

# The Single Plan for Student Achievement

**School:** Joseph George Middle School  
**CDS Code:** 43693696068910  
**District:** Alum Rock Union Elementary School District  
**Principal:** Tara Bickford  
**Revision Date:** August 14, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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## School Vision and Mission

### Joseph George Middle School's Vision and Mission Statements

#### 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. Students will leave Joseph George with the 21st century skills to be college and career ready and be productive citizens.

#### Our SAFE Plan focus

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, extra supports for English Language Learners and continuously improving our positive school culture using the positive behavior supports and the emphasis in the arts.

#### Our Motto

#Charting a course of excellence. GO Vikings!

## School Profile

Joseph George Middle School is located in East San Jose within the Alum Rock Community. George was designated a Visual and Performing Arts Anchor School (VAPA) in the Spring of 2008. The integration of visual and performing arts instructional strategies began in the fall of 2008 within Social Studies and PE classes. VAPA strategies were then integrated in English Language Arts in 2009, Mathematics in 2010, and the sciences in 2011. As a part of of Visual and Performing Arts program, we are proud to offer the following elective classes: Beginning, Intermediate, and Advanced Band; Drum Corps, Choir, Art, dance, and leadership classes. Joseph George provides the staff, students, and parents a showcase of student talent a minimum of twice a year at scheduled VAPA Showcase events. All classes incorporate art projects into their curriculum to build and develop student art skills in all forms of art. Students who have not scored proficient or advanced English, Language Arts, or Mathematics are provided with additional support during the school day.

We utilize state approved curriculum in all subject areas and provide technology resources in the form of Promethean Boards, computers, and teacher resources to enhance instruction. Each student receives core subject textbooks and supplementary materials with guides to effectively utilize them according to the standards being taught. Teachers implement the Common Core State Standards by identifying essential standards and incorporating key Common Core instructional shifts, as well as incorporating 21st century skills such as creativity, collaboration, critical thinking, and communication. They continuously participate in District wide professional learning communities around best practices, using Study Sync curriculum and introducing the use of English Language Development Strategies through EL Achieve-Constructing Meaning, Imagine Learning, and ELD 3D programs. College Preparatory Mathematics and Mathematics Vision Project are also used to ensure students are developing mathematical practices as 21st century learners. i-Ready is used district wide to progress monitor students growth towards grade level standards. The use of blended learning provides the teacher an opportunity for teachers to differentiate instruction, re-teach and pre-teach content or teach lesson in a small group setting.

Teachers at George engage in results-oriented cycles of inquiry (ROCI) by using data to inform instruction. Teachers use several

forums for teacher collaboration, including professional learning communities (PLCs), department meetings, and grade level meetings. During teacher collaboration, teachers set goals, create plans and formative assessments, and analyze and reflect on student work samples and data in order to inform their next steps in teaching and learning. In addition, professional development is offered on a monthly basis during staff meetings and by our instructional coach in areas such as direct instruction, student engagement, Common Core, and best practices in instruction.

To completely support our students along with our VAPA and instructional programs, we offer an Extended Day through our partnership with Citizen Schools for sixth graders and twenty-five seventh and eighth grade students. We also offer MESA (Mathematics, Engineering, and Science Achievement), a community-based after school math and science program. We also offer participation in yearbook, leadership, sports, and the science fair; all of which give students the opportunity to expand their knowledge, skills, and interests. Students still not proficient and advanced participate in support Shadow classes which gives them an extra period of a core subject based on need.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Annually the school completes various surveys and work sessions to gather stakeholders input on school needs and ideas for improvement. Each year the parents of the English Language Advisory Committee complete a Needs Survey. Areas of needs from ELAC Committee cover Parent Engagement, EL students, Improving school culture and overall student achievement. Results included additional support for newcomers, reading incentives, and specific classes/tutoring for beginning proficiency levels. Related to school culture included teaching civic education, positive discipline, and creating a more safe campus. To improve overall academic achievement ideas were to have after school tutoring, homework club, open computer lab after school for students that do not have access at home, and various clubs to support and encourage reading and academic growth. Finally, in the area of parent engagement ideas included to provide more workshops (english, computer skills, nutrition), and to have more flexible times for workshops.

The School Site Council has a work session to gather input in each area of focus set by the district and LCAP plan.

The school level Leadership team through the Theory of Action sets needs to address the school goals and data collected. The primary focuses for the site level TOA are the same as the district priorities. All our instructional focuses are aligned with working not only with the EL population and strategies but also incorporating best practices to address the needs of all as we strengthen our Common Core implementation.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

School leaders monitor teaching and learning through several forms of classroom observations throughout the year. Formal and informal observations are conducted on a regular basis. District classroom walkthroughs take place on a monthly basis. The purpose of district walkthroughs is to monitor effectiveness and implementation of ARUSD instructional priorities, to identify instructional strengths and opportunities

and to provide site leaders thought-partnership in deepening instruction across their schools. The school site leaders also conduct weekly classroom visits to provide specific and timely feedback to teachers around school priorities and instructional priorities that are a focus area on our school Theory of Action.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

#### Standards, Assessment, and Accountability

##### 1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

George has adopted a data-driven cycle of inquiry approach to look at school improvements and individual class improvements. It guides our SAFE (Strategic Academically Focused Education) plan -setting up strategic Educational focused education. The use of data as a whole to set school wide goals along with the ever changing and available data from iReady allows up to be strategic in grouping and providing interventions in class .As departments meet and complete district level assessments plans are made to address deficits and re teaching. Strategic blended learning provides opportunities for teachers to re teach, pre teach or differentiate based on the assessment results. All teachers use EL data to determine ways to address language needs for our EL population.

##### 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

- CAASPP, ELPAC, and CAST are used to examine areas of strength and weakness so that curriculum, instruction, and assessment strategies can be modified for increased effectiveness.
- ELPAC data are used to monitor the English language development of English Learners.
- Benchmark assessments are used to identify areas requiring review.
- District and state writing assessment scores are being used to revise and improve the school writing program.
- Teacher created assessments and Checks for Understanding
- STAR Reading placement test for Accelerated Reading
- Teachers regularly examine student work samples and assessment data at department meetings to ensure full implementation of standards-aligned programs.
- iReady diagnostics, progress monitoring and individual progress throughout the year.

#### Staffing and Professional Development

##### 3. Status of meeting requirements for highly qualified staff (ESEA)

Currently the George staff is 100% NCLB compliant

##### 4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers participate in district wide Professional Learning Communities around the implementation of Common Core State Standards, EL Achieve, department specific to plan instruction and colloaborations, CPM PLC's. On a site level all teacher participate in monthly professional developments on the use of technology, blended learning, use of best practices. . They have access to state wide conferences such a California LEague of Middle School Conferences. This year ELA teachers participated in Engage NY training for implementing new curriculum and the Math teachers participate in an ongoing CPM training.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

- Science teachers participate in training on the Next Generation Science Standards
- George staff participated in district level Professional Learning Communities in ELA, Math, Social Studies, and Science
- All new teachers are participating in the New Teacher Support programs.
- Special Education teachers have all participated in training for Language Live.
- The school leadership team attends training at the County Office of Education to develop skills in communication and leadership.
- All teachers participate in ongoing staff development on Best Practices and the use of Academic Language in class
- A set team is involved in the Positive Behavior Intervention training.
- The school administrators participate in ongoing staff development.
- Teachers collaborate and participate in teacher directed professional development during department meetings and Thursday collaboration time.
- Continuous participation in county wide and district level PD on Common Core State Standards.
- Ongoing professional development on use of technology as tools for instruction and the development of the 21st century Learning Skills.
- Ongoing professional development on art integration

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

George has access to the district instructional coaches and houses their own instructional coach as well, which all teachers to receive support in any and all of the following: lesson design, lesson planning, demonstration lessons, new teacher workshops, classroom management, VAPA integration. George is also a school that houses its own curriculum experts. Staff members set up classes for teachers with topics including differentiating instruction for ELL students and Step Up To Writing.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration happens at least 2 X per calendar month . These are dedicated staff meeting times alternating between grade level and department meetings including the PLC times. The school is looking to calendar instructional release day for any teachers wishing to meet in the curriculum content area or providing extended duty to collaborate. Support is offered to all teachers by our instructional coach as well as resource teachers at the district office level. .

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Joseph George Middle School has aligned curriculum and materials to content and performance standards through the following practices:

- All textbooks and supplemental materials align with the state standards.
- George staff engages in regularly scheduled planning and articulation sessions.
- All new Joseph George teachers participate in New Teacher Support programs including BTSA and Intern focusing on best practices.
- Teachers include standards and lesson objectives in student friendly language in their lesson planning.
- Standards are being posted in all classes as well as language objectives to support our ELL students.
- All George students have a minimum one period of mathematics instruction.
- All George students have a minimum one periods of ELA instruction.
- Level 1 amd 2 students receive an additional reading support class
- English language students at Joseph George receive integrated ELD in all subject areas. There language development is support by use of Constructed Meaning strategies and student engagement protocols.
- Long term EL students receive one additional designated ELD class using the ELD 3D curriculum.
- Through the PLC process, teachers will work together to collaboratively plan, implement and commonly assess standards-based lessons

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Joseph George Middle School adheres to the number of recommended instructional minutes for reading/language arts and mathematics (K-8).

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule is designed to provide interventions in ELA and Math for students. Additional designated ELD classes are provided for long term EL's and students struggling in math are provided with a math shadow (intervention class) Students exceeding standards in math are placed in a Accelerated Pathways class.

The district provides pacing guides and curriculum maps that allows for flexibility in providing additional interventions for students before assessments. Extended Learning time for 6th grade students provides an additional academic mastery in areas of need. Teachers provide after school interventions and work time to work in small groups with students.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

- The school has state-adopted (grades 6-8) textbooks and instructional materials for every student in the ELA, math, history/social science and science, and intervention.
- All classrooms are equipped with promethean boards thus providing online resources for teaching,
- Consumables are provided to support the implementation of the standards-based curriculum.
- Additional support materials are made available to supplement the core curriculum, transition to Common Core and provide hands on learning for all students.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Joseph George Middle School fully incorporates and uses State Board of Education adopted core instructional materials: Pearson Language Arts, CPM math , TCI History Alive, ENGAGE NY, and Glencoe Science. In addition we incorporate the use of Language Live. in our Special education program.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

- Joseph George students with specifically identified needs participate in the RSP or SDC programs.
- Intervention classes are provided after school, as well as on Saturdays.
- All students will have high expectations of achievement in their classes and George teachers will maintain these high expectations on a daily basis.
- All 6th grade students participate in extended duty time which provides assistance with homework, support in math and ELA depending on need, and enrichment.
- JGMS provides math shadow classes and designated ELD classes
- The instructional coach provides assistance to teachers to differentiate instruction to meet the needs of all students.

14. Research-based educational practices to raise student achievement

George Middle School depends on a variety of research-based educational practices to raise student achievement. Ongoing, structured, grade-level and/or department collaboration which focuses on relevant and current data provides the foundation of our ongoing school improvement efforts. Teachers have received professional development on EL strategies, academic language development and best practices which depend on a solid understanding of second language acquisition and explicit instruction models.



## Parental Involvement

### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- A Student Success Team (SST) meets to review the academic and behavior needs of students. The counselor monitors the progress of students who are referred.
- Parents are provided with abbreviated versions of their children's grade level content standards expectations.
- A student handbook is provided to all students and parents.
- Planned Parenthood and SJPD present informational sessions to parents and students. These focus on standards, preparation for middle school and high school, and family activities to improve student learning.
- A health aide provides health services to students.
- Alum Rock Counseling Center and Foothill, as well as other external support providers assist and provide families with counseling necessary support and truancy concerns in coordination of our site counselor.
- Parent trainings are provided by Joseph George based off of the parent survey to help them support their children's academic progress.
- George partners with Citizen Schools program which offers an extended day program. The program includes homework support, academic enrichment, and enrichment classes and activities.
- The MESA program is implemented in collaboration with San Jose State University.

### 16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Joseph George embraces the collaboration of all stakeholders. Parents and community members are a vital aspect of the academic success of every George student. Parents have been invited to join various committees, which add to the academic success of George students. These committees include an active parent volunteer group, School Site Council, and ELAC, (English Language Advisory Committee). Through the Counseling Office, resources have been distributed to all parents relating to how parents can help their student be successful in core curricular areas. George parents also participate in district level parent advisory committees.

## Funding

### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- After school and before school interventions
- Teachers strategically use of educational technology to support the needs of underperforming students.
- English Language Learner support
- Instructional coach provides targeted support to teachers to improve instruction and student engagement.
- Fieldtrips and department funds are used to enhance educational access and opportunities for students.
- Accelerated Reader is used to support and accelerate the reading proficiency of students.

### 18. Fiscal support (EPC)

## **Description of Barriers and Related School Goals**

Academic achievement of our students remains below standards. Academic support to EL students is still not at level that we are meeting their needs 100%. Our largest concentration of student is in the nearly met standards in ELA and MATH.

Attendance rates are not as high as we want them thus students absences interfere with their academic success. College going culture is still not across the board in every students focus.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	211	184	168	201	179	162	201	179	162	95.3	97.3	96.4
Grade 7	185	201	182	179	199	182	179	199	182	96.8	99	100
Grade 8	213	188	185	207	186	181	207	186	181	97.2	98.9	97.8
All Grades	609	573	535	587	564	525	587	564	525	96.4	98.4	98.1

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2489.1	2489.5	2482.5	6	6.15	7.41	27	27.37	19.14	34	35.75	34.57	33	30.73	38.89
Grade 7	2519.2	2518.9	2519.8	9	7.04	8.79	26	30.65	32.97	32	28.14	21.43	32	34.17	36.81
Grade 8	2545.8	2541.2	2531.3	6	8.06	3.87	35	34.41	33.15	36	28.49	29.83	23	29.03	33.15
All Grades	N/A	N/A	N/A	7	7.09	6.67	30	30.85	28.76	34	30.67	28.38	29	31.38	36.19

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	8	8.38	8.02	48	50.84	46.30	44	40.78	45.68	
Grade 7	11	12.56	14.29	45	48.24	45.05	44	39.20	40.66	
Grade 8	13	16.67	11.05	58	48.39	44.75	29	34.95	44.20	
All Grades	11	12.59	11.24	50	49.11	45.33	39	38.30	43.43	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	13	11.73	9.26	50	49.72	45.06	37	38.55	45.68
Grade 7	21	14.57	18.68	50	54.77	46.15	29	30.65	35.16
Grade 8	14	12.37	9.94	60	53.76	53.04	25	33.87	37.02
All Grades	16	12.94	12.76	53	52.84	48.19	30	34.22	39.05

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	7	9.50	9.88	70	59.78	62.35	23	30.73	27.78
Grade 7	10	4.52	8.79	63	62.31	62.09	27	33.17	29.12
Grade 8	7	9.14	8.84	71	66.67	66.30	22	24.19	24.86
All Grades	8	7.62	9.14	68	62.94	63.62	24	29.43	27.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	18	20.11	16.67	59	50.84	50.62	23	29.05	32.72
Grade 7	17	21.11	23.63	55	52.76	51.10	27	26.13	25.27
Grade 8	16	23.66	19.34	60	51.08	54.14	24	25.27	26.52
All Grades	17	21.63	20.00	58	51.60	52.00	25	26.77	28.00

**Conclusions based on this data:**

1. Majority of our students are in the Not Met or Nearly Met categories
2. Our 7th grade students outperformed the 6th and 8th grade students in reading and writing, while 8th grade outperformed in listening
3. All grades in all the claims fell mostly in the At or Near Standard.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	211	184	168	203	183	165	203	183	165	96.2	99.5	98.2
Grade 7	185	201	182	183	201	182	183	201	182	98.9	100	100
Grade 8	213	188	185	211	187	181	211	187	181	99.1	99.5	97.8
All Grades	609	573	535	597	571	528	597	571	528	98	99.7	98.7

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2474.0	2465.7	2460.1	7	2.19	4.24	13	15.30	9.70	33	36.07	32.12	47	46.45	53.94
Grade 7	2498.9	2502.2	2498.9	7	9.45	8.79	16	19.90	18.13	37	26.87	31.87	40	43.78	41.21
Grade 8	2514.1	2498.8	2493.0	4	4.81	7.18	18	13.90	14.36	31	28.88	22.65	46	52.41	55.80
All Grades	N/A	N/A	N/A	6	5.60	6.82	16	16.46	14.20	34	30.47	28.79	45	47.46	50.19

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	11	10.93	8.48	30	31.69	26.67	59	57.38	64.85	
Grade 7	13	14.93	15.93	36	33.83	28.57	52	51.24	55.49	
Grade 8	10	7.49	12.15	34	33.16	27.07	56	59.36	60.77	
All Grades	11	11.21	12.31	33	32.92	27.46	56	55.87	60.23	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	9	1.64	4.85	40	40.44	38.79	51	57.92	56.36
Grade 7	10	10.45	9.34	42	46.77	50.00	48	42.79	40.66
Grade 8	7	5.35	10.50	56	41.71	49.17	37	52.94	40.33
All Grades	9	5.95	8.33	46	43.08	46.21	45	50.96	45.45

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	8	5.46	6.67	49	46.45	34.55	43	48.09	58.79
Grade 7	11	12.44	10.44	50	51.24	56.59	39	36.32	32.97
Grade 8	6	7.49	9.39	62	48.66	45.86	33	43.85	44.75
All Grades	8	8.58	8.90	54	48.86	46.02	38	42.56	45.08

**Conclusions based on this data:**

1. 7th grade math showed growth in both above standard and at/near standard in all domains, in turn shrinking the amount of students below standards in all domains
2. Struggled the most overall in applying mathematical concepts and procedures. Our 8th grade in MATH made the largest growth of student meeting or exceeding standards.
3. In Math, students struggled the most in the area of concepts and procedures.

## School and Student Performance Data

### ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

#### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Core Academics</b>
<b>LEA GOAL:</b>
Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century
<b>SCHOOL GOAL #1:</b>
50% of students in the Nearly Met Band in ELA and Math will move up one band. 100 percent of EL students will move one achievement level in one year and will attain proficiency within 3 years.

**Data Used to Form this Goal:**



Student cohort movement data- SBAC

English Language Arts

	not met	nearly met	met	exceeds	Met and Exceeded	Growth
Level 1	Level 2	Level 3	Level 4	combination of Level 3 and 4		
6th Grade						
17-18	39	28	26	7	33	
7th Grade						
15-16	35	25	30	12	42	
16-17	31	36	27	6	33	-9
17-18	33	25	30	12	42	9
8th Grade						
15-16	33	33	28	6	34	
16-17	45	27	22	6	28	-6
17-18	30	25	34	11	45	17

	not met	nearly met	met	exceeds	Met and Exceeded	Growth
Level 1	Level 2	Level 3	Level 4	Combination of level 3 and 4		
6th Grade						
17-18	51	28	13	8	21	21
7th Grade						
15-16	49	33	12	6	18	
16-17	62	20	12	6	18	0
17-18	41	27	17	14	31	13
8th Grade						
15-16	45	34	13	8	21	
16-17	57	22	13	7	20	-1
17-18	48	21	14	17	31	11

SBAC

Grade Level Comparison 5-7th English Language Arts

# Students	Av. Score	Met	Not Met	Exceeds	Met	Nearly Met	Not Met
DISTRICT 4,809	2465	38%	62%	13%	25%	25%	37%
5th Grade 161	2481	42%	58%	12%	30%	25%	32%
6th Grade 147	2483	27%	73%	8%	19%	35%	38%
7th Grade 161	2520	40%	60%	10%	30%	23%	37%

Grade Level Comparison 5-7th Math

# Students	Av. Score	Met	Not Met	Exceeds	Met	Nearly Met	Not Met
DISTRICT 4,809	2464	31%	69%	13%	19%	29%	40%
5th Grade 161	2466	24%	76%	8%	16%	30%	46%
6th Grade 147	2460	13%	87%	5%	9%	32%	55%
7th Grade 161	2500	29%	71%	10%	19%	28%	43%

**Findings from the Analysis of this Data:**

1. In ELA, about 1/3rd of students are meeting standards, while 2/3rds are not.
2. In Mathematics the majority of students fall under standards expectations
3. The area of greatest need is in Listening and Reading in ELA and Concepts and Procedures in Mathematics

**How the School will Evaluate the Progress of this Goal:**

Use of unit and chapter assessments  
 I-Ready diagnostics  
 informal data sources  
 iReady progress monitoring and SBAC predictor

**Strategy #1:**

Teachers will engage in Results Oriented Cycles of Inquiry through Professional Learning Communiites to focus on data analysis, goal setting, planning rigorous instruction, implementation of cycle plans, assessment, around implementation of Common Core State Standards and Essential Learnings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
allocation for additional support for students, additional direct support(i.e., tutoring, intervention, supplies, intervention, additional teacher time for supporting student needs, planning, and assessing.) <ul style="list-style-type: none"> <li>• Teacher release time for planning</li> <li>• GLC work</li> <li>• Strategic Planning</li> <li>• Support materials and copies</li> <li>• PD</li> <li>• Staff Meetings</li> </ul>	June 2018- July 2019	department lead, coach, adminstrative team	Substitute coverage	1000-1999: Certificated Personnel Salaries	Title I	3000
			extended duty	1000-1999: Certificated Personnel Salaries	Title I	1,951.26
			Copier rental	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2586
			Extra Copier Cost	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1000
Joseph George Staff will participate in professional development opportunities, including, but not limited to, district and on-site workshops and trainings, peer and	June 2018- July 2019	department lead, coach, adminstrative team	Conferences	5800: Professional/Consulting Services And Operating Expenditures	Title I	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
instructional coaching, planning, and collaboration.  Teachers will engage in shared learning around best practice			Travel and expenses	5800: Professional/Consulting Services And Operating Expenditures	Title I	1000
Students will be exposed to reading enrichment through arts and theater, and field trip experiences	June 2018- July 2019	ELA and Social Studies teachers, and administrative team	Teacher Supplemental Materials	4000-4999: Books And Supplies	LCFF - Supplemental	4800
students will be exposed to mathematics through the MESA program during school and after school, as well as field trip experiences	June 2018- July 2019	All Staff	Materials and supplies	4000-4999: Books And Supplies	Title I	300

**Strategy #2:**

Increase the use of instructional technology to ensure that George's instructional program is aligned to 21st Century teaching and learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Joseph George Middle School will implement Renaissance Reading Program (Accelerated Reader, STAR ) to improve proficiency in reading, along with No Red Ink to support student writing. Other supplemental programs will be provided to support academic performance.  Joseph George Middle School will implement IReady for diagnostics, progress monitoring and individual learning pathways.	June 2018- July 2019	All Staff	Program Cost	4000-4999: Books And Supplies	Title I	14823
			Incentives and rewards	4000-4999: Books And Supplies	Title I	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide instructional technology (hardware and software) for use by classroom by students and teachers.  Replace equipment as needed.  Have access to equipment to provide resources and documents for students  Provide classroom basic and supplemental supplies	June 2018- July 2019	ELA and Social Studies teachers, and administrative team	supplemental materials  Teacher supplemental materials  materials	4000-4999: Books And Supplies  4000-4999: Books And Supplies  4000-4999: Books And Supplies	Title I  LCFF - Supplemental  LCFF - Supplemental	1000  4800  1800
Teacher PD and collaboration for use of technology, blended learning, differentiation, and scaffolding for students diverse set of needs.	June 2018- July 2019	All Staff	Substitute Coverage	1000-1999: Certificated Personnel Salaries	Title I	1000

**Strategy #3:**

George Middle School will have an instructional coach to support alignments and implementations of schools Theory of Action

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Pay for half time instructional coach	June 2018- July 2019	administrative team	Instructional Coach	1000-1999: Certificated Personnel Salaries	Title I	41421
instructional coach will provide support and professional development to teaching staff - responsibilities will include but not be limited to: lead assessments support best practices in the classroom ROCI cycle support use of district adopted	June 2018- July 2019	instructional coach and administrative team				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
programs support implementation of support curriculum such as CM support new teachers in class and with planning.						

**Strategy #4:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #5:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #6:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English Language Development</b>											
<b>LEA GOAL:</b>											
English Learners will have the required skills to reach grade level standards/proficiency.											
<b>SCHOOL GOAL #2:</b>											
All English Learners will gain one, overall, CELDT proficiency level, and we will also increase our reclassification of ELs to RFEP.											
<b>Data Used to Form this Goal:</b>											
Performance Level											
Overall.			Oral.			Written					
%	#	%	#	%	#	%	#	%	#		
Level 4	23	33		49	70	24	35				
Level 3	46	66		33	48	40	58				
Level 2	22	31		10	15	24	35				
Level 1	10	14		8	11	24	35				
Listening			Speaking			Reading			Writing		
%	#	%	#	%	#	%	#	%	#		
Well Developed	29	42	69	99	6	9	19	28			
Somewhat/Moderately	61	88	24	34	45	65	75	108			
Beginning	10	14	8	11	49	70	6	8			
<b>Findings from the Analysis of this Data:</b>											
1. Our largest band of students is in Level 3											
2. Our strongest band is speaking, while our lowest is reading											
3. A large amount of students are somewhat or Moderately developed with their English in listening and writing.											

**How the School will Evaluate the Progress of this Goal:**

The school will monitor and evaluate the progress of ELs through analysis of CELDT and ELA formative and benchmark data.

**Strategy #1:**

Identify, monitor, and support our English Learners on an on-going basis.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teachers will identify their English Language Learner students for each instructional period and subject.</p> <p>Teachers will select and work with 5-10 focus EL students on an ongoing bases to support their</p>	June 2018- July 2019	All teachers and Administrative Team	Materials and Supplies	5700-5799: Transfers Of Direct Costs	Title I	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teachers will implement strategies designed to support and meet the needs of English Learners in their classrooms.</p> <p>Teachers will provide support to their English Learners through:</p> <ul style="list-style-type: none"> <li>differentiated instruction</li> <li>use of language objectives</li> <li>word walls, visuals, realia</li> <li>explicitly teaching academic instruction</li> <li>making content accessible through use of structured oral language development, sentence frames, scaffolds, and making connections to students' prior knowledge, and cultural backgrounds.</li> <li>assess student progress on an on-going basis</li> <li>Blended Learning rotations.</li> </ul> <p>development and implement the strategies in their lesson</p>	June 2018- July 2019	All teachers and Administrative Team	Materials and Supplies	4000-4999: Books And Supplies	Title I	250
.Core libraries to support ELD 3D, Newcomers, AR, and differentiation within classes will be available for students in the library with books with high Interest Level -low reading level	June 2018- July 2019	All teachers and Administrative Team	Materials and supplies to support ELD3D and Imagine Learning programs.	4000-4999: Books And Supplies	Title I	500
			Other program materials to support English Development in classrooms	4000-4999: Books And Supplies	Title I	500
Provide specific learning opportunities for newcomers	June 2018- July 2019	staff	materials and supplies designated	4000-4999: Books And Supplies	Title I	2000



**Strategy #2:**

Joseph George Middle School will engage and involve parents in supporting its instruction of English Language Learners through parent committees such as ELAC, DELAC, SSC, and other parent groups in order advise and give recommendations to the school in order to help improve student learning of English Language Learners.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase parental involvement to support our English Learner subgroup.  Develop and Create a parent mini-conference to support our parents in being active participants in the school <ul style="list-style-type: none"> <li>• ELAC meetings regularly</li> <li>• Onsite PD for parents to empower them to work with their school</li> <li>• Parent mini-conferences and universities</li> </ul> Continue parent communication through newsletters, Parent Link, Sangha, emails, and phone calls.	June 2018- July 2019	adminstrator /CL	Professional Development opportunities for parents	5800: Professional/Consulting Services And Operating Expenditures	Title I	500
			Newsletters	5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	100
			Materials and Supplies	4000-4999: Books And Supplies	Title I	200
			Recognitions - ELL students' successes	4000-4999: Books And Supplies	Title I	300
			provide coffee /food for events	4000-4999: Books And Supplies	LCFF - Supplemental	600

**Strategy #3:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #4:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #5:**

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #6:**

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Culture/Climate</b>
<b>LEA GOAL:</b>
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
<b>SCHOOL GOAL #3:</b>
Sustain and promote a positive learning environment for all stakeholders. All students will be educated in learning environments that are safe, drug-free, and conducive to learning. We will increase our average daily attendance to 97.5%.

**Data Used to Form this Goal:**

## Attendance Data- Chronic Absenteeism

# of Students Enrolled # of Students who are chronic % Chronic

# of Students Enrolled	# of Students who are chronic	% Chronic	
546	62	11.36%	
8/31/2017	552	27	4.89%
9/30/2017	554	52	9.39%
10/31/2017	558	74	13.26%
11/30/2017	551	68	12.34%
12/31/2017	549	76	13.84%
1/31/2018	545	72	13.21%
2/28/2018	536	67	12.50%
3/31/2018	535	65	12.15%
4/30/2018	536	61	11.38%
5/31/2018	540	58	10.74%

## Chronic Absenteeism

Chronic Absenteeism Rate. Population. Chronic count. Chronic Percentage

Chronic Absenteeism Rate.	Population.	Chronic count.	Chronic Percentage
Joseph George Middle	610	120	19.7%
Alum Rock Union Elementary	12,457	1,445	11.6%
Santa Clara County	282,774	24,285	8.6%
Statewide	6,405,496	694,030	10.8%

## Suspension rate

Student Performance. Number of Students. Status. Change

610. Medium 5.6%. Declined. -2.2%

See also Panorama survey attached

**Findings from the Analysis of this Data:**

Chronic absenteeism shot up in November and stayed high for the remainder of the year  
 Students said they are not feeling engaged with all teachers and lessons  
 Meetings with chronic students is not sufficient to bring down attendance absenteeism.

**How the School will Evaluate the Progress of this Goal:**

Monitor attendance and suspension rates.  
 Monitor number of students in electives and requesting electives .

**Strategy #1:**

Implement systems and structures to create a positive learning environment that supports students' academic, social, and emotional growth.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create, Implement, and maintain a school wide positive behavior system and culture (PBIS and Restorative Practices)	June 2018- July 2019	All Staff, parents, external support providers, and Administrative Team	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Supplemental	300
			Posters	5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	100
			Assemblies	5000-5999: Services And Other Operating Expenditures	Title I	1000
			Leadership Activities	4000-4999: Books And Supplies	Title I	500
			Incentives	4000-4999: Books And Supplies	Title I	1000
			Student Recognition Awards- Attendance, behavior, academic	4000-4999: Books And Supplies	Title I	500
			extended duty for mentor groups	1000-1999: Certificated Personnel Salaries	Title I	1000
Provide academic and social-emotional support to our students and families through the use of the following resources and programs: <ul style="list-style-type: none"> <li>Academic Counselor</li> <li>School Counselor</li> <li>Collaboration with external support providers</li> <li>Contracted services for assemblies</li> <li>Small support groups and counseling</li> </ul> Outside Assemblies addressing Drug Free, Anti-bullying, etc.	June 2018- July 2019	All Staff, parents, external support providers, and Administrative Team	Professional Development for counselors	4000-4999: Books And Supplies	Title I	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a variety of tools, recognitions, rewards and incentives to support students' academic and behavioral successes. Honor Roll Promotion Incentives Certificates assemblies and ceremonies agendas	June 2018- July 2019	All Staff, parents, external support providers, and Adminstrative Team	Student Agendas	4000-4999: Books And Supplies	Title I	1788
			Incentives, Awards, and Rewards	4000-4999: Books And Supplies	Title I	2000
			Honor Roll Recognition	4000-4999: Books And Supplies	Title I	2000
			Student of the month	4000-4999: Books And Supplies	Title I	1000
			Extended Duty	1000-1999: Certificated Personnel Salaries	Title I	400
Provide oportunites for students to participate in a variety of during school and after school enrichment programs to develop the whole child, including, but not limited to: <ul style="list-style-type: none"> <li>• Sports</li> <li>• MESA</li> <li>• Science club</li> <li>• VAPA</li> <li>• Field Trips</li> </ul>	June 2018- July 2019	All Staff, parents, external support providers, and Adminstrative Team	Stipends- MESA	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2000
			Stipends- Yearbook	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2000
			Stipend- Leadership	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000
			After School Sports - Coaches	1000-1999: Certificated Personnel Salaries	None Specified	5000
			After School Sports equipment	4000-4999: Books And Supplies	None Specified	5000
			After School Sports - Services, transportation, entry fees, etc.	5000-5999: Services And Other Operating Expenditures	None Specified	6474
			Science Extravaganza	1000-1999: Certificated Personnel Salaries	Title I	1200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incorporate restorative justice methods to solve problems with students, staff, and parents, attend training, and bring in trainers	June 2018- July 2019	staff	trainings	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	250
			materials to support use - posters, books, laminated cards,	4000-4999: Books And Supplies	LCFF - Supplemental	250
			Saturday School-behavior, attendance, character building	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500

**Strategy #2:**  
We will create a safe learning environment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meet regularly with safety committee to develop plan for addressing safety concerns at school	July 2018-June 2019	All Staff, parents, external support providers, and Adminstrative Team	Safety Materials	4000-4999: Books And Supplies	LCFF - Supplemental	3000
			Extended Duty	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	300
Review Emergency Preparedness plan and adjust based on committee feedback	July 2018-June 2019	All Staff, parents, external support providers, and Adminstrative Team	Extended Duty	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100
			Emergency Plan Supplies	4000-4999: Books And Supplies	LCFF - Supplemental	100
We will hire School Resource Officers from the San Jose Police Departments	July 2018-June 2019	All Staff, parents, external support providers, and Adminstrative Team	Contracted Service			
Connect with the City of San Jose Mayors Gang Task Force to provide trainings, student and parent support	July 2018-June 2019		parent, student, staff trainings mentor program			

**Strategy #3:**

Provide opportunities in the Visual and Performing Arts to ensure a well-rounded education for the whole child. (VAPA)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a master schedule to incorporate Visual and Performing Arts electives. <ul style="list-style-type: none"> <li>music, dance, art. etc</li> </ul>	June 2018- July 2019	All Staff, parents, external support providers, and Administrative Team				
In Collaboration with our feeder elementary schools, host a visual and performing arts showcase to highlight student talent	June 2018- July 2019	All Staff, parents, external support providers, and Adminstrative Team	Showcase (Posters, invitations, programs, supplies.)	5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	200
			Event Rentals	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	800
			extended duty	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	200
Teachers will integrate the arts into the core curriculum to make content more accessible and engaging.	June 2018- July 2019	All Staff, parents, external support providers, and Administrative Team	materials for arts integration	4000-4999: Books And Supplies	LCFF - Supplemental	4000
Provide opportunities for students to showcase talents in the community, i.e, performances.  Transportations to and from competitions, showcase and presentations  Rental of venue for showcases and performances .  Materials and supplies (drums sticks, uniform replacement, and music, etc) for performing groups.	June 2018- July 2019	All Staff, parents, external support providers, and Administrative Team	costumes/uniforms	4000-4999: Books And Supplies	LCFF - Supplemental	1000
			extended duty	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500
			transportation	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1000



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conferences and trainings for staff and parents around the arts and safety	June 2018- July 2019	All Staff, parents, external support providers, and Administrative Team	Conferences and PDs	5800: Professional/Consulting Services And Operating Expenditures	Title I	100

**Strategy #4:**

Engage Students in learning opportunities that are outside of the classroom

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students go to field trips which are supportive of learning in core subject and/or the arts	June 2018- July 2019	staff	Field Trip costs	5000-5999: Services And Other Operating Expenditures	Title I	5,814
			Field Trip Costs	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	4,014
Performing arts groups for after school program to do plays which will enrich reading, performance, and presentation skills. 2 plays plus continual workshop throughout whole year	June 2018- July 2019	staff	The Audacity	5800: Professional/Consulting Services And Operating Expenditures	Title I	4000
			The audacity	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	6000

**Strategy #5:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #6:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Stakeholder Engagement</b>
<b>LEA GOAL:</b>
Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.
<b>SCHOOL GOAL #4:</b>
Increase parent engagement percentage by 10% in volunteering and parent education
<b>Data Used to Form this Goal:</b>
Panoramic survey data see attachments for data
<b>Findings from the Analysis of this Data:</b>
students, parents, and staff are feeling more unsafe than prior years Students sometimes feel engaged and supported by staff safety is the highest area of need followed by culture building with every stakeholder
<b>How the School will Evaluate the Progress of this Goal:</b>
beginning, middle, and end of year survey to parents tracking of parent engagement hours

<b>Strategy #1:</b>
Increase percentage of parents engaged in parent education opportunities and volunteering

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Education and meeting opportunities for parents- Mini Parent University, Parent art classes, counselor cafe, parent coffee meeting, other general	June 2018- July 2019	Administration/CL	Materials and supplies	4000-4999: Books And Supplies	Title I	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
meetings.						
Parent Incentive Program	June 2018- July 2019	administration/CL	incentive materials and supplies t-shirts, prizes	4000-4999: Books And Supplies	LCFF - Supplemental	800
			awards and incentives	4000-4999: Books And Supplies	LCFF - Supplemental	500
			printed materials/certificates	5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	200
Parent Meetings and Trainings	June 2018- July 2019	Administration/CL	Food/Drinks	4000-4999: Books And Supplies	LCFF - Supplemental	1000
			Copies	5700-5799: Transfers Of Direct Costs	Title I	200
			Materials and Supplies	4000-4999: Books And Supplies	Title I	400
			Course fees and personell	5000-5999: Services And Other Operating Expenditures	Title I	400
			Translation Headsets	4000-4999: Books And Supplies	Title I	1000
Parent ESL classes	June 2018- July 2019	Administration/CL	childcare	2000-2999: Classified Personnel Salaries	Title I	3500

**Strategy #2:**

Increase Parent Access to information about their child and community resources

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Resource Center	June 2018- July 2019	CL and Administration	materials and supplies for volunteer needs	4000-4999: Books And Supplies	Title I	200

**Strategy #3:**

Engage staff in positive school culture

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff recognition events and incentives	June 2018- July 2019	administration	incentives and certificates	4000-4999: Books And Supplies	LCFF - Supplemental	1000
			luncheon and food for events	4000-4999: Books And Supplies	LCFF - Supplemental	2000

**Strategy #4:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #5:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #6:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

<b>Strategy #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #3:**

--

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #4:**

--

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #6:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

<b>Strategy #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount



**Strategy #3:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #4:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #5:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #6:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**School Goal #7**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #6:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

<b>Strategy #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #4:</b>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #5:</b>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #6:</b>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**School Goal #8**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #6:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

<b>Strategy #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #4:</b>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #5:</b>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #6:</b>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts (ELA) / Mathematics</b>
<b>SCHOOL GOAL #1:</b>
All students will reach high standards in ELA at a minimum meet or exceed standards on SBAC in 2018-2019. All students will reach high standards in Mathematics, at a minimum, attaining met or exceeded standards in mathematics by 2018-2019.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Resource teacher to provide student support at the site level; Program Administrators to support site principals and teachers to enhance instructional strategies for student learning; and provide substitute teachers to release classrooms to attend Professional Development.	August 2017-June 2018	District and School Personnel	Certificated salaries at district and site school level	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	867,789
			Certificated benefits	3000-3999: Benefits	Title I Part A: Allocation	256,780
Staff provides program and fiscal support to school sites.	August 2017-June 2018	District and School Personnel	Classified salaries at the district level and during summer school	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	204,781
			Classified benefits	3000-3999: Benefits	Title I Part A: Allocation	65,377
Provide additional, supplementary materials and supplies for teachers and students (i.e., summer school, McKinney-Vento program, private school)	August 2017-June 2018	District and School Personnel	Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	331,075
Provide supplementary support for students and teachers (i.e., summer school contracts, materials, targeted interventions).	August 2017-June 2018	District and School Personnel	Travel, conferences, contracts, transportation, license agreements	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	961,517

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Learners</b>
<b>SCHOOL GOAL #2:</b>
All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or advanced in reading/language arts and mathematics by 2017-2018.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide English Language Learners with supplementary instructional support.	August 2017-June 2018	District and School Personnel	Certificated salaries for extended duty, substitute costs, overtime	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	235,809
			Certificated benefits	3000-3999: Benefits	Title III Part A: Language Instruction for LEP Students	68,700
Provide English Language Learners will supplementary materials to support their learning.	August 2017-June 2018	District and School Personnel	Materials and supplies; software	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	79,155
Provide supplementary English Language Development materials and training for teachers and district instructional coaches.	August 2017-June 2018	District Personnel	Supplementary services (i.e., contracts, license agreements) and professional development for district instructional coaches and teachers	5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	56,500

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount



**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	99,347.26	-100.00
Supplemental/Concentration	48,800.00	48,800.00

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,400.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	200.00
4000-4999: Books And Supplies	LCFF - Supplemental	25,950.00
5000-5999: Services And Other Operating	LCFF - Supplemental	14,600.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	600.00
5800: Professional/Consulting Services And	LCFF - Supplemental	1,050.00
1000-1999: Certificated Personnel Salaries	None Specified	5,000.00
4000-4999: Books And Supplies	None Specified	5,000.00
5000-5999: Services And Other Operating	None Specified	6,474.00
1000-1999: Certificated Personnel Salaries	Title I	49,972.26
2000-2999: Classified Personnel Salaries	Title I	3,500.00
4000-4999: Books And Supplies	Title I	31,761.00
5000-5999: Services And Other Operating	Title I	7,214.00
5700-5799: Transfers Of Direct Costs	Title I	400.00
5800: Professional/Consulting Services And	Title I	6,600.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Supplemental	48,800.00
None Specified	16,474.00
Title I	99,447.26

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	61,372.26
2000-2999: Classified Personnel Salaries	3,700.00
4000-4999: Books And Supplies	62,711.00
5000-5999: Services And Other Operating Expenditures	28,288.00
5700-5799: Transfers Of Direct Costs	1,000.00
5800: Professional/Consulting Services And Operating	7,650.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	81,481.26
<b>Goal 2</b>	5,150.00
<b>Goal 3</b>	66,690.00
<b>Goal 4</b>	11,400.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ms. Tara Bickford	X				
Mr. Michael Poling		X			
Ms. Barbara Heally		X			
Ms. Stephanie Dritsas		X			
Mr. Thomas Andrews		X			
Mrs. Livier Hernandez				X	
Mrs. Araceli Ortiz				X	
Mrs. Berta Razo				X	
Ms. Elaine Schue			X		
Tylor Cammarata					X
Ximena Sanchez					X
Emery Camacho					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

X Other committees established by the school or district (list):

Instructional Leadership Team, Joseph George Teaching Staff

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 26, 2017.

Attested:

Tara Bickford

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date





# Joseph George Middle School

Family Survey  
2017-18



Report created by  
Panorama Education

## Summary

Topic Description	Results	Comparison
<b>After School Programs</b>	<b>54%</b> ▼ 42 since last survey	<b>94%</b> Alum Rock
<b>Climate of Support for Academic Learning</b>	<b>93%</b> ▼ 4 since last survey	<b>94%</b> Alum Rock
<b>Knowledge and Fairness of Discipline, Rules and Norms</b>	<b>90%</b> ▼ 5 since last survey	<b>94%</b> Alum Rock
<b>Safety</b>	<b>41%</b> ▼ 54 since last survey	<b>85%</b> Alum Rock
<b>Sense of Belonging (School Connectedness)</b>	<b>93%</b> ▼ 1 since last survey	<b>95%</b> Alum Rock

155 responses

# After School Programs

Your average

**54%**

155 responses

Change

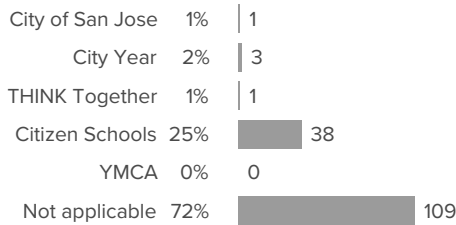
▼ **42**

since last survey

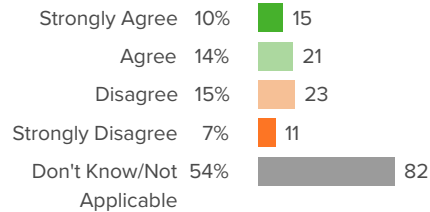
District average: **94%** Alum Rock

## How did people respond?

**Q.1: If your child participates in an after school program, which one does he/she participate in?**



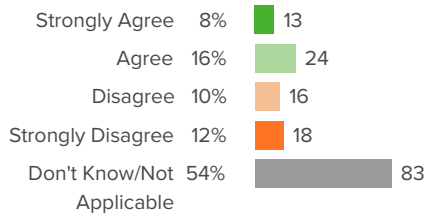
**Q.2: Please rate how much you agree with the following statement: "I believe that the program serves my child well".**



▼ **41** from last survey

Favorable: **51%**

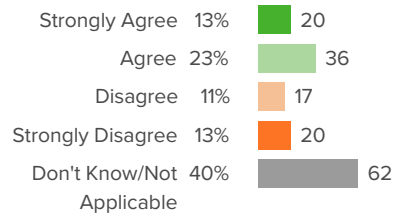
**Q.3: Please rate how much you agree with the following statement: "The after school program is a safe place for my child".**



▼ **46** from last survey

Favorable: **52%**

**Q.4: Please rate how much you agree with the following statement: "The district should keep this after school provider".**



▼ **37** from last survey

Favorable: **60%**

# Climate of Support for Academic Learning

Your average

**93%**

155 responses

Change

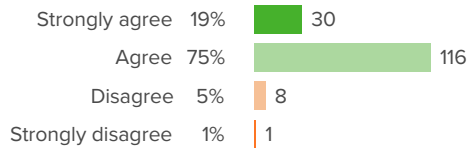
▼ **4**

since last survey

District average: **94%** Alum Rock

## How did people respond?

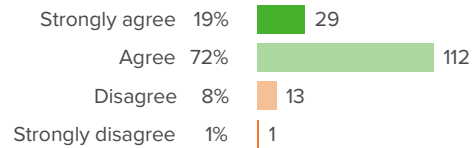
### Q.1: This school provides high quality instruction to my child.



▼ **2** from last survey

Favorable: **94%**

### Q.2: This school has high expectations for all students.



▼ **6** from last survey

Favorable: **91%**

# Knowledge and Fairness of Discipline, Rules and Norms

Your average

**90%**

155 responses

Change

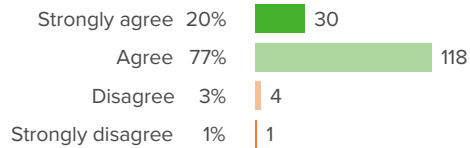
▼ **5**

since last survey

District average: **94%** Alum Rock

## How did people respond?

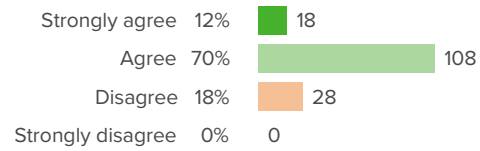
**Q.1: This school clearly informs students what would happen if they break school rules.**



▲ **0** from last survey

Favorable: **97%**

**Q.2: At this school, discipline is fair.**



▼ **11** from last survey

Favorable: **82%**

# Safety

Your average

**41%**

155 responses

Change

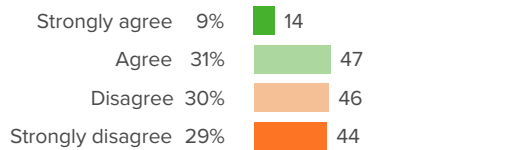
▼ **54**

since last survey

District average: **85%** Alum Rock

## How did people respond?

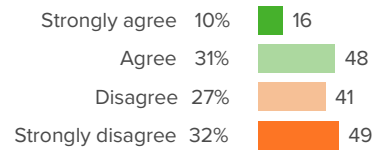
### Q.1: My child is safe in the neighborhood around the school.



▼ **54** from last survey

Favorable: **40%**

### Q.2: My child is safe on school grounds.



▼ **53** from last survey

Favorable: **42%**

# Sense of Belonging (School Connectedness)

Your average

**93%**

155 responses

Change

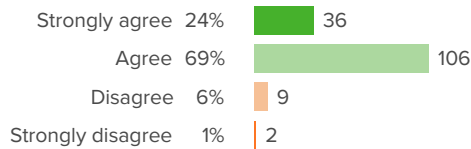
▼ **1**

since last survey

District average: **95%** Alum Rock

## How did people respond?

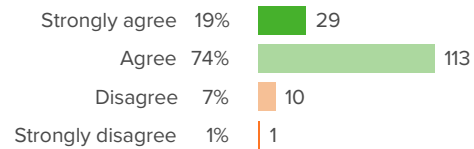
### Q.1: I feel welcome to participate at this school.



▼ **1** from last survey

Favorable: **93%**

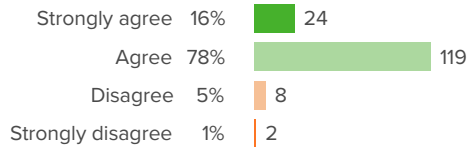
### Q.2: School staff treats me with respect.



▲ **0** from last survey

Favorable: **93%**

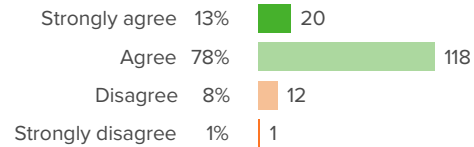
### Q.3: School staff takes my concerns seriously.



▲ **0** from last survey

Favorable: **93%**

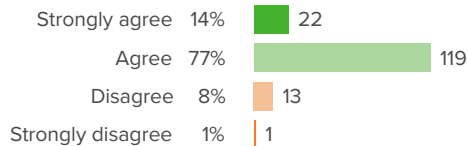
### Q.4: School staff welcomes my suggestions.



▼ **4** from last survey

Favorable: **91%**

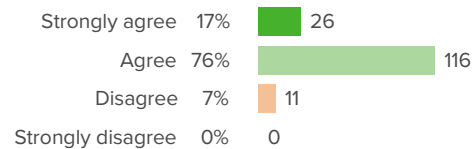
### Q.5: School staff responds to my needs in a timely manner.



▲ **1** from last survey

Favorable: **91%**

### Q.6: School staff is helpful.

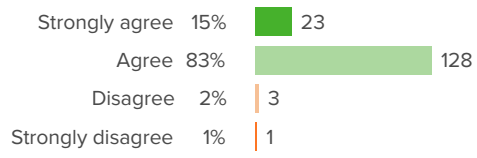


▼ **3** from last survey

Favorable: **93%**



**Q.7: My child's background (race, ethnicity, religion, economic status) is valued at this school.**



▲ 0 from last survey

Favorable: **97%**

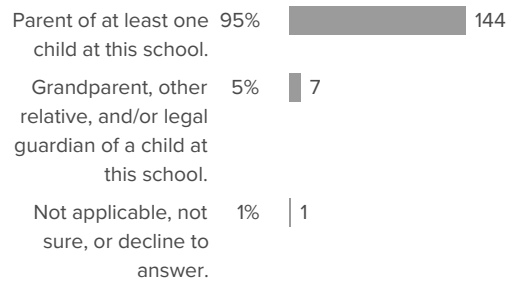


# Background Questions

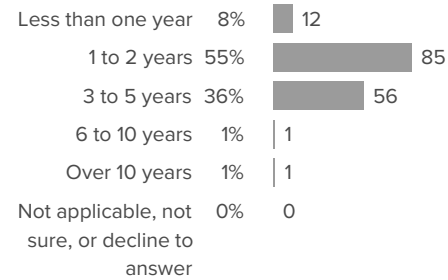
## How did people respond?

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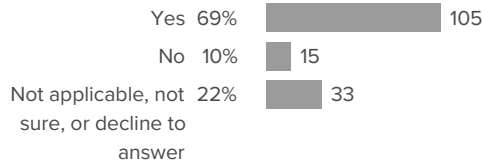
### Q.1: I am a...



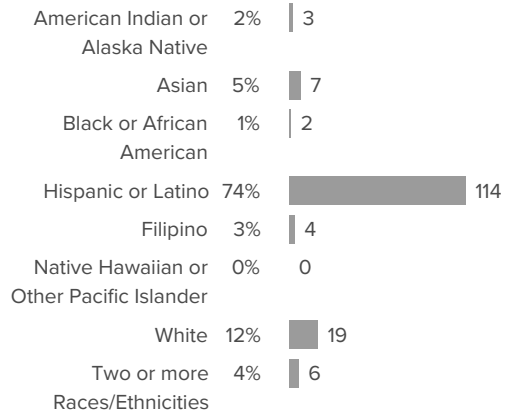
### Q.2: How many years has your child been at this school?



### Q.3: Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?



### Q.4: What is your race or ethnicity?





**Q.5: In what grade is your child?**

Kindergarten	0%	0
1st grade	0%	0
2nd grade	0%	0
3rd grade	1%	1
4th grade	1%	1
5th grade	0%	0
6th grade	28%	43
7th grade	38%	59
8th grade	33%	51
9th grade	0%	0
10th grade	0%	0
11th grade	0%	0
12th grade	0%	0
Other	0%	0
Ungraded	0%	0

**Q.6: Special Education Program or has an Individual Education Plan (IEP)?**

Yes	2%	3
No	64%	98
Not Applicable, not sure, or decline to answer	34%	51



# Joseph George Middle School

Staff Survey  
2017-18



Report created by  
Panorama Education



## Summary

Topic Description	Results	Comparison
<b>Climate of Support for Academic Learning</b>	<b>80%</b>	<b>90%</b> Alum Rock
<b>Knowledge and Fairness of Discipline, Rules and Norms</b>	<b>81%</b>	<b>84%</b> Alum Rock
<b>Safety</b>	<b>52%</b>	<b>75%</b> Alum Rock
<b>Sense of Belonging (School Connectedness)</b>	<b>50%</b>	<b>75%</b> Alum Rock

29 responses

# Climate of Support for Academic Learning

Your average

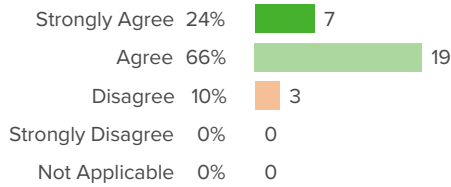
**80%**

29 responses

District average: **90%** Alum Rock

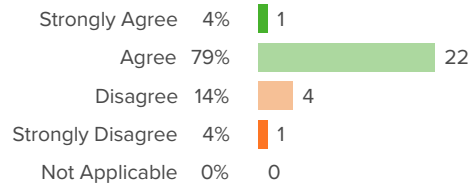
## How did people respond?

**Q.1: is a supportive and inviting place for students to learn.**



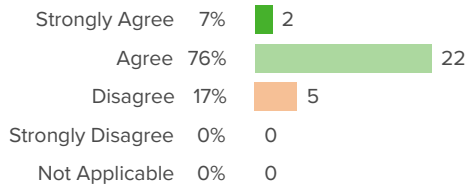
Favorable: **90%**

**Q.2: sets high standards for academic performance for all students.**



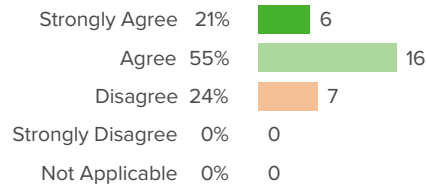
Favorable: **82%**

**Q.3: promotes academic success for all students.**



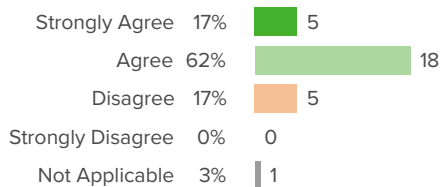
Favorable: **83%**

**Q.4: emphasizes helping students academically when they need it.**



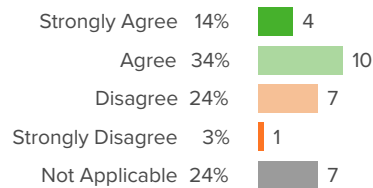
Favorable: **76%**

**Q.5: emphasizes teaching lessons in ways relevant to students.**



Favorable: **82%**

**Q.6: encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.**



Favorable: **64%**

# Knowledge and Fairness of Discipline, Rules and Norms

Your average

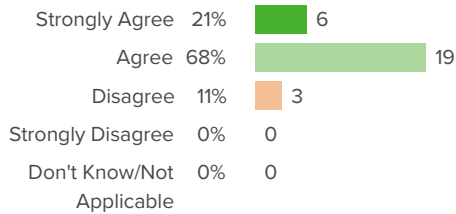
# 81%

29 responses

District average: **84%** Alum Rock

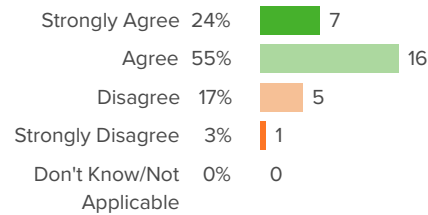
## How did people respond?

### Q.1: This school clearly communicates to students the consequences of breaking school rules.



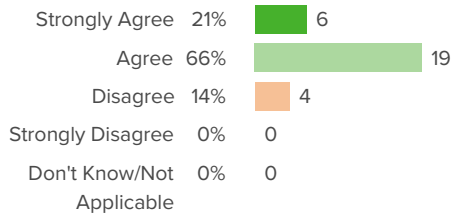
Favorable: **89%**

### Q.2: Rules in this school are made clear to students.



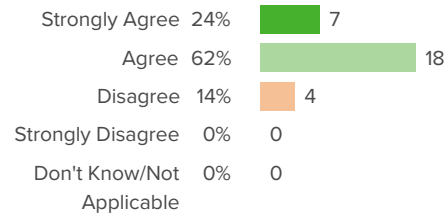
Favorable: **79%**

### Q.3: Students know how they are expected to act.



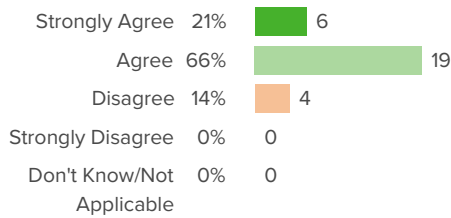
Favorable: **86%**

### Q.4: Students know what the rules are.



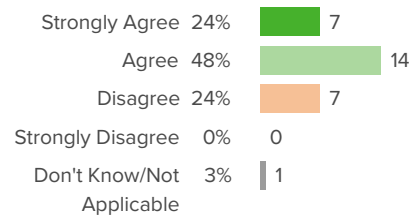
Favorable: **86%**

### Q.5: This school makes it clear how students are expected to act.



Favorable: **86%**

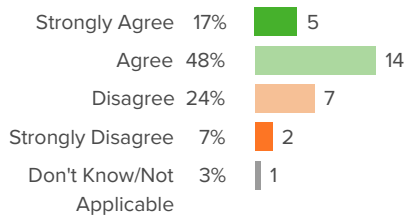
### Q.6: This school handles discipline problems fairly.



Favorable: **75%**

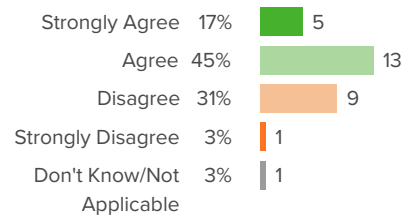


**Q.7: This school effectively handles student discipline and behavioral problems.**



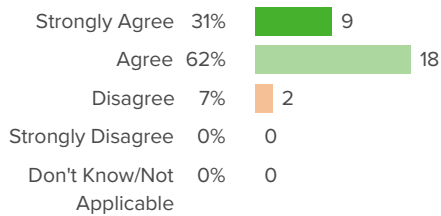
Favorable: **68%**

**Q.8: Adults at this school treat all students with respect.**



Favorable: **64%**

**Q.9: The school rules are fair.**



Favorable: **93%**

# Safety

Your average

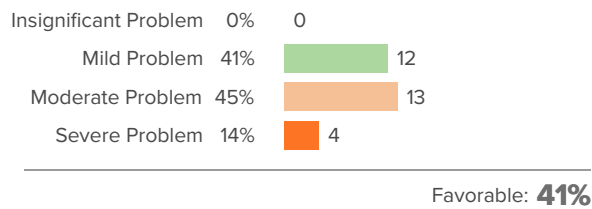
**52%**

29 responses

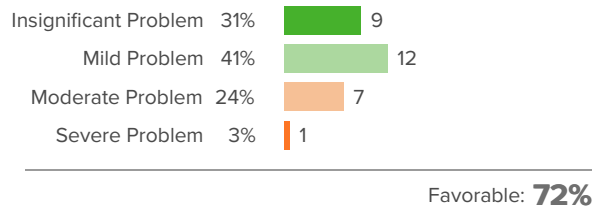
District average: **75%** Alum Rock

## How did people respond?

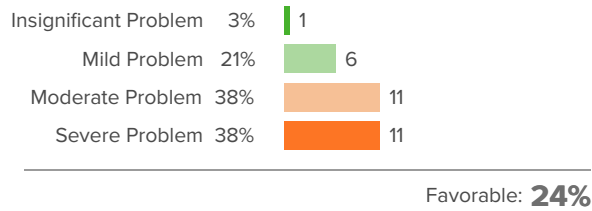
### Q.1: harassment or bullying among students?



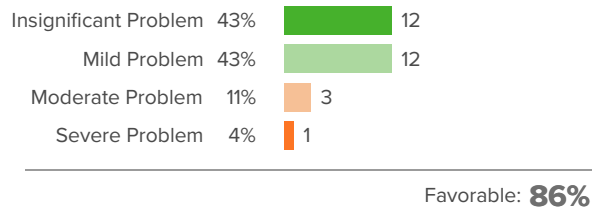
### Q.2: physical fighting between students?



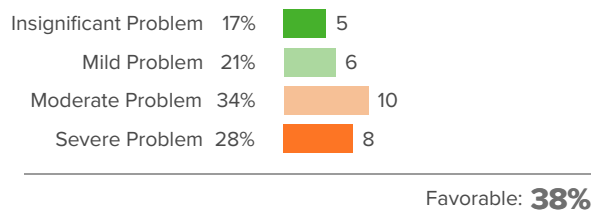
### Q.3: disruptive student behavior?



### Q.4: racial/ethnic conflict among students?



### Q.5: lack of respect of staff by students?





# Sense of Belonging (School Connectedness)

Your average

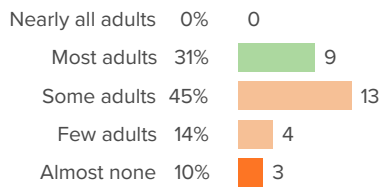
# 50%

29 responses

District average: **75%** Alum Rock

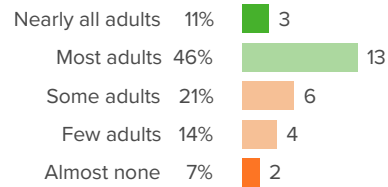
## How did people respond?

### Q.1: How many adults at this school have close professional relationships with one another?



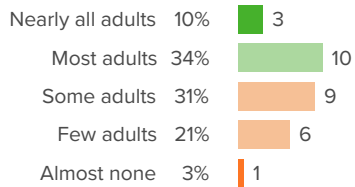
Favorable: **31%**

### Q.2: How many adults at this school support and treat each other with respect?



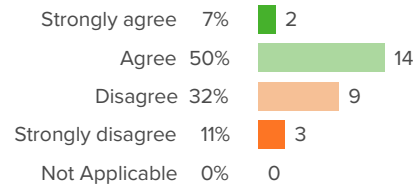
Favorable: **57%**

### Q.3: How many adults at this school feel a responsibility to improve this school?



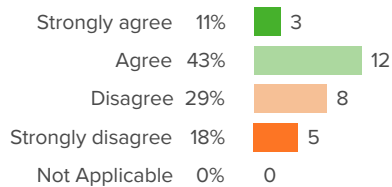
Favorable: **45%**

### Q.4: This school is a supportive and inviting place for staff to work.



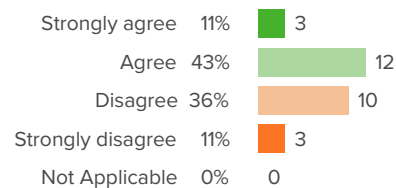
Favorable: **57%**

### Q.5: This school promotes trust and collegiality among staff.



Favorable: **54%**

### Q.6: This school promotes personnel participation in decision-making that affects school practices and policies.



Favorable: **54%**



# Joseph George Middle School

Secondary Student Survey  
2017-18



Report created by  
Panorama Education



## Summary

Topic Description	Results	Comparison
<b>Climate of Support for Academic Learning</b>	<b>66%</b>	<b>75%</b> Alum Rock
<b>Knowledge and Fairness of Discipline, Rules and Norms</b>	<b>54%</b>	<b>62%</b> Alum Rock
<b>Safety</b>	<b>55%</b>	<b>61%</b> Alum Rock
<b>Sense of Belonging (School Connectedness)</b>	<b>47%</b>	<b>57%</b> Alum Rock

371 responses

# Climate of Support for Academic Learning

Your average

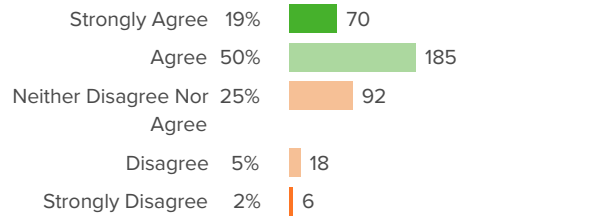
**66%**

371 responses

District average: **75%** Alum Rock

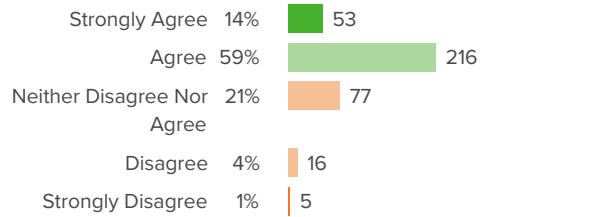
## How did people respond?

**Q.1: Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.**



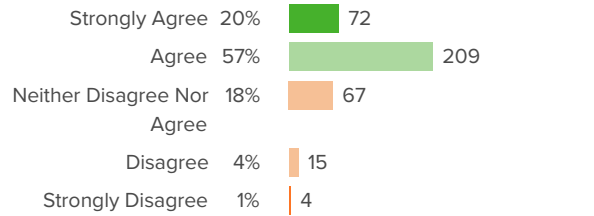
Favorable: **69%**

**Q.2: My teachers work hard to help me with my schoolwork when I need it.**



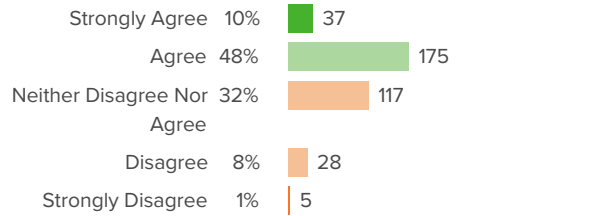
Favorable: **73%**

**Q.3: Teachers give students a chance to take part in classroom discussions or activities.**



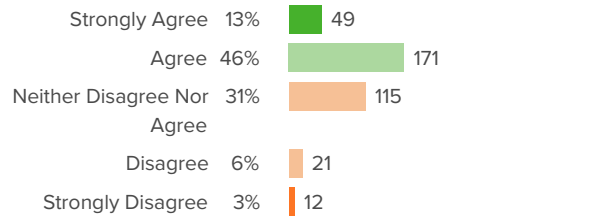
Favorable: **77%**

**Q.4: This school promotes academic success for all students.**



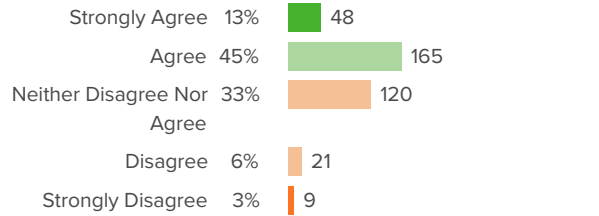
Favorable: **59%**

**Q.5: This school is a supportive and inviting place for students to learn.**



Favorable: **60%**

**Q.6: Teachers go out of their way to help students.**



Favorable: **59%**

# Knowledge and Fairness of Discipline, Rules and Norms

Your average

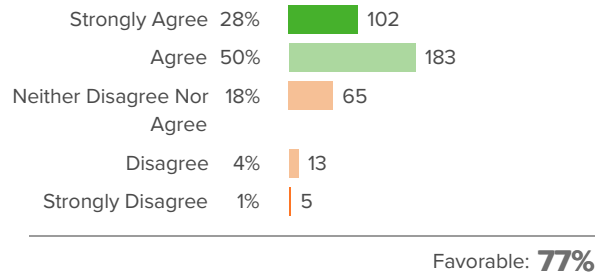
## 54%

371 responses

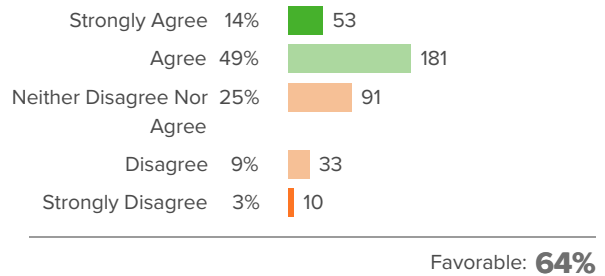
District average: **62%** Alum Rock

### How did people respond?

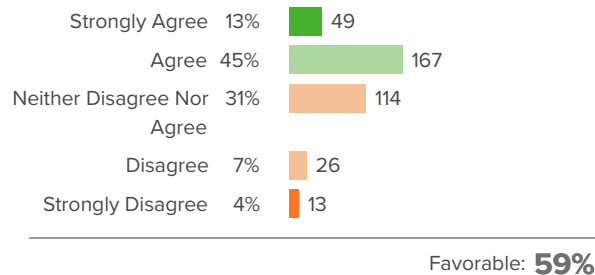
#### Q.1: This school clearly informs students what would happen if they break school rules.



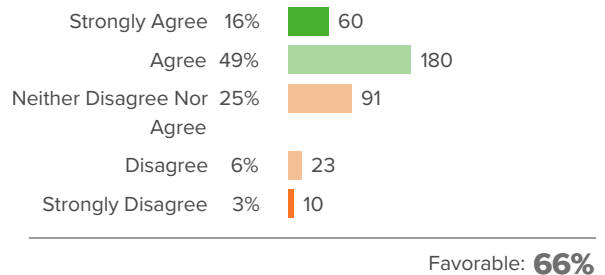
#### Q.2: Rules in this school are made clear to students.



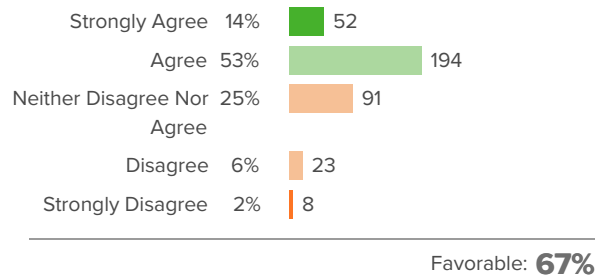
#### Q.3: Students know how they are expected to act.



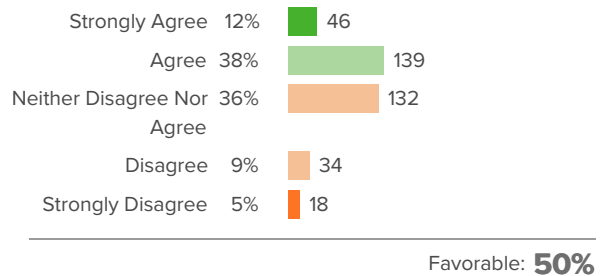
#### Q.4: Students know what the rules are.



#### Q.5: This school makes it clear how students are expected to act.

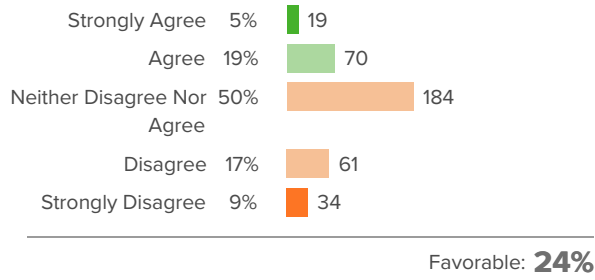


#### Q.6: Adults at this school treat all students with respect.

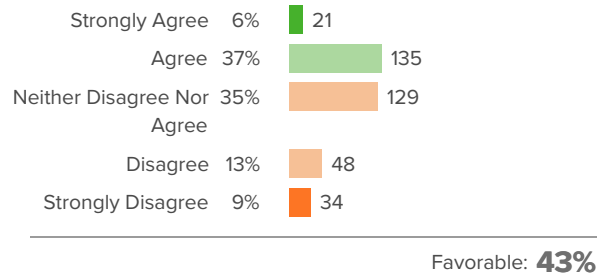




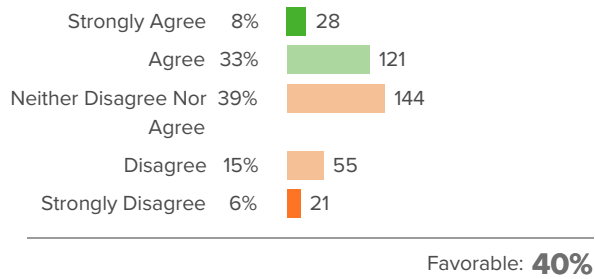
**Q.7: Students treat teachers with respect.**



**Q.8: The school rules are fair.**



**Q.9: All students are treated fairly when they break school rules.**



# Safety

Your average

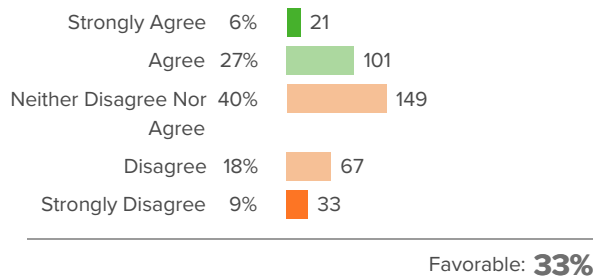
## 55%

371 responses

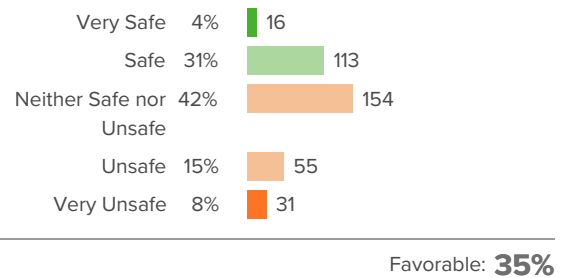
District average: **61%** Alum Rock

### How did people respond?

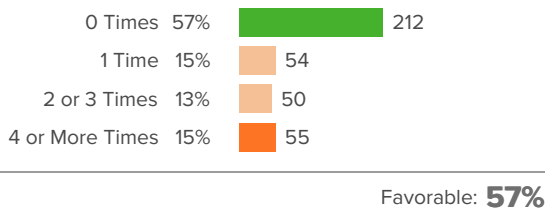
#### Q.1: I feel safe in my school.



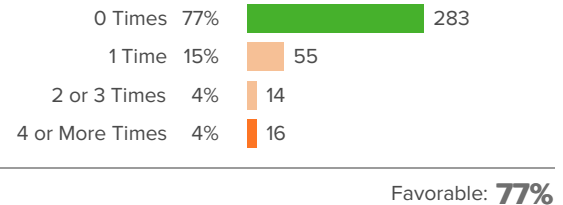
#### Q.2: How safe do you feel when you are at school?



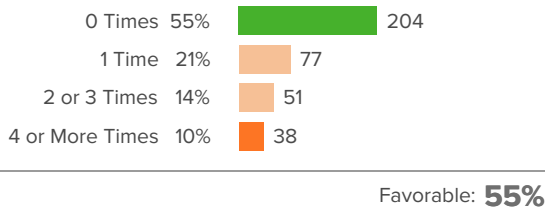
#### Q.3: During the past 12 months, how many times on school property have you...been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?



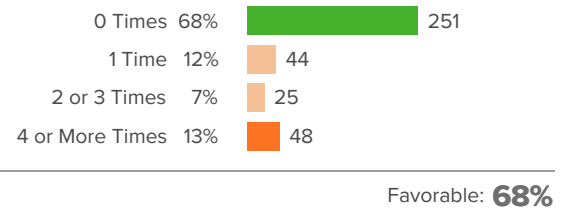
#### Q.4: During the past 12 months, how many times on school property have you...been afraid of being beaten up?



#### Q.5: During the past 12 months, how many times on school property have you...had mean rumors or lies spread about you?

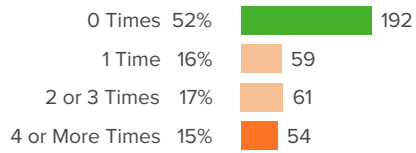


#### Q.6: During the past 12 months, how many times on school property have you...had sexual jokes, comments, or gestures made to you?



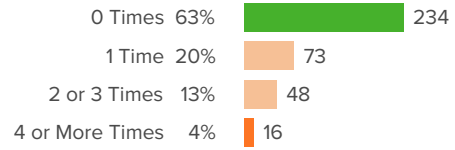


**Q.7: During the past 12 months, how many times on school property have you...been made fun of because of your looks or the way you talk?**



Favorable: **52%**

**Q.8: During the past 12 months, how many times on school property have you...had your property stolen, or deliberately damaged, such as your car, clothing, or books?**



Favorable: **63%**



# Sense of Belonging (School Connectedness)

Your average

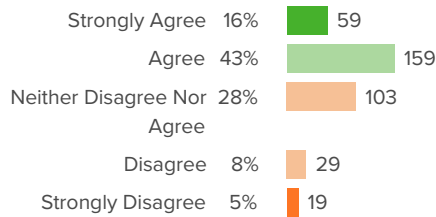
## 47%

371 responses

District average: **57%** Alum Rock

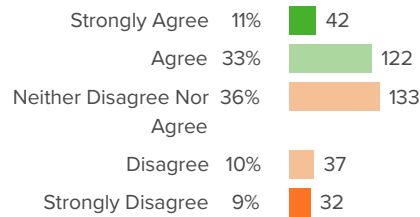
### How did people respond?

#### Q.1: I feel close to people at this school.



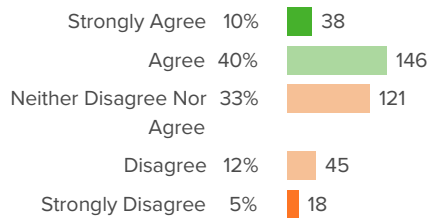
Favorable: **59%**

#### Q.2: I am happy to be at this school.



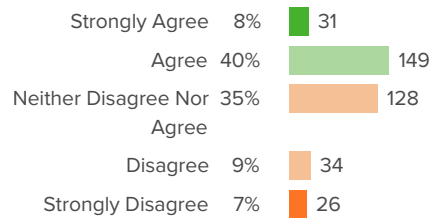
Favorable: **45%**

#### Q.3: I feel like I am part of this school.



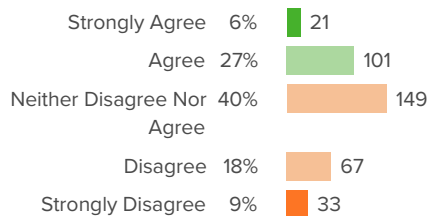
Favorable: **50%**

#### Q.4: The teachers at this school treat students fairly.



Favorable: **49%**

#### Q.5: I feel safe in my school.



Favorable: **33%**

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

*Araceli Ortiz m*  
Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Instructional Leadership Team, Joseph George Teaching Staff

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 26, 2017.

Attested:

Tara Bickford

Typed Name of School Principal

*Tara Bickford*

Signature of School Principal

10/25/18

Date

ELAINE SCHUE

Typed Name of SSC Chairperson

*Elaine Schue*

Signature of SSC Chairperson

10/25/18

Date