

AJ. Dorsa Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	http://ARUSD
Street	1290 Bal Harbor Way
City, State, Zip	San Jose
Phone Number	4089287406
Principal	Viviana Garcia
Email Address	viviana.garcia@arUSD.org
School Website	https://dorsa.arUSD.org/
County-District-School (CDS) Code	CA

2021-22 District 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
District Website Address	www.arUSD.org

2021-22 School Overview

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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	52
Grade 2	53
Grade 3	74
Grade 4	72
Grade 5	58
Total Enrollment	365

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51
Male	49
Asian	3.6
Black or African American	0.5
Filipino	1.9
Hispanic or Latino	90.4
Native Hawaiian or Pacific Islander	1.1
Two or More Races	1.9
White	0.5
English Learners	48.8
Foster Youth	0.8
Homeless	1.1
Socioeconomically Disadvantaged	87.7
Students with Disabilities	10.4

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.7	94.4	373.6	75.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	10.5	2.1	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	41.0	8.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	35.7	7.3	12115.8	4.4
Unknown	1.0	5.6	31.8	6.5	18854.3	6.9
Total Teaching Positions	17.7	100.0	492.8	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The following are the textbook 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
- Studies Weekly 2019- Elementary /TCI Curriculum 2018- Middle School

Year and month in which the data were collected

August 2021

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 School	Yes	0
Mathematics	Pearson: enVision Math 2015-Elementary/ CPM 2015- Middle School	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
Foreign Language	Benchmark Adelante 2016-Elementary/ Study Sync 2017- Middle School	Yes	0
Health	Family Life - Planned Parenthood	Yes	0

School Facility Conditions and Planned Improvements

All rooms and office are in clean, good condition. In response to COVID-19, the site has been thoroughly cleaned and disinfected, high-traffic areas and restrooms are cleaned regularly, and screen guards have been placed in the main office and classrooms.

Year and month of the most recent FIT report

October 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Rm:C2- Missing tile piece at the entrance and carpet plastic missing Rm:P4- Ceiling tile stained and falling Music Rm: Water stains on ceiling
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Rm:A3- Only half of the lights work Rm:A4- only half of the lights work. Rm:Kitchen-16 light bulbs need to be replaced Closet- Light bulbs need to be replaced Rm;P7- Lights needs to be replaced Rm: P2- Outlet by sink needs to be replaced Rm:P4- Lights need to be replaced
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Rm:Boys Restroom A-Wing-Toilet leaking. Rm:Community Center-Toilet not working, floor issues. Rm:Boys Restroom B-Wing-Urinal not working.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Rm: P7- Window framing is falling Rm:P8- Window framing is falling
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	206	NT	NT	NT	NT
Female	110	NT	NT	NT	NT
Male	96	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	187	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	86	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	178	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	207	NT	NT	NT	NT
Female	111	NT	NT	NT	NT
Male	96	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	188	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	87	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	179	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	207	192	92.75%	7.25%	30.21%
Female	111	105	94.59%	5.41%	30.48%
Male	96	87	90.63%	9.38%	29.89%
Asian	6	6	100.00%		50.00%
Black or African American	3	2	66.67%	33.33%	50.00%
Filipino	4	4	100.00%		75.00%
Hispanic or Latino	188	174	92.55%	7.45%	28.16%

Native Hawaiian or Pacific Islander	5	5	100.00%		20.00%
White	1	1	100.00%		100.00%
English Learners	156	144	92.31%	7.69%	25.00%
Homeless	1	1	100.00%		
Socioeconomically Disadvantaged	180	166	92.22%	7.78%	25.30%
Students with Disabilities	36	28	77.78%	22.22%	7.14%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	207	191	92.27%	7.73%	26.70%
Female	111	106	95.50%	4.50%	20.75%
Male	96	85	88.54%	11.46%	34.12%
Asian	6	6	100.00%		50.00%
Black or African American	3	2	66.67%	33.33%	
Filipino	4	4	100.00%		50.00%
Hispanic or Latino	188	173	92.02%	7.98%	25.43%
Native Hawaiian or Pacific Islander	5	5	100.00%		20.00%
White	1	1	100.00%		100.00%
English Learners	156	143	91.67%	8.33%	25.87%
Homeless	1	1	100.00%		
Socioeconomically Disadvantaged	180	165	91.67%	8.33%	24.24%
Students with Disabilities	36	27	75.00%	25.00%	11.11%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	NT	NT	NT	NT
Female	31	NT	NT	NT	NT
Male	28	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	54	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	15	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

In collaboration with the Principal, A.J. Dorsa's Community Liaison (Bertha Razo, 408-928-7400) supports the development and implementation of the site's Family Engagement system. The system includes:

- a parent volunteer process (currently on hold due to COVID-19 restrictions),
- Parent-Principal Coffees (currently being held virtually via Zoom, due to COVID-19 restrictions),
- 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, Always Dream Foundation, 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.- currently on hold due to COVID-19 restrictions).

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

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	393	388	21	5.4
Female	199	197	5	2.5
Male	194	191	16	8.4
American Indian or Alaska Native	0	0	0	0.0
Asian	15	14	0	0.0
Black or African American	6	6	1	16.7
Filipino	7	7	0	0.0
Hispanic or Latino	350	346	19	5.5
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	7	7	1	14.3
White	3	3	0	0.0
English Learners	208	205	11	5.4
Foster Youth	5	5	0	0.0
Homeless	6	6	0	0.0
Socioeconomically Disadvantaged	343	340	18	5.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	53	52	4	7.7

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.01	0.00	2.23	0.02	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.52	1.60	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Dorsa Elementary's School Safety Plan was revised and presented to the Safety Committee for approval in January 2020. This plan is in process of being updated. The new, updated plan will be available in January 2021.

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

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	2	
1	26		2	
2	26		2	
3	21	1	3	
4	26		2	
5	30		2	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	26		2	
2	24		2	
3	25		2	
4	30		2	
5	25		2	
6				
Other	17	1	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	2	
1	26		2	
2	25		2	
3	22		3	
4	30		2	
5	28		2	
6				
Other	13	2		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,991.41	\$6,570	\$8,383	\$89,560
District	N/A	N/A	\$1,148.34	\$90,674
Percent Difference - School Site and District	N/A	N/A	151.8	-1.2
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-0.7	4.2

2020-21 Types of Services Funded

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
 School Counselor
 The Family Giving Tree
 Soaring Scholars After School Reading Intervention
 Tutorworks
 Always Dream Foundation
 Bay Area Women's Sports Initiative
 Little Heroes
 The Get Down Dance Company (Pending)
 Assistance League
 Access Books & Little Free Library

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,197	\$52,060
Mid-Range Teacher Salary	\$92,160	\$84,043
Highest Teacher Salary	\$109,665	\$107,043
Average Principal Salary (Elementary)	\$121,783	\$133,582
Average Principal Salary (Middle)	\$134,266	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$218,543	\$240,628
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Over the course of the last several years, 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 allocated 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.

In 2019-20, professional development focused on supporting language development for English Learners, within Integrated and Designated ELD. This professional development was interrupted due to COVID-19, which prompted our school to end in Distance Learning. Professional development and support for teachers was provided to aid in their instruction via Distance Learning.

In 2020-21, professional development focused on supporting staff to learn the many new programs and platforms required to effectively carry out Distance Learning. We continued to provide small group instruction to support students' literacy, via Distance Learning. Additionally, the need to focus on supporting Social Emotional Learning was brought on by the situation of being in Distance Learning. Staff began to learn about and explore implementation of Kimochis, as our curriculum for Social Emotional Learning.

In preparing for our return back to in-person instruction, student academic and social emotional data was reviewed, teachers' observational data was also referenced and the following areas were identified as priorities:

1. Re-establish school best practices to support students at their instructional levels, and accelerate their progress towards meeting proficiency. Such practices include identification of focus standards, implementation of small groups for reading instruction, and aligned interventions.
2. Provide support for students in their development of English proficiency.
3. Re-establish best practices, and establish new practices, to support all students, staff, and community members experiencing Dorsa as a safe, welcoming school. This includes attending to the variety of mandated health protocols, deepening our practice in social emotional learning, and deepening our additional mental health resources for students.

In order to support staff with practice that attends to each priority, professional development is offered through the following:

- Grade level
- Staff meetings focused on safety and deepening of staff's emotional resilience
- Classroom walkthroughs and feedback
- ILT and SCT meetings
- SST guidance and support

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	9	3	1

Alum Rock Union Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District 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
District Website Address	www.arusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5587	NT	NT	NT	NT
Female	2708	NT	NT	NT	NT
Male	2879	NT	NT	NT	NT
American Indian or Alaska Native	18	NT	NT	NT	NT
Asian	663	NT	NT	NT	NT
Black or African American	64	NT	NT	NT	NT
Filipino	294	NT	NT	NT	NT
Hispanic or Latino	4349	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	25	NT	NT	NT	NT
Two or More Races	88	NT	NT	NT	NT
White	86	NT	NT	NT	NT
English Learners	1782	NT	NT	NT	NT
Foster Youth	21	NT	NT	NT	NT
Homeless	54	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	4446	NT	NT	NT	NT
Students Receiving Migrant Education Services	38	NT	NT	NT	NT
Students with Disabilities	774	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5588	NT	NT	NT	NT
Female	2709	NT	NT	NT	NT
Male	2879	NT	NT	NT	NT
American Indian or Alaska Native	18	NT	NT	NT	NT
Asian	663	NT	NT	NT	NT
Black or African American	64	NT	NT	NT	NT
Filipino	294	NT	NT	NT	NT
Hispanic or Latino	4350	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	25	NT	NT	NT	NT
Two or More Races	88	NT	NT	NT	NT
White	86	NT	NT		NT
English Learners	1783	NT	NT	NT	NT
Foster Youth	21	NT	NT	NT	NT
Homeless	54	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	4447	NT	NT	NT	NT
Students Receiving Migrant Education Services	38	NT	NT	NT	NT
Students with Disabilities	774	NT	NT	NT	NT