

# SARC

2019-20

School Accountability  
Report Card

Published in 2020-21



## Joan MacQueen Middle School

Grades 6-8  
CDS Code 37-67967-6037535

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## Alpine Union School District

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## 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 33% Hispanic, 6% Native American, 6% Asian, 2% African American, 2% Filipino, 58% Caucasian. 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 3500 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 [ccurrian@alpineschools.net](mailto:ccurrian@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 November 2020.

## 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

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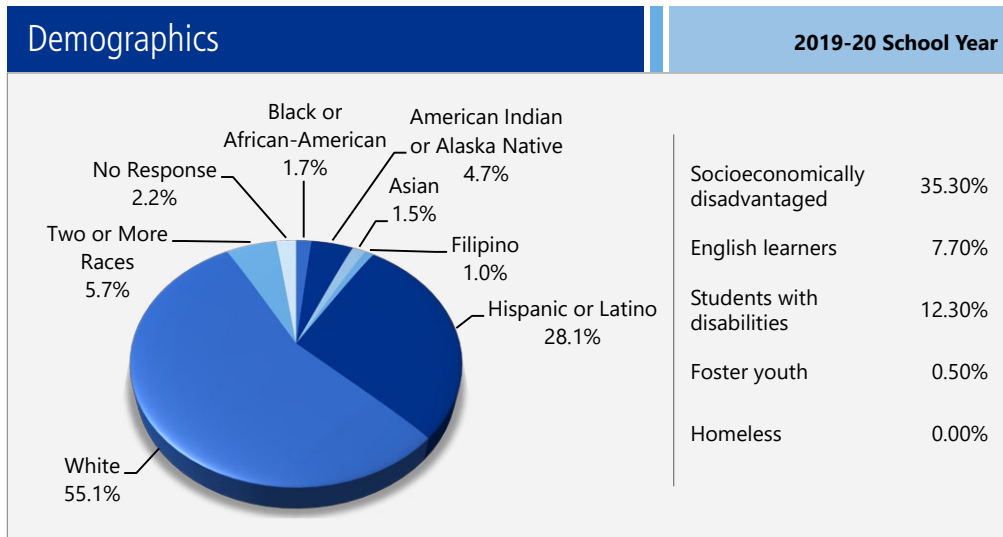
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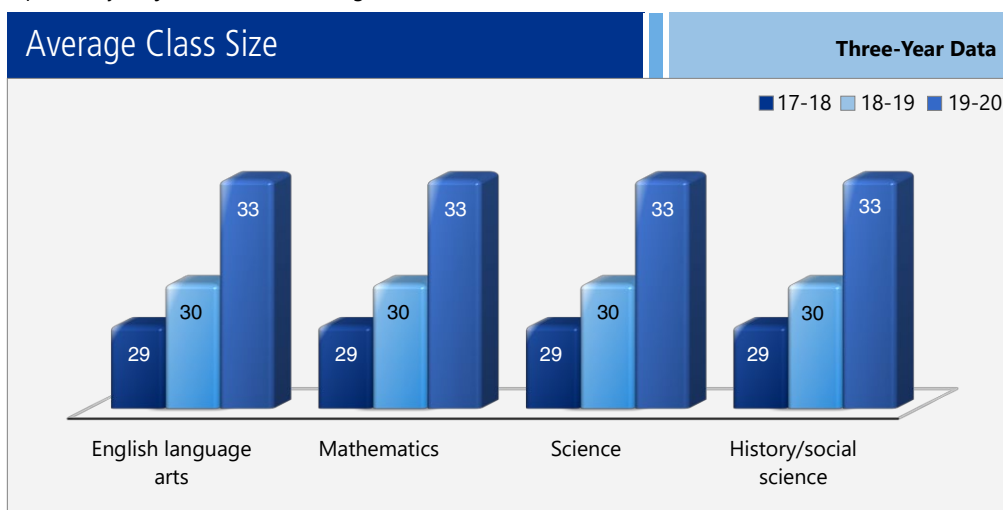
## Enrollment by Student Group

The total enrollment at the school was 405 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.



## Class Size Distribution

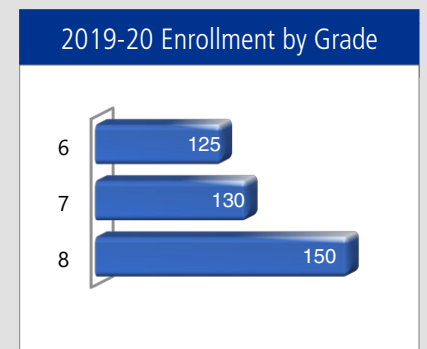
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level,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



Number of Classrooms by Size					Three-Year Data				
	2017-18			2018-19			2019-20		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts		17			10	3	6	12	
Mathematics		15	2		9	4	6	12	
Science		17			6	7	6	12	
History/social science		17			7	6	6	12	

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.



## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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 a 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.



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

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	JMMS		Alpine Union SD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	39%	◇	41%	◇	30%	◇

## 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 SD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	56%	◇	56%	◇	51%	◇
Mathematics	36%	◇	41%	◇	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		2019-20 School Year
Percentage of Students Meeting Fitness Standards		JMMS
		Grade 7
Four of six standards		◇
Five of six standards		◇
Six of six standards		◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

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

For the 2019–20 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 and science in grades 5, 8 and high school. 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: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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.

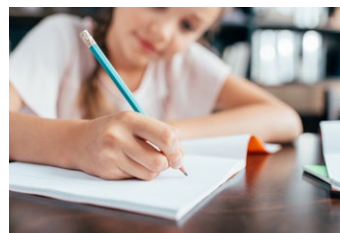




## CAASPP Results by Student Group: Science (grade 8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

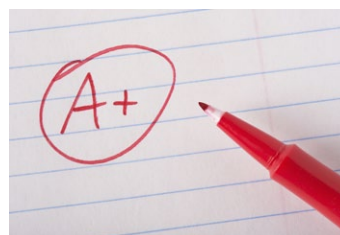




## CAASPP Results by Student Group: English Language Arts (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.





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

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.





## 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 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			2020-21 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>	2020	
Science	<i>Inspire</i> , McGraw-Hill	2020	
History/social science	<i>History Alive!</i> , Teachers' Curriculum Institute	2020	
History/social science	<i>Scott Foresman History-Social Science for California</i> , Pearson	2006	


## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions					Three-Year Data	
	JMMS		Alpine Union SD		California	
	17-18	18-19	17-18	18-19	17-18	18-19
Suspension rates	3.5%	6.2%	1.2%	2.0%	3.5%	3.5%
Expulsion rates	0.2%	0.0%	0.1%	0.0%	0.1%	0.1%
	JMMS		Alpine Union SD		California	
	19-20		19-20		19-20	
Suspension rates	3.4%		0.7%		*	
Expulsion rates	0.0%		0.0%		*	

\* California suspension and expulsion data is not available at this time.

◇ Not applicable.

## 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	
2020-21 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◇
Foreign language	◇
Health	◇

## Quality of Textbooks

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

Quality of Textbooks	
2020-21 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	
2020-21 School Year	
Data collection date	10/14/2020





## 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		2020-21 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<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>		Exemplary
<b>Date of the most recent school site inspection</b>		10/20/2020
<b>Date of the most recent completion of the inspection form</b>		10/20/2020

## 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		2020-21 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Interior</b>	Room 301: Replace light cover in A. Rooms 301, 302, 305, 501, 502, 503, 601, 602, 603, 604, 605, 606, 702, 703, 706: Fill holes from old TV. Room 306: Repair holes in ceiling tiles. Room 404: Replace ceiling tiles. Room 410: Small hole by hand sanitizer. Room 505: Repair lock. Room 601: Fix ceiling tile, drooping in one area. Room 705: Install electric plug cover.	By August 7, 2021

## 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 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 and is well maintained. We have two full-time custodians on campus. One custodian works during school hours, 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.



## 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 SD	JMMS		
Teachers	20-21	18-19	19-20	20-21
With a full credential	73	22	21	22
Without a full credential	6	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		18-19	19-20	20-21
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 2020-21 school year, our teachers participated or will participate in two 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 2020-21 is in the areas of CPM Mathematics, Specialized Academic Instruction, Reading instruction, classroom technology 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		
		2018-19	2019-20	2020-21
Number of school days dedicated to staff development and continuous improvement		4	4	4



## 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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	391:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	1.00
Social worker	1.00
Nurse	1.00
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00





## Financial Data

The financial data displayed in this SARC is from the 2018-19 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		2018-19 Fiscal Year
	Alpine Union SD	Similar Sized District
<b>Beginning teacher salary</b>	\$43,379	\$50,574
<b>Midrange teacher salary</b>	\$66,706	\$76,649
<b>Highest teacher salary</b>	\$96,132	\$98,993
<b>Average elementary school principal salary</b>	\$110,619	\$125,150
<b>Average middle school principal salary</b>	\$118,324	\$129,394
<b>Superintendent salary</b>	\$190,000	\$193,925
<b>Teacher salaries: percentage of budget</b>	34%	34%
<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		2018-19 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>JMMS</b>	\$6,563	\$80,401
<b>Alpine Union SD</b>	\$5,390	\$73,596
<b>California</b>	\$7,750	\$80,565
<b>School and district: percentage difference</b>	+21.8%	+9.2%
<b>School and California: percentage difference</b>	-15.3%	-0.2%

## 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	
2018-19 Fiscal Year	
<b>Total expenditures per pupil</b>	\$8,442
<b>Expenditures per pupil from restricted sources</b>	\$1,879
<b>Expenditures per pupil from unrestricted sources</b>	\$6,563
<b>Annual average teacher salary</b>	\$80,401



## 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.

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 2020.

## School Accountability Report Card

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