

Joseph George Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School 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
E-mail Address	tara.bickford@arUSD.org
Web Site	www.arUSD.org
CDS Code	43693696068910

District Contact Information	
District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
E-mail Address	hilaria.bauer@arusd.org
Web Site	www.arusd.org

School Description and Mission Statement (School Year 2018-19)

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. 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 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. 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.

Our Mission:

At Joseph George Middle School we will provide education and empowerment to our students as they navigate life-long learning through compassion, self-discipline, creativity and social awareness.

All students will become successful communicators, collaborators, creators and critical thinkers through intellectually stimulating, emotionally supportive, aesthetically enriching and relevant academic programs infused with the arts

Our Vision:

Our vision is that all our students will leave Joseph George Middle School having exceeded or met standards in ELA and math while participating in the VAPA program through an elective and/or integrated art in core classes.

Our school’s model program is built around student engagement in a rigorous academic program, with blended learning as a tool to support and differentiate our students’ learning, as well as extra supports, and continuously improving our positive school culture by using positive behavior

Motto - #Charting a course of excellence. GO Vikings!

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	181
Grade 7	188
Grade 8	190
Total Enrollment	559

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.4
Asian	6.4
Filipino	2.9
Hispanic or Latino	85.0
Native Hawaiian or Pacific Islander	0.7
White	3.6
Socioeconomically Disadvantaged	88.2
English Learners	31.1
Students with Disabilities	13.2
Foster Youth	0.4

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	27	28	23	
Without Full Credential	4	3	4	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	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 2018-19)

Year and month in which data were collected: August 2018

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

- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/Study Sync 2017- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2009-Middle Schools
- Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- Middle School

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016- Elementary/Study Sync 2017- Middle Schools	Yes	0
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Scott Foresman Science 2008- Elementary/Glencoe Science 2007-Middle Schools	Yes	0
History-Social Science	Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood		

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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Rm. Boys' RR: Floor damage.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Rm. M4: Furniture
Electrical: Electrical	Good	.Rm-D7: Light lens cover missing.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Rm. P1: No fire extinguisher. Rm. P2: No fire extinguisher.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2018	
Overall Rating	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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	38.0	35.0	40.0	41.0	48.0	50.0
Mathematics (grades 3-8 and 11)	22.0	21.0	33.0	33.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	535	525	98.13	35.43
Male	291	284	97.59	29.58
Female	244	241	98.77	42.32
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	37	35	94.59	45.71
Filipino	16	16	100.00	68.75
Hispanic or Latino	453	446	98.45	31.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.00	58.82
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	469	459	97.87	32.46
English Learners	282	278	98.58	20.86
Students with Disabilities	67	65	97.01	9.23
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	535	528	98.69	21.02
Male	291	285	97.94	21.4
Female	244	243	99.59	20.58
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	37	37	100	48.65
Filipino	16	16	100	43.75
Hispanic or Latino	453	447	98.68	17
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100	41.18
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	469	462	98.51	18.61
English Learners	282	280	99.29	11.79
Students with Disabilities	67	65	97.01	3.08
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.9	21.0	31.5

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	7.8	5.6	7.5	3.1	2.8	3.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 (SYPD) 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 SYPD 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 encourage 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	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	19.0	12	11		18.0	15	10		17.0	17	6	2		
Mathematics	20.0	10	10		20.0	12	10	1	18.0	15	7	2		
Science	24.0	3	12	1	26.0	2	13		25.0	3	11	1		
Social Science	26.0	2	12	1	25.0	3	12		25.0	5	7	3		

Note: 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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	360
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,643.23	\$2,198.39	\$4,444.84	\$76,566
District	N/A	N/A	\$1,148.34	\$81,305
Percent Difference: School Site and District	N/A	N/A	1.0	-16.6
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	-0.7	-14.1

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 2017-18)

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. 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 Chrome books, robotics, Accelerated Reader, and No Red Ink
- Use of IReady for ELA and Math progress towards Common Core State Standards.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,262	\$50,084
Mid-Range Teacher Salary	\$86,034	\$80,256
Highest Teacher Salary	\$102,376	\$100,154
Average Principal Salary (Elementary)	\$119,374	\$125,899
Average Principal Salary (Middle)	\$131,610	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,178	\$222,447
Percent of Budget for Teacher Salaries	38.0	37.0
Percent of Budget for Administrative Salaries	6.0	5.0

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)

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.