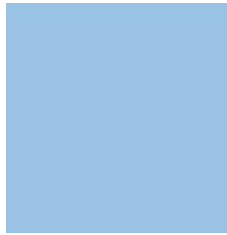
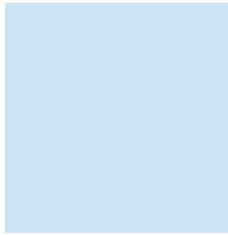


# SARC

School Accountability Report Card 2018-19

Published in 2019-20



## Joan MacQueen Middle School

Grades 6-8  
CDS Code 37-67967-6037535

Casey Currigan  
Principal  
[ccurrigan@alpineschools.net](mailto:ccurrigan@alpineschools.net)

2001 Tavern Road  
Alpine, CA 91901  
(619) 445-3245

[www.alpineschools.net/Domain/8](http://www.alpineschools.net/Domain/8)



## Alpine Union School District

2001 Tavern Road Alpine, CA 91901 ▪ [www.alpineschools.net](http://www.alpineschools.net)

Richard Newman, Ed.D., Superintendent ▪ [rnewman@alpineschools.net](mailto:rnewman@alpineschools.net) ▪ (619) 445-3236



## Principal's Message

Joan MacQueen Middle School (JMMS) is in Alpine, California. Alpine is located in the Cuyamaca Mountains in eastern San Diego county. The town is largely surrounded by the Cleveland National Forest and borders two reservations of the Kumeyaay Nation, Viejas and Sycuan and the rural unincorporated areas of the city of El Cajon. Our student population comes from a diverse socioeconomic background. The ethnic distribution is approximately 8% Hispanic, 9% Native American, 12% Asian, 2% African-American, 8% Filipino, 46% Caucasian and 15% other. Joan MacQueen runs on a block schedule. Students attend four classes a day, not including lunch. Classes rotate on an odd/even schedule. Every other Wednesday, students arrive at school later, giving staff the opportunity for 60 minutes of collaboration. The collaboration that takes place includes meetings among grade level teams as well as department teams. Our staff focuses on building positive relationships between teachers, students, parents and community. Teachers have an opportunity to interact with students in a variety of ways that build a strong sense of community. Students who are not performing at grade level are supported through courses that meet on a regular basis. Music, Theatre, Art, Culinary Arts and Engineering are the electives currently being offered. Our counselor and district social worker support student well-being in areas of alcohol and other drug use prevention, tobacco use prevention, assists teachers in presenting anti-bullying education, anger management and conflict mediation. Studies show that when students feel a sense of connectedness to school they perform better academically. The physical education department delivers curriculum, which includes components that shift the physical education paradigm of teaching sports to concentrating on students learning life-long health and fitness skills and concepts. All teachers at Joan MacQueen are fully certificated to teach English language learner (ELL) students. We are committed to college readiness for all of our students, modeling our belief through University Day every Monday. Staff members wear college alumni clothing. The Joan MacQueen Middle School Digital Library strives to provide a rich selection of resources that support state standards, diverse interests, and multiple reading levels and learning styles. At present, the JMMS digital library has approximately 1,315 books and a collection of DVDs and videos for the classrooms.

## School Mission Statement

Joan MacQueen Middle School will be the leading middle school in science and technology that educates its students to be college and career ready to meet the needs of a highly skilled workforce. Joan MacQueen Middle School empowers students to grow academically and socially in a safe, supportive, positive and engaging environment. Individuals actively develop the skills and potential for lifetime learning, which enable them to be responsible members of a global society.

## Parental Involvement

We welcome parent involvement at JMMS! Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior. Parents have the opportunity to serve on the School Site Council, volunteer in the classroom, and provide input at various events. Parents have online access to student attendance, grades, and health-office visits. We also have a mass-calling and emailing system in place so that all parents keep abreast of school events. We keep our website current and we have a Facebook account. Parents and community members can join the Friends of JMMS. We provide communication with parents through online resources including the JMMS website. At the highest level of involvement, many of our employees are parents of students.

For more information on how to become involved at the school, please contact the principal at [ccurigan@alpineschools.net](mailto:ccurigan@alpineschools.net).

## School Safety

At JMMS, we have a comprehensive school safety plan. We revise our plan yearly, and copies of it are kept at the district office, sheriff's office, fire department and various locations on campus. Within the plan, we have a thumb drive with all student pictures, emergency numbers and site information regarding utility shut-offs, security and fire zones, building statistics, site communication systems, staff schedules, maps of the site and community, several possible evacuation options for both on- and off-campus evacuations, command-post assignments, emergency-drill procedures, students' contact information and student health concerns. JMMS holds one emergency drill each month. The drills consist of two lockdown practices, one earthquake drill and eight emergency classroom evacuation drills. Our students and staff take our drills very seriously, and we work with law enforcement and fire authorities to review our procedures and revise as necessary. For the past few years, we have coordinated many programs with the sheriff's department to offer professional development in intruder training, cyber safety for parents and students, and bullying assemblies.

One counselor and one social worker is available to our students to further support the social-emotional component for JMMS. We offer both group and individual counseling services to our students as needed.

The school safety plan was reviewed and discussed with School Site Council and school faculty in October 2019.

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Beliefs

Our Alpine Union School District believes:

Education is the foundation of a democratic society.

Each person has value.

Everyone in the community shares responsibility for the educational success of all children.

We have high expectations that challenge each individual to reach his or her potential.

Effective communication fosters good human relations.

All individuals deserve to be and feel safe. Safety optimizes the learning environment.

We value and live by the highest ethical standards of respect, integrity, honesty and fairness.

Educating our children is an investment in the future.



## Board of Trustees

Al Guerra, President

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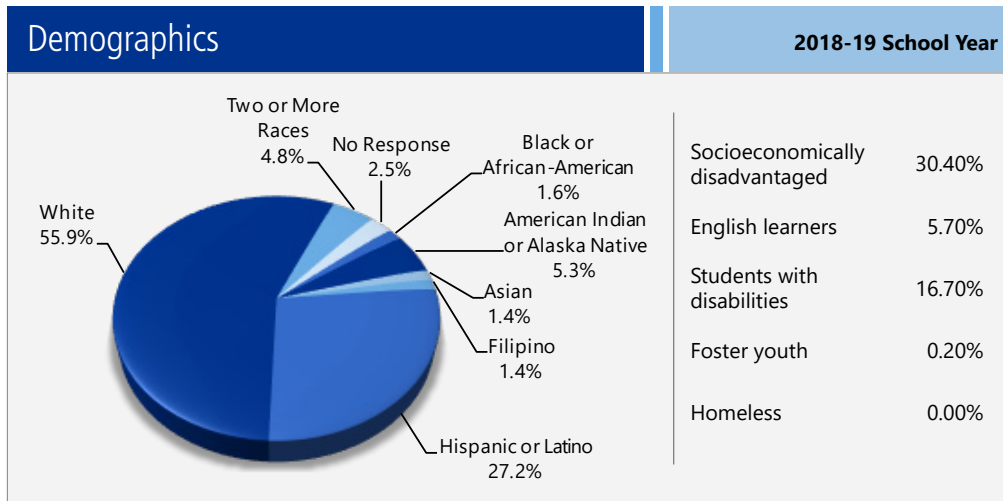
Glenn Dickie

Joseph Perricone



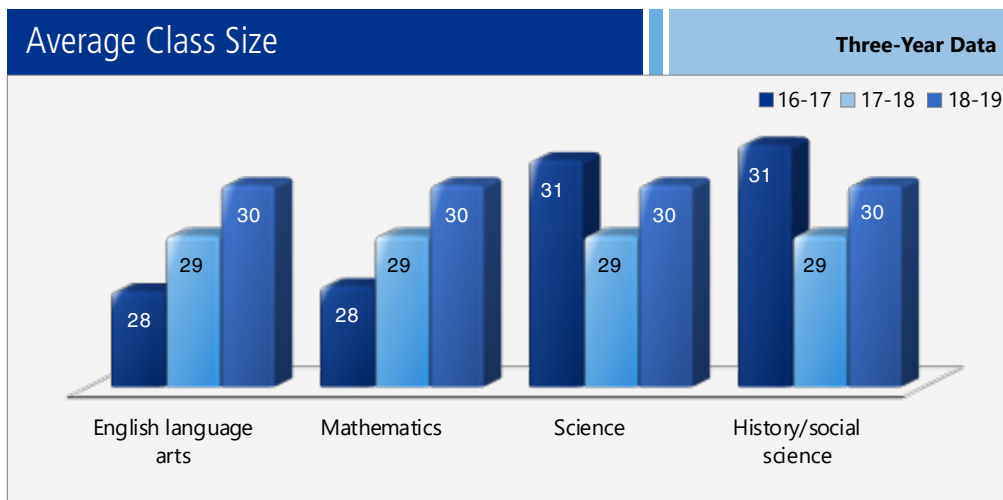
## Enrollment by Student Group

The total enrollment at the school was 438 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

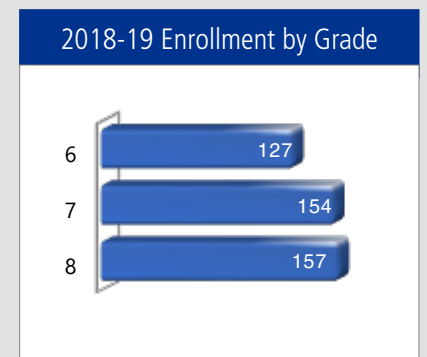


**Number of Classrooms by Size** **Three-Year Data**

| Subject                | 2016-17            |       |     | 2017-18 |       |     | 2018-19 |       |     |
|------------------------|--------------------|-------|-----|---------|-------|-----|---------|-------|-----|
|                        | Number of Students |       |     |         |       |     |         |       |     |
|                        | 1-22               | 23-32 | 33+ | 1-22    | 23-32 | 33+ | 1-22    | 21-32 | 33+ |
| English language arts  | 5                  | 14    | 1   |         | 17    |     |         | 10    | 3   |
| Mathematics            | 5                  | 13    | 2   |         | 15    | 2   |         | 9     | 4   |
| Science                |                    | 11    | 6   |         | 17    |     |         | 6     | 7   |
| History/social science |                    | 13    | 4   |         | 17    |     |         | 7     | 6   |

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.



## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

**Suspension and Expulsion Rates**

| JMMS             |       |       |       |
|------------------|-------|-------|-------|
|                  | 16-17 | 17-18 | 18-19 |
| Suspension rates | 3.7%  | 3.5%  | 6.2%  |
| Expulsion rates  | 0.0%  | 0.2%  | 0.0%  |
| Alpine Union ESD |       |       |       |
|                  | 16-17 | 17-18 | 18-19 |
| Suspension rates | 1.6%  | 1.2%  | 2.0%  |
| Expulsion rates  | 0.0%  | 0.1%  | 0.0%  |
| California       |       |       |       |
|                  | 16-17 | 17-18 | 18-19 |
| Suspension rates | 3.6%  | 3.5%  | 3.5%  |
| Expulsion rates  | 0.1%  | 0.1%  | 0.1%  |



## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

| Percentage of Students Scoring at Proficient or Advanced |       |       |                  |       | Two-Year Data |       |
|--|-------|-------|------------------|-------|---------------|-------|
|  | JMMS  |       | Alpine Union ESD |       | California    |       |
| Subject  | 17-18 | 18-19 | 17-18            | 18-19 | 17-18         | 18-19 |
| Science  | ✧     | ✧     | ✧                | ✧     | ✧             | ✧     |

## CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

| Percentage of Students Meeting or Exceeding State Standards |       |       |                  |       | Two-Year Data |       |
|---|-------|-------|------------------|-------|---------------|-------|
|   | JMMS  |       | Alpine Union ESD |       | California    |       |
| Subject   | 17-18 | 18-19 | 17-18            | 18-19 | 17-18         | 18-19 |
| English language arts/literacy                              | 53%   | 56%   | 59%              | 56%   | 50%           | 51%   |
| Mathematics   | 26%   | 36%   | 40%              | 41%   | 38%           | 40%   |

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

| California Physical Fitness Test                 | 2018-19 School Year |
|--|---------------------|
| Percentage of Students Meeting Fitness Standards | JMMS                |
|  | Grade 7             |
| Four of six standards                            | 18.1%               |
| Five of six standards                            | 20.1%               |
| Six of six standards                             | 28.5%               |

✧ Not applicable.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 6–8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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





## CAASPP Results by Student Group: English Language Arts (grades 6-8)

| Percentage of Students Meeting or Exceeding State Standards |                  |               |                   |                       | 2018-19 School Year        |
|---|------------------|---------------|-------------------|-----------------------|----------------------------|
| English Language Arts                                       |                  |               |                   |                       |                            |
| Group   | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
| All students  | 431              | 418           | 96.98%            | 3.02%                 | 56.22%                     |
| Male  | 223              | 217           | 97.31%            | 2.69%                 | 49.77%                     |
| Female  | 208              | 201           | 96.63%            | 3.37%                 | 63.18%                     |
| Black or African-American                                   | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| American Indian or Alaska Native                            | 21               | 20            | 95.24%            | 4.76%                 | 25.00%                     |
| Asian   | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Filipino  | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Hispanic or Latino  | 123              | 119           | 96.75%            | 3.25%                 | 49.58%                     |
| Native Hawaiian or Pacific Islander                         | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| White   | 233              | 226           | 97.00%            | 3.00%                 | 61.95%                     |
| Two or more races   | 24               | 24            | 100.00%           | 0.00%                 | 58.33%                     |
| Socioeconomically disadvantaged                             | 140              | 135           | 96.43%            | 3.57%                 | 43.70%                     |
| English learners  | 38               | 36            | 94.74%            | 5.26%                 | 30.56%                     |
| Students with disabilities                                  | 69               | 64            | 92.75%            | 7.25%                 | 17.19%                     |
| Students receiving Migrant Education services               | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Foster Youth  | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Homeless  | ❖                | ❖             | ❖                 | ❖                     | ❖                          |

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

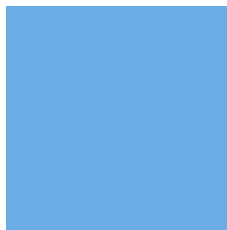




## CAASPP Results by Student Group: Mathematics (grades 6-8)

| Percentage of Students Meeting or Exceeding State Standards |                  |               |                   | 2018-19 School Year   |                            |
|---|------------------|---------------|-------------------|-----------------------|----------------------------|
| Mathematics   |                  |               |                   |                       |                            |
| Group   | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
| All students  | 431              | 417           | 96.75%            | 3.25%                 | 35.97%                     |
| Male  | 223              | 216           | 96.86%            | 3.14%                 | 35.19%                     |
| Female  | 208              | 201           | 96.63%            | 3.37%                 | 36.82%                     |
| Black or African-American                                   | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| American Indian or Alaska Native                            | 21               | 20            | 95.24%            | 4.76%                 | 25.00%                     |
| Asian   | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Filipino  | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Hispanic or Latino  | 123              | 118           | 95.93%            | 4.07%                 | 24.58%                     |
| Native Hawaiian or Pacific Islander                         | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| White   | 233              | 226           | 97.00%            | 3.00%                 | 42.92%                     |
| Two or more races   | 24               | 24            | 100.00%           | 0.00%                 | 37.50%                     |
| Socioeconomically disadvantaged                             | 140              | 134           | 95.71%            | 4.29%                 | 19.40%                     |
| English learners  | 38               | 35            | 92.11%            | 7.89%                 | 11.43%                     |
| Students with disabilities                                  | 69               | 64            | 92.75%            | 7.25%                 | 7.81%                      |
| Students receiving Migrant Education services               | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Foster Youth  | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| Homeless  | ❖                | ❖             | ❖                 | ❖                     | ❖                          |

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





## Textbooks and Instructional Materials

Textbooks are adopted according to the state-mandated textbook-adoption cycle. Instructional materials are selected from the list of state-approved textbooks that align to state standards and curriculum frameworks. A committee of teachers is selected to review and identify publishers from the approved list for piloting in classrooms. Instructional materials are piloted in classrooms across all school sites and grade levels, and teachers are provided the opportunity to review the materials and provide feedback. Parents are also invited to preview proposed instructional materials and provide feedback. Based on feedback received, a publisher is selected for adoption and brought before the governing board for approval. Instructional materials, when adopted, are provided to all students, including English learners.

| Textbooks and Instructional Materials List |   | 2019-20 School Year |
|--|---|---------------------|
| Subject                                    | Textbook  | Adopted             |
| English language arts                      | <i>Wonders</i> , McGraw-Hill  | 2017                |
| Mathematics                                | <i>My Math</i> , McGraw-Hill  | 2015                |
| Mathematics                                | <i>CPM</i>  | Piloting            |
| Science                                    | <i>Delta Education</i> , FOSS   | 2007                |
| Science                                    | <i>Focus on Science California</i> , Glencoe/McGraw-Hill              | 2007                |
| Science                                    | <i>Amplify</i>  | Piloting            |
| History/social science                     | <i>History Alive!</i> , Teachers' Curriculum Institute                | 2008                |
| History/social science                     | <i>Scott Foresman History-Social Science for California</i> , Pearson | 2006                |

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

| Percentage of Students Lacking Materials by Subject |  | 2019-20 School Year |
|---|--|---------------------|
| JMMS  |  | Percentage Lacking  |
| Reading/language arts                               |  | 0%                  |
| Mathematics   |  | 0%                  |
| Science   |  | 0%                  |
| History/social science                              |  | 0%                  |
| Visual and performing arts                          |  | ✧                   |
| Foreign language                                    |  | ✧                   |
| Health  |  | ✧                   |

## Public Internet Access

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

✧ Not applicable.

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

| Quality of Textbooks  |        |
|---|--------|
| 2019-20 School Year   |        |
| Criteria  | Yes/No |
| Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?   | Yes    |
| Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?                | Yes    |
| Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home? | Yes    |

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

| Currency of Textbooks |           |
|-----------------------|-----------|
| 2019-20 School Year   |           |
| Data collection date  | 9/11/2019 |





## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

| School Facility Good Repair Status   |  | 2019-20 School Year |
|--|--|---------------------|
| Items Inspected  |  | Repair Status       |
| <b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC) |  | Fair                |
| <b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)      |  | Good                |
| <b>Cleanliness:</b> Pest/vermin control, overall cleanliness                         |  | Fair                |
| <b>Electrical:</b> Electrical systems  |  | Fair                |
| <b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains                  |  | Fair                |
| <b>Safety:</b> Fire safety, emergency systems, hazardous materials                   |  | Good                |
| <b>Structural:</b> Structural condition, roofs                                       |  | Good                |
| <b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds              |  | Good                |
| <b>Overall summary of facility conditions</b>  |  | Good                |
| <b>Date of the most recent school site inspection</b>                                |  | 9/23/2019           |
| <b>Date of the most recent completion of the inspection form</b>                     |  | 9/24/2019           |

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

| Deficiencies and Repairs   |   | 2019-20 School Year |
|----------------------------|---|---------------------|
| Items Inspected            | Deficiencies and Action Taken or Planned  | Date of Action      |
| <b>Systems</b>             | Systems within the solar panels are faulty and not producing the electricity they should. Working with electricians to remedy the situation, most panels are up and running at this time.   | November 2019       |
| <b>Cleanliness</b>         | Much of the campus is covered with trash and other items left from allowing the community to use the facility. Fencing going up January 2020 to close off the main part of campus to the general public in order to prevent community groups and local sports teams from damaging campus. | January 2020        |
| <b>Electrical</b>          | Systems within the solar panels are faulty and not producing the electricity they should. Working with electricians to remedy the situation, most panels are up and running at this time.   | November 2019       |
| <b>Restrooms/fountains</b> | The restrooms on campus have been vandalized and this time the damage has been repaired. All items have been replaced or fixed at this time.  | November 2019       |

## School Facilities

The Joan MacQueen Middle School campus opened in 2001. The campus sits on 21 acres in the middle of Alpine, California. The campus consists of eight different buildings. The classrooms are clustered on the east side of the school with quad areas available to classes to use for outside learning. Our campus has the finest gymnasium in all of East County. Our kitchen is the satellite for the entire district. The Design and Engineering Lab is the center point of the site. The site contains two computer labs that are utilized throughout the day. We also have a designated media arts lab, performing arts classroom, culinary arts room and a computer coding lab.

The general condition of the campus is excellent. The campus is well maintained. We have two full-time custodians on campus. One custodian works during school hours, and the other cleans the site each night.

The district landscape team spends time each week maintaining our landscape. The district maintenance department is available on an on-call basis to repair or assist in site maintenance.

Each morning, our site custodian inspects the general condition of the campus. Each year, the principal completes an in-depth inspection of the facility. Additionally, we receive regular inspections by the fire department, and the health department inspects our kitchen.

Our campus has a comprehensive safety plan. Students are in supervised areas throughout their school day. The library is open and supervised by a staff member one hour before the first bell for students arriving early. At PE and during lunch, our students have access to the blacktop playground and the athletic field. Security gates and fencing will be installed in key areas on campus this school year.

## Types of Services Funded

In addition to state and local revenues received for general education, Alpine Union School District receives state and federal funds for Title I, Special Education and American Indian Education. California State Lottery funds have been allocated to support such programs as transition, curriculum and staff development, student transportation, student testing and computer support.



*"Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education."*





## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

| Teacher Credential Information                                     |                  | Three-Year Data |       |       |
|--|------------------|-----------------|-------|-------|
|  | Alpine Union ESD | JMMS            |       |       |
| Teachers   | 19-20            | 17-18           | 18-19 | 19-20 |
| With a full credential   | 74               | 24              | 22    | 21    |
| Without a full credential  | 3                | 1               | 1     | 1     |
| Teaching outside subject area of competence (with full credential) | 0                | 0               | 0     | 0     |

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

| Teacher Misassignments and Vacant Teacher Positions |  | Three-Year Data |       |       |
|---|--|-----------------|-------|-------|
|   |  | JMMS            |       |       |
| Teachers  |  | 17-18           | 18-19 | 19-20 |
| Teacher misassignments of English learners          |  | 0               | 0     | 0     |
| Total teacher misassignments                        |  | 0               | 0     | 0     |
| Vacant teacher positions                            |  | 0               | 0     | 0     |

## Professional Development

The Alpine Union School District offers a comprehensive staff-development program that administrators and teachers cooperatively plan. The district administrative team coordinates the district staff-development program. During the 2019-20 school year, our teachers participated or will participate in three daylong and 19 one-hour-long staff meetings that include professional development. Additionally, two hours a month of release time is provided to teachers to collaborate on instructional strategies. Staff-development focus for 2019-20 is in the areas of CPM Mathematics, Specialized Academic Instruction and classroom engagement. In addition, teachers are released from classrooms to attend professional learning, or they may attend meetings and trainings outside of their regular work hours, during the summer and during breaks from school. Teacher leaders and consultants lead professional learning.

| Professional Development Days   |  | Three-Year Data |         |         |
|---|--|-----------------|---------|---------|
|   |  | 2017-18         | 2018-19 | 2019-20 |
| Number of school days dedicated to staff development and continuous improvement |  | 4               | 4       | 4       |

✕ District shared.

▲ Districtwide..



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

| Academic Counselors and School Support Staff Data             |       |
|---|-------|
| 2018-19 School Year   |       |
|   | Ratio |
| Academic counselors   | 1:405 |
| Support Staff   | FTE   |
| Counselor (academic, social/behavioral or career development) | 1.0   |
| Library media teacher (librarian)                             | 0.0   |
| Library media services staff (paraprofessional)               | 0.0   |
| Psychologist  | ✕     |
| Social worker   | ✕     |
| Nurse   | ✕     |
| Speech/language/hearing specialist                            | 2.0 ▲ |
| Resource specialist (nonteaching)                             | 0.0   |



## Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

| Salary Data  | 2017-18 Fiscal Year |                        |
|--|---------------------|------------------------|
|  | Alpine Union ESD    | Similar Sized District |
| <b>Beginning teacher salary</b>                      | \$42,321            | \$49,378               |
| <b>Midrange teacher salary</b>                       | \$65,079            | \$77,190               |
| <b>Highest teacher salary</b>                        | \$93,787            | \$96,607               |
| <b>Average elementary school principal salary</b>    | \$106,263           | \$122,074              |
| <b>Average middle school principal salary</b>        | \$115,438           | \$126,560              |
| <b>Superintendent salary</b>                         | \$180,000           | \$189,346              |
| <b>Teacher salaries: percentage of budget</b>        | 35%                 | 36%                    |
| <b>Administrative salaries: percentage of budget</b> | 6%                  | 6%                     |

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

| Financial Data Comparison                           | 2017-18 Fiscal Year                              |                               |
|---|--|-------------------------------|
|   | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| <b>JMMS</b>   | \$5,705  | \$73,303                      |
| <b>Alpine Union ESD</b>                             | \$5,499  | \$73,252                      |
| <b>California</b>                                   | \$7,507  | \$77,619                      |
| <b>School and district: percentage difference</b>   | +3.7%  | +0.1%                         |
| <b>School and California: percentage difference</b> | -24.0%   | -5.6%                         |

## School Vision Statement

Joan MacQueen Middle School will provide rigorous, well-balanced, challenging and comprehensive programs that meet the needs of each student in a culturally diverse and ever-changing society. Students will leave JMMS with the knowledge and skills necessary to be successful participants in the high school system and in their futures beyond the classroom.



## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

| School Financial Data                                   |          |
|---|----------|
| 2017-18 Fiscal Year                                     |          |
| <b>Total expenditures per pupil</b>                     | \$7,359  |
| <b>Expenditures per pupil from restricted sources</b>   | \$1,654  |
| <b>Expenditures per pupil from unrestricted sources</b> | \$5,705  |
| <b>Annual average teacher salary</b>                    | \$73,303 |

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.