

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16



Joseph George Middle

Address: 277 Mahoney Dr. San Jose, CA 95127-3547

Principal: Barbara Campbell, Principal

Phone: (408) 928-7600

Email: barbara.campbell@arUSD.org

Web Site:

CDS Code: 43693696068910



Alum Rock Union Elementary

Superintendent: Hilaria Bauer

Phone: (408) 928-6800

Email: hilaria.bauer@arUSD.org

Web Site: www.arUSD.org



I DATA AND ACCESS

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 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 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

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

School Contact Information Most Recent Year

School Name: Joseph George Middle
Street: 277 Mahoney Dr.
City, State, Zip: San Jose, CA 95127-3547
Phone Number: (408) 928-7600
Principal: Barbara Campbell, Principal
E-mail Address: barbara.campbell@arUSD.org
Web Site:
County-District-School
(CDS) Code: 43693696068910

School Description and Mission Statement – Most Recent Year

Joseph George Middle School 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. We are proud to offer the following elective classes: Band, Drum Corps, Choir, Beginning and Advance Art, Digital Art, beginning and advanced Dance, 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 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-OARS. Through this process, we took steps to collaborate by department and create methods to increase student achievement. Departments have broken down the new 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. ELA and Math teachers were trained on Constructing Meaning in order to provide language supports to our English Language Learners and improve overall academic language for all our student population.

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. We offer a variety of extracurricular programs such as organized sports, arts and music. Every year, we hold a school wide fitness activity for students, parents, and staff. Students also participate in local VAPA Showcases and music concerts.

Our 6th grader students participate in Extended Learning Time through Citizen Schools. This provides students with homework assistance, master skills building, and apprenticeships with local business volunteers. This program builds a sense of community and also brings in families for a variety of activities. To completely support our students we offer an afterschool interventions. MESA (Mathematics, Engineering and Science Achievement) is a community-based afterschool 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.

Our Motto - #Charting a course of Excellence. GO Vikings!

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 6	190
Grade 7	215
Grade 8	189
Total Enrollment	594

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.3%
American Indian or Alaska Native	0.2%
Asian	6.6%
Filipino	4%
Hispanic or Latino	82.8%
Native Hawaiian/Pacific Islander	0.5%
White	3.9%
Two or More Races	0.7%
Socioeconomically Disadvantaged	90.1%
English Learners	25.3%
Students with Disabilities	12.8%
Foster Youth	0.5%

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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	30	29	30	568
Without Full Credential	2	3	2	14
Teaching Outside Subject Area of Competence (with full credential)		0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	2	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	93.28%	6.72%
All Schools in District	94.37%	5.63%
High-Poverty Schools in District	94.37%	5.63%
Low-Poverty Schools in District	0%	0%

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

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

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

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	2	2	0%
Mathematics	4	4	0%
Science	6	6	0%
History-Social Science	8	8	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	14	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 studio, 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 recent FIT data (or equivalent), provide the following:

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

Month and year in which data were collected: January 2016

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

Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress Results for All Students –
(School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	36%	33%	44%
Mathematics (grades 3-8 and 11)	20%	23%	33%

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.

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	187	184	98.4%	32%	34%	26%	9%
Male	187	99	52.9%	39%	33%	21%	6%
Female	187	85	45.5%	22%	34%	31%	13%
Black or African American	187	2	1.1%	—	—	—	—
American Indian or Alaska Native							
Asian	187	13	7%	15%	31%	31%	23%
Filipino	187	7	3.7%	—	—	—	—
Hispanic or Latino	187	155	82.9%	33%	34%	25%	8%
Native Hawaiian or Pacific Islander	187	1	0.5%	—	—	—	—
White	187	5	2.7%	—	—	—	—
Two or More Races	187	1	0.5%	—	—	—	—
Socioeconomically Disadvantaged	187	165	88.2%	34%	33%	25%	8%
English Learners	187	46	24.6%	72%	28%	0%	0%
Students with Disabilities	187	25	13.4%	84%	12%	4%	0%
Students Receiving Migrant Education Services							
Foster Youth	—	—	—	—	—	—	—

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	212	208	98.1%	27%	36%	31%	5%
Male	212	108	50.9%	37%	33%	27%	3%
Female	212	100	47.2%	17%	39%	36%	7%
Black or African American	212	2	0.9%	—	—	—	—
American Indian or Alaska Native							
Asian	212	12	5.7%	8%	17%	67%	8%
Filipino	212	12	5.7%	8%	25%	50%	17%
Hispanic or Latino	212	173	81.6%	30%	39%	27%	3%
Native Hawaiian or Pacific Islander							
White	212	7	3.3%	—	—	—	—
Two or More Races	212	2	0.9%	—	—	—	—
Socioeconomically Disadvantaged	212	189	89.2%	30%	38%	28%	4%
English Learners	212	53	25%	68%	28%	2%	0%
Students with Disabilities	212	28	13.2%	68%	21%	11%	0%
Students Receiving Migrant Education Services	212	3	1.4%	—	—	—	—
Foster Youth	—	—	—	—	—	—	—

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	182	179	98.4%	23%	41%	31%	5%
Male	182	90	49.5%	30%	43%	23%	3%
Female	182	89	48.9%	16%	39%	38%	7%
Black or African American	182	4	2.2%	—	—	—	—
American Indian or Alaska Native							
Asian	182	11	6%	0%	36%	55%	9%
Filipino	182	5	2.7%	—	—	—	—
Hispanic or Latino	182	147	80.8%	26%	44%	28%	3%
Native Hawaiian or Pacific Islander	182	1	0.5%	—	—	—	—
White	182	10	5.5%	—	—	—	—
Two or More Races	182	1	0.5%	—	—	—	—
Socioeconomically Disadvantaged	182	159	87.4%	25%	43%	28%	4%
English Learners	182	41	22.5%	73%	27%	0%	0%
Students with Disabilities	182	21	11.5%	76%	24%	0%	0%
Students Receiving Migrant Education Services							
Foster Youth	—	—	—	—	—	—	—

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	187	186	99.5%	49%	31%	15%	5%
Male	187	100	53.5%	53%	32%	10%	5%
Female	187	86	46%	44%	30%	21%	5%
Black or African American	187	2	1.1%	—	—	—	—
American Indian or Alaska Native							
Asian	187	13	7%	15%	38%	31%	15%
Filipino	187	7	3.7%	—	—	—	—
Hispanic or Latino	187	157	84%	53%	29%	14%	4%
Native Hawaiian or Pacific Islander	187	1	0.5%	—	—	—	—
White	187	5	2.7%	—	—	—	—
Two or More Races	187	1	0.5%	—	—	—	—
Socioeconomically Disadvantaged	187	167	89.3%	50%	29%	16%	5%
English Learners	187	48	25.7%	79%	17%	4%	0%
Students with Disabilities	187	25	13.4%	96%	4%	0%	0%
Students Receiving Migrant Education Services							
Foster Youth	—	—	—	—	—	—	—

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	212	208	98.1%	43%	35%	13%	9%
Male	212	108	50.9%	44%	34%	14%	8%
Female	212	100	47.2%	42%	36%	13%	9%
Black or African American	212	2	0.9%	—	—	—	—
American Indian or Alaska Native							
Asian	212	12	5.7%	17%	42%	33%	8%
Filipino	212	12	5.7%	25%	33%	25%	17%
Hispanic or Latino	212	173	81.6%	47%	34%	12%	8%
Native Hawaiian or Pacific Islander							
White	212	7	3.3%	—	—	—	—
Two or More Races	212	2	0.9%	—	—	—	—
Socioeconomically Disadvantaged	212	189	89.2%	46%	34%	13%	8%
English Learners	212	53	25%	79%	17%	4%	0%
Students with Disabilities	212	28	13.2%	82%	4%	4%	11%
Students Receiving Migrant Education Services	212	3	1.4%	—	—	—	—
Foster Youth	—	—	—	—	—	—	—

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	182	179	98.4%	47%	35%	11%	7%
Male	182	90	49.5%	48%	33%	11%	8%
Female	182	89	48.9%	47%	36%	11%	6%
Black or African American	182	4	2.2%	—	—	—	—
American Indian or Alaska Native							
Asian	182	11	6%	18%	64%	9%	9%
Filipino	182	5	2.7%	—	—	—	—
Hispanic or Latino	182	147	80.8%	52%	32%	12%	4%
Native Hawaiian or Pacific Islander	182	1	0.5%	—	—	—	—
White	182	10	5.5%	—	—	—	—
Two or More Races	182	1	0.5%	—	—	—	—
Socioeconomically Disadvantaged	182	159	87.4%	50%	35%	9%	5%
English Learners	182	41	22.5%	78%	22%	0%	0%
Students with Disabilities	182	21	11.5%	100%	0%	0%	0%
Students Receiving Migrant Education Services							
Foster Youth	—	—	—	—	—	—	—

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	66%	66%	49%	50%	52%	47%	59%	60%	56%

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47%	Native Hawaiian or Pacific Islander	—
All Students at the School	49%	White	—
Male	57%	Two or More Races	—
Female	40%	Socioeconomically Disadvantaged	45%
Black or African American	—	English Learners	7%
American Indian or Alaska Native	—	Students with Disabilities	—
Asian	90%	Students Receiving Migrant Education Services	—
Filipino	—	Foster Youth	—
Hispanic or Latino	41%		

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.

STATE PRIORITY: OTHER PUPIL OUTCOME

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

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5			
7	16.8%	19.2%	15.9%
9			

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 school site.

Opportunities for Parental Involvement - Most Recent Year

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 bases.

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 parnet notification, serves as a communicator with the community and helps recruit nad 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, staff, and student 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.

For more information, please contact our parent Liaison, Carmen Rubio at 408 928 7608

You may also contact one of our two administrators: Ms. Campbell or Mr Kleidon 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			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	8.87	5.58	9.35	3.41	2.28	3.22	5.07	4.36	3.8
Expulsions	0	0	0	0.01	0	0	0.13	0.1	0.09

School Safety Plan – Most Recent Year

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 handouts, 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. Our Viking Acts 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 to effort amongst other things.

D. OTHER SARC INFORMATION

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	38.1%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19	18	19		18	18	9		18	15	13	
Mathematics	21	9	12		20	12	11		20	14	10	
Science	22	7	13		24	3	14		24	3	14	
Social Science	22	6	12		23	5	13		24	3	14	

* 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.4	N/A
Social Worker		N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist (non - teaching)	1	N/A
Other	1	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 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,220	\$3,187	\$6,033	\$67,327
District	N/A	N/A	\$6,466	\$70,088
Percent Difference – School Site and District	N/A	N/A	-6.70%	-3.94%
State	N/A	N/A	\$5,348	\$72,993
Percent Difference – School Site and State	N/A	N/A	12.81%	-7.76%

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

Types of Services Funded (Fiscal Year 2014-15)

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 underperforming students to meet academic standards:

Teachers identify at-risk or low-performing students and provide in-class intervention

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. Core teachers also participating in a 5 day EL Achieve-Constructing Meaning training to support EL students. This work prepares teachers to provide Common Core State Standards teaching in their classrooms.

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 laptops for Khan Academy, Active votes, Active expressions, Think Clients for student to research online and word processing are provided through the school. Use of IReady for ELA and Math progress towards Common Core State Standards.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,266	\$43,091
Mid-Range Teacher Salary	\$73,584	\$70,247
Highest Teacher Salary	\$85,887	\$89,152
Average Principal Salary (Elementary)	\$108,978	\$112,492
Average Principal Salary (Middle)	\$114,421	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$204,900	\$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development - Most Recent Three Years

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

The 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. Ww have a site level Instructional Coach that provides support to teachers. SHe models lessons, plans one on one with teachers, and support data analysis.