

# Joseph George Middle 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	Joseph George Middle School
Street	277 Mahoney Drive
City, State, Zip	San Jose CA, 95127
Phone Number	(408) 928-7600
Principal	Tara Bickford
Email Address	tara.bickford@arusd.org
Website	www.arusd.org
County-District-School (CDS) Code	43693696068910

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

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

Joseph George Middle School, a Visual and Performing Arts Academy, is located in East San Jose within the community of Alum Rock. George is designated a Visual and Performing Arts Anchor School (VAPA). The integration of visual and performing arts instructional strategies are used in the Social Studies, English Language Arts, Science, and Math. Each class will have opportunities for students to present their artistic skills and integrate 21st century learning. On top of art integration, we are proud to offer the following elective classes: Band, Drum Corps, Choir, Beginning and Advance Art, Digital Art, guitar. MESA, and Leadership. Joseph George provides the staff, students, and parents a showcase of student talent a minimum of twice a year at scheduled VAPA Showcase Events.

Joseph George Middle School is a California 2015 Gold Ribbon School for our SAFE (Strategic Academic Focused Education) Program. Our SAFE Program is built around student engagement in a rigorous academic program with blended learning as a tool to support and differentiate our student learning. It provides extra support for our English Language Learners. It incorporates a continuous improvement in our school culture with positive behavior supports and the emphasis on the arts. We utilize state approved curriculum in all subject areas and provide technology resources in the form of Promethean Technology interactive classrooms, computers, and teacher resources to enhance instruction. Each student receives core subject supplementary materials along with guides to effectively utilize them according to the standards being taught.

Our teachers utilize data to inform instruction by creating formative assessments through our academic data management systems. Through this process, we take steps to collaborate by department and create methods to increase student achievement. Departments have broken down the Common Core State Standards into Essential Learnings. This endeavor is in the beginning phase, but we anticipate further enhancement in the future. In addition, trainings have been offered and completed by teachers in Direct Instruction.

A school wide positive behavior intervention system was created and adopted. The Viking Acts were created by a team of staff members in order to build a positive community environment. To promote social and civic responsibility, students participate in Character Counts monthly activities. The use of restorative Justice practices provides students the opportunity to problem solve and support social-emotional learning. We offer a variety of extracurricular programs such as organized sports, arts and music. Students also participate in local VAPA Showcases and music concerts.

Our 6th grade students participate in Extended Learning Time through Citizen Schools. This provides students with homework assistance, master skills building, and apprenticeships with local business volunteers with a college and career focus. This program builds a sense of community and also brings in families for a variety of activities. To completely support our students we offer after school interventions. MESA (Mathematics, Engineering and Science Achievement) is a community-based after school math and science program that is offered in conjunction with our science club. These students go to local, regional and state level competitions.

Parents are important and valuable partners in the formal process of educating children. The majority of our parents are working parents. We have a core group of parents that are regular volunteers and participants in our various parent engagement activities. We all work together towards increasing our students achievement. Our Back-to-School night, book fairs, English Learner Advisory Committee, Parent Coffee, School Site Council, Turkey Trot, sports events, awards assemblies, Open House, VAPA Showcases and promotion ceremonies are all well attended. We welcome parents to visit classrooms and participate in the planning and implementation of our activities and programs.

**Vision:**

At Joseph George Middle School all students are given a robust education that emphasizes visual and performing arts alongside academics, which works in cohesion to build a well-rounded student. Students engage in a creative process which connects a variety of culturally and linguistically responsive art forms and other content areas to meet the evolving academic objectives. Students are given equitable access to the arts and academics, which allow them to prepare to succeed in college, careers, and excel at life in today's globalized world environment.

**Mission:**

Students will produce portfolios through their time at Joseph George Middle School Visual and Performing Arts Academy, which will display their work in one of three strand- visual arts, performing arts, or a combination of the two. The portfolio will showcase their growth, creativity, and academic development through their time at George.

Students will engage in academic opportunities that expand the creative mind, foster and build self confidence, develop critical thinking and prepare students for an ever changing world.

Teachers will integrate culturally and linguistically responsive visual and performing arts into their curriculum.

The school will provide equitable opportunities and full access to a wide array of visual and performing arts electives which will allow students to develop skills and passions within the arts.

Parents will support students through the arts by engaging in parent workshops, running parent organizations that help fund the efforts, and attend arts events their student is partaking in.

Partnerships with agencies will help to build the divide and bring greater access to the school both inside the classroom and outside of the normal day.

Joseph George Middle School- "Where arts and academics excel" Go Vikings!

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

Grade Level	Number of Students
Grade 6	185
Grade 7	165
Grade 8	171
Total Enrollment	521

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.2
Asian	7.5
Filipino	3.1
Hispanic or Latino	84.3
Native Hawaiian or Pacific Islander	0.6
White	2.3
Two or More Races	1
Socioeconomically Disadvantaged	88.7
English Learners	31.1
Students with Disabilities	11.5
Foster Youth	0.8
Homeless	

## 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	28	23	23	433
Without Full Credential	3	4	4	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	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.

## 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)

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.

George Middle School was built in 1970. 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 are comprised of six classroom wings, an administrative building, cafeteria, boys/girls locker room, music building, dance/wrestling room, and community MESA classroom. Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair.

Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by district maintenance ensures that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

Maintenance, Grounds and the Custodial staff continues to work together to provide a safe, clean and well maintained learning environment to help support student achievement. During the 2014-2015 school year, the physical education black top was re surfaced and improved drainage was added. At the end of 14-15, two sets of bathrooms were updated, painted, improved lighting and new toilets installed.

### 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:** November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Rm: P-Boys Restrooms-Floor Damages.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Rm: D4-Missing Lens Fixture. Rm:D7-Missing Lens Ceiling. Rm: E5-Missing Lens. Rm: C2-Two (2) Lens Missing. Rm: Staff-Lens Cover Missing
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Rm: P-Staff-Sink Missing Knob. Rm: D3-Water Fountain Out of Order. Rm: E-wing Boys Restroom-Toilet Out of Order. Rm: C5-Water Fountain Out of Order. Rm: C3-Sink Out of Order. Rm: B-Wing Boys Restroom-Sink Out of Order. Rm: Boys Restrooms-Urinal Out of Order.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Rm: D1-No Fire Extinguisher.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Rm: D3-Door gets stuck.
<b>Overall Rating</b>	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)	35	34	41	40	50	50
Mathematics (grades 3-8 and 11)	21	17	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	528	515	97.54	2.46	34.37
Male	273	264	96.70	3.30	30.68
Female	255	251	98.43	1.57	38.25
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	38	37	97.37	2.63	45.95
Filipino	15	13	86.67	13.33	69.23
Hispanic or Latino	448	439	97.99	2.01	31.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	14	13	92.86	7.14	69.23

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	469	457	97.44	2.56	32.17
English Learners	312	302	96.79	3.21	21.85
Students with Disabilities	65	63	96.92	3.08	6.35
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	529	523	98.87	1.13	17.24
Male	274	270	98.54	1.46	18.96
Female	255	253	99.22	0.78	15.42
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	38	38	100.00	0.00	39.47
Filipino	15	15	100.00	0.00	26.67
Hispanic or Latino	449	443	98.66	1.34	15.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	14	14	100.00	0.00	14.29
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	470	465	98.94	1.06	15.95
English Learners	312	308	98.72	1.28	11.04
Students with Disabilities	65	63	96.92	3.08	3.17
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
7	19.8	25.3	24.1

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)

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George values and includes all stakeholders in all facets of the educational process. We have many ways for parents to participate in the educational experience at Joseph George. To encourage parent participation, George maintains a system of open two-way communication and employs a variety of methods to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website and Joseph George Webpage, but pertinent school information, including results of the school evaluation process, school data, and school programs are also available to parents in the principal's monthly newsletters, which are written in English and Spanish. In order to facilitate communication between home and school, students were given a student agenda for homework and parent communication. This is a venue for teachers and parents to communicate back and forth. The school has Parent Link which can send out custom messages to the parents. All parents and students have access to Home Access Center which provides a parent a look at their student's attendance, grades, behavior concerns and contact information for parents and teachers. It is encouraged for students and parents to check HAC on a weekly basis.

Because parent and community participation is essential to student achievement, George School provides a number of parent and community involvement opportunities. Parents and community members are encouraged to become involved in all aspects of activity at Joseph George. We have a Community Liaison that helps with parent notification, serves as a communicator with the community and helps recruit and plan events. Parents may participate in school committees such as School Site Council (SSC), English Learners Advisory Committee (ELAC), District English Learners Advisory Committee (DELAC), and the District Advisory Committee (DAC). The School Site Council is composed of parents and staff representatives. This important committee reviews and revises the Single School Plan for Student Achievement. Other opportunities for parents to volunteer include helping in the library, assisting teachers in classrooms, chaperoning dances, coaching sports, organizing clubs or activities, and speaking to students about their jobs or hobbies.

Parents are also encouraged to attend Back-to-School Night, Parent Teacher Conferences, Winter and Spring Concerts, various sport competitions, Citizen School events, and Honors Night. Our Annual Winter Showcase held in December is attended by 500+ community members, parents, and students. In order to build capacity we provide a Mini Parent University twice a year and coffee with the counselors.

For more information, please contact our parent Liaison, Carmen Rubio at (408)928-7608 or call the main office at (408)928-7600.

## 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
<b>Suspensions</b>	5.6	7.5	5.7	2.8	3.8	2.2	3.6	3.5	3.5
<b>Expulsions</b>	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)

Joseph George Middle School has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. School grounds are carefully monitored by school staff at all times. Joseph George Middle School has a School Resource Officer (SJPD) five days a week for four hours a day, strategically coordinated around brunch, lunch and student dismissal times. Teachers supervise selected areas of the school before school, at brunch and lunch, and at student dismissal. All outer gates are closed during the school day. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the George Safety Committee before it is presented to the Alum Rock Union Elementary School District Board of Trustees for annual approval.

The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed, and the results are shared with staff. The George Safety Plan has a comprehensive, enforceable, and continuous behavior policy, set of rules and regulations, dress code policy, set of protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, non-discriminatory policy on student rights and responsibilities, campus security policy, harassment policy, and Internet safety policy.

All visitors are required to check-in at the school office. Fire drills and disaster procedures are specifically outlined and regularly updated and practiced. Safety programs include drug awareness, personal safety, and personal growth. To ensure a safe environment, the district provides SJPD School Resource Officers. The school grounds and playground are safe because they are well-supervised by staff before, during, and after school.

The physical safety of the facilities is supervised through a district manager who supports two custodians. Our safety plan is part of our School Site Plan and is revised twice a year using a cycle of inquiry process. School Site Council members approve the plan and participate in its management. School rules are published in the free student handbook, posted on the school website, and available at any time in the front office.

The staff reviews how to recognize and intervene in harassment and bullying at staff meetings each semester. We stay up to date with current research by attending a variety of conferences and professional development focused on bullying. We participated school wide in Anti-bullying week where students made a pledge against bullying and teachers provided a variety of lessons in their classrooms on the topic. The use of restorative justice techniques to problem solve and work with students is new this school year. Our Newsletter address bullying and students are reminded consistently at a school wide expectations assembly. Our on site counselor worked individually with students and helps set up counseling groups to address issues. As part of our safety plan we have a positive behavior incentive program with our Viking Bucks to encourages student to be on task and follow the Viking Acts. Students are recognized for good behavior, dedication to their work and effort among other things.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	18	15	10		17	17	6	2	21	10	8	1
Mathematics	20	12	10	1	18	15	7	2	25	5	7	3
Science	26	2	13		25	3	11	1	24	3	9	2
Social Science	25	3	12		25	5	7	3	24	3	9	1

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	347.3

\*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)	1.5
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	14,682.88	3,723.68	10,959.20	92,753.00
District	N/A	N/A	\$1,148.34	\$87,160.00
Percent Difference - School Site and District	N/A	N/A	162.1	6.2
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	37.4	11.5

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)

The Joseph George Middle School, School Site Council convenes monthly to review the school budget and to assess program implementation and outcomes.

The following services are provided by the regular program to enable under performing students to meet academic standards:

- Teachers identify at-risk or low-performing students and provide in-class intervention and supports.
- Some afterschool intervention programs provide additional instruction to students falling below benchmark in the areas of reading, writing and math

These additional services are provided for underperforming students to help them meet standards:

- Ongoing staff development is provided in differentiated instructional practices in the areas of reading language arts, and math. New this year is the focus on Direct Instruction.
- Teachers and principal meet to analyze and assess student data to determine if English learners are meeting standards. Professional Development opportunities are provided for staff onsite by other staff members, with the contracting of a consultant, and outside PD opportunities. The teaching staff participates in district level PLC's in subject areas tied around specific curriculum. This work prepares teachers to provide Common Core State Standards teaching in their classrooms. All teaching staff participates in monthly professional development of Restorative practices which will support student culture and behavior.
- Additional opportunities are provided for grade levels and/or department levels to meet for planning and sharing best practices to increase student learning.
- Technology to enhance the student learning experience such as Chrome books, robotics, Accelerated Reader, and No Red Ink, IXL, and art.
- Use of IReady for ELA and Math progress towards Common Core State Standards.
- Integrate art into the core classroom, provide electives in 3 VAPA pathways which include performing arts, visual arts, and engineering in the arts.
- provide afterschool programming such as Citizen Schools, MESA, and musical theater with The Audacity Performing Arts Project

## 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
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			

The Alum Rock District provides extensive training for teachers and administrators in the implementation the the California Common Core Standards. Most staff members have participated in PLC's by subject. Professional Development was also provided in supports for EL students. JGMS provided ongoing site level professional development on Direct Instruction, EL strategies, and student engagement strategies. Teacher-Principal meetings are ongoing to support and coach. We worked with the Santa Clara County Office of Education on a series of site level workshops on direct instruction.