

A.J Dorsa Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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 2017-18)

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 2016-17)

Grade Level	Number of Students
Kindergarten	68
Grade 1	70
Grade 2	50
Grade 3	77
Grade 4	74
Grade 5	79
Total Enrollment	418

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0
Asian	5.3
Filipino	1.9
Hispanic or Latino	90.2
Native Hawaiian or Pacific Islander	0.5
White	0.5
Two or More Races	0.5
Socioeconomically Disadvantaged	90.2
English Learners	56
Students with Disabilities	11.2
Foster Youth	0.2

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	19	20	490
Without Full Credential	1	1	0	45
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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 2017-18)

Year and month in which data were collected: December 2016

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

- Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools
- Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 2017				
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			Area: Boys Restroom-hole on wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Area: Custodian Room-electrical box need cover.
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			Area-outside playgrounds-plastic cover coming off from metal and paint faded

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
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] 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	32	36	39	40	48	48
Mathematics (grades 3-8 and 11)	22	31	30	33	36	37

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	227	223	98.24	36.04
Male	121	121	100	32.23
Female	106	102	96.23	40.59
Black or African American	--	--	--	--
Asian	12	12	100	75
Filipino	--	--	--	--
Hispanic or Latino	208	204	98.08	33.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	210	206	98.1	34.15
English Learners	180	178	98.89	32.02
Students with Disabilities	37	37	100	2.7
Students Receiving Migrant Education Services	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	227	226	99.56	31.42
Male	121	121	100	28.93
Female	106	105	99.06	34.29
Black or African American	--	--	--	--
Asian	12	12	100	83.33
Filipino	--	--	--	--
Hispanic or Latino	208	207	99.52	28.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	210	209	99.52	30.62
English Learners	180	179	99.44	29.05
Students with Disabilities	37	37	100	2.7
Students Receiving Migrant Education Services	--	--	--	--

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	44	38	47	49	56	54

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.3	24.7	23.5

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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 in support of Dorsa students and families, Beautification events, workshops for parents, and family-school events.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.1	1.1	0.2	3.2	3.1	2.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 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.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	30.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	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	20	3	1		23	1	3		17	3	1	
1	21	1	3		21	2	1		23		3	
2	20	4			22		3		24		2	
3	22	1	4		21	1	3		19	1	2	
4	32		2		28	1	2	1	30		2	
5	29		3		26		3		31		3	
Other									23		1	

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 2016-17)

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	0.3	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,003	\$2,472	\$6,531	\$72,000
District	N/A	N/A	\$6,466	\$80,761
Percent Difference: School Site and District	N/A	N/A	1.0	-10.8
State	N/A	N/A	\$6,574	\$78,363
Percent Difference: School Site and State	N/A	N/A	-0.7	-8.1

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

Types of Services Funded (Fiscal Year 2016-17)

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,010	\$48,678
Mid-Range Teacher Salary	\$82,527	\$78,254
Highest Teacher Salary	\$96,202	\$96,372
Average Principal Salary (Elementary)	\$121,232	\$122,364
Average Principal Salary (Middle)	\$131,159	\$125,958
Average Principal Salary (High)		\$126,758
Superintendent Salary	\$205,528	\$212,818
Percent of Budget for Teacher Salaries	39%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

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 Levelled Screener data.