Community Liaison, who served as a communication bridge between the school and the parents. There were many opportunities for parents to be informed and stay involved and work in partnerships:

- Student Study Team (SST) meetings to address student academic and behavioral needs
- Leadership development for parents to learn how to effectively run School Site Council (SSC) and English Learners Advisory Committee (ELAC)
- SSC and ELAC monthly meetings
- Family-to-Principal coffee meetings held monthly
- Family literacy, math, and science nights
- Parent volunteer programs
- Parent Teacher Association
- Numerous workshops put on in coordination with our partners
- Career fairs
- Back-to-School and open house events
- Winter and Spring Festivals
- Our Partners include: Neighborhood Association-The Hillview Association, United Way, HP, Grail Services, Alum Rock Counseling Services, Foothill Medical Clinic, BAWSI (San Jose State University)., Girl Scouts, Boy Scouts, Assistance League, Rotary Club, LifeScan, Mini-Corps, and FamilyGivingTree

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate*	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	4.6	2.8	0.9	3.9	3.4	2.3	4.4	5.1	5.7
Expulsions	0	0	0	0	0	0	0.1	0.1	0.1

School Safety Plan - Most Recent Year

At Dorsa School, we used a school wide approach to positive behavior reinforcement and consistent teaching of expected behaviors. The result was a safe and happy optimal learning environment.

On-going staff development was provided on the topics of behavior and emotional supports, safety and emergency crisis response procedures. All families were also provided with a home disaster plan which they could implement in cases of extreme emergencies. Our Crisis Response Team at Dorsa included a First Aid Team, a Search and Rescue Team and other important Crisis Response Teams. We practiced our emergency drills on a regular basis and had sufficient supplies to sustain us during an extensive crisis situation. Our school-wide behavior system that was in place used positive rewards and looked the same in every classroom so that there was consistency in our teachings.

A. J. Dorsa is a closed campus surrounded by a safety fence. All visitors are required to check in at the school office. Fire drills and disaster procedures were specifically outlined and regularly updated and practiced. Safety programs included drug awareness, personal safety, and personal growth. To ensure a safe environment all yard duty supervisors and school staff maintained a welcoming but controlled campus environment.

A.J. Dorsa Elementary School had a very detailed, comprehensive school safety plan that outlined protocols, systems, and procedures in the event of any/all emergencies. The plan also contained the yearly safety goals as determined by the students, staff, and parents. The Safety Plan was developed by the Dorsa Safety Committee before it was presented to the rest of the staff, parents and students. After all revisions, the plan was presented to the Alum Rock Union Elementary School District Board of Trustees for approval. The Safety Plan was last revised and approved in October 2013. The Safety Plan and drill procedures were reviewed during the year with all staff. Safety alerts were shared with all staff as needed throughout the school year. In addition, all required drills were calendared and completed, and the results are shared with the staff. In the 2013-2014 school year, all staff was trained on working with Blood Borne Pathogens, and how to implement an Incident Command System.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	45%

Note: Cells with NA values do not require data.

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.5	4	0	0	21	3	1		18	4		
1	18.6	5	0	0	22		4		21	1	3	
2	20	4	0	0	18	5			23		4	
3	18.2	6	0	0	17	5			19	1	4	
4	30	0	3	0	32		3		26		3	
5	28.3	0	3	0	29		3		30		3	
Other												

* 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 2013-14)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$8,776	\$2,768	\$6,008	\$67,702
District	N/A	N/A	N/A	\$68,814
Percent Difference - School Site and District	N/A	N/A	N/A	-1.62
State	N/A	N/A	\$4,690	\$70,788
Percent Difference - School Site and State	N/A	N/A	28.1	-4.36

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

Types of Services Funded (Fiscal Year 2013-14)

Dorsa School provided the following categorically funded services to ensure under-performing students meet standards: Dorsa School received Title I and Economic Impact Aide (EIA) funds which were designated to schools that have a high poverty index and who need additional support to improve tests scores.

We used these funds to provide for a full-time Community Liaison, who was in charge of implementing a comprehensive parent involvement plan and helping us to make the home to school connection. We also used these funds to provide for a Resource Teacher to support the development of literacy and math skills and to help teachers find resources to address unique student needs.

Donations to Dorsa were utilized to pay for classroom supplies, fund science camp costs for our 5th graders and to support additional release time for teachers to conduct grade level planning.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

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

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

Professional Development - Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The Dorsa Leadership Team ensures that there is an alignment of staff development to standards, assessment of student performance and professional needs.

Dorsa Elementary faculty members participate actively in highly structured collaboration and data analysis days every six weeks. During these meetings, teachers bring student data to be analyzed. Based on analysis, an action plan is formed where teachers select specific teaching strategies to implement as well as decide on evidence of student work to bring for the next cycle. Furthermore, teachers have developed a grade-level assessment wall to monitor the academic progress of all students, as well as to evaluate the effectiveness of the intervention program. All these efforts are assisted by the Reading First Literacy Coach who works directly with teachers modeling lessons, identifying master teachers and releasing teachers to conduct peer observations and engage peer coaching. All teachers at Dorsa attended a school-wide staff development in the areas of writing instruction and Teaching English Learners Institute as well as GLAD Training to learn how to use effective instructional strategies and scaffolding techniques to assist English learners in developing academic language. In addition, the Reading First Literacy Coach provides on-going staff development to teachers in the form of peer-coaching and mini-workshops in the different areas of need.