

Joan MacQueen Middle School

Grades 6-8
CDS Code 37-67967-6037535

Dr. Rich Newman, Principal
rnewman@alpineschools.net

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Alpine Union School District

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Richard Newman, Ed.D., Superintendent ▪ 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 33% Hispanic, 6% Native American, 6% Asian, 2% African American, 2% Filipino and 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 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, Art, Culinary Arts and Engineering are among the electives currently being offered. Our social worker supports 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 College 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 4,000 books and a collection of audiobooks 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.

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 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 a minimum of 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 local 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.

Our 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 September 2021.



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

Joseph P. Perricone, President

Eric Wray, Vice President

Travis Lyon, Clerk

Glenn Dickie, Member

Al Guerra, Member

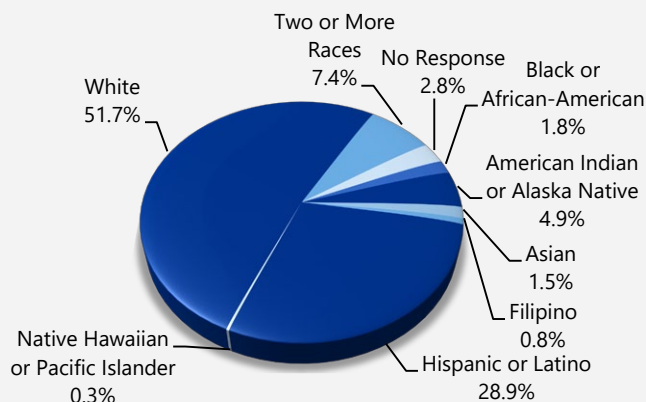
Be Safe, Be Respectful, Be Responsible

Enrollment by Student Group

The total enrollment at the school was 391 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2020-21 School Year

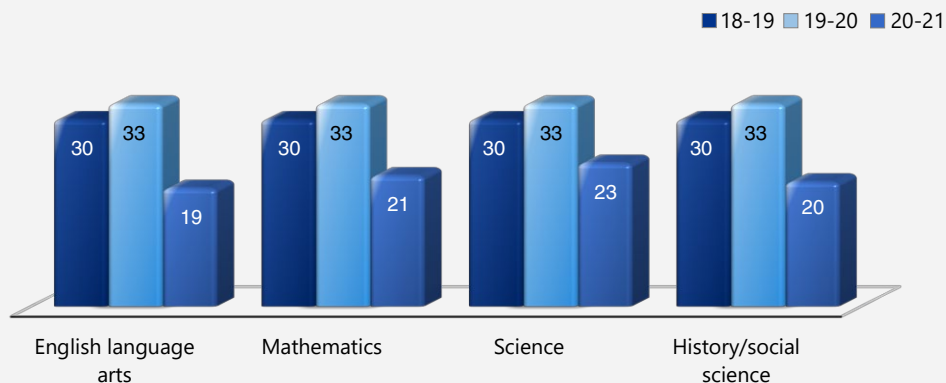


Class Size Distribution

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.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2018-19			2019-20			2020-21		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts		10	3	6	12		9	10	
Mathematics		9	4	6	12		12	9	
Science		6	7	6	12		4	11	
History/social science		7	6	6	12		4	12	

Enrollment by Student Group

Demographics

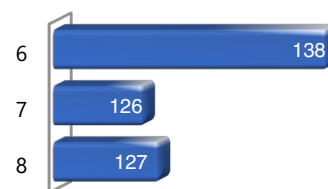
2020-21 School Year

Female	50.40%
Male	49.60%
Non-Binary	0.00%
English learners	8.40%
Foster youth	1.30%
Homeless	2.00%
Migrant	0.00%
Socioeconomically Disadvantaged	35.30%
Students with Disabilities	16.60%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions		Two-Year Data				
	JMMS		Alpine Union SD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	6.2%	0.2%	2.0%	0.1%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions		2019-20 School Year		
	JMMS	Alpine Union SD	California	
	19-20	19-20	19-20	
Suspension rates	3.4%	0.4%	2.5%	
Expulsion rates	0.0%	0.0%	0.1%	

Note: The 2019-20 suspensions and expulsions rate data are not comparable to other 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 other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.20%	0.00%	
Female	0.00%	0.00%	
Male	0.50%	0.00%	
Non-Binary	0.00%	0.00%	
American Indian or Alaska Native	0.00%	0.00%	
Asian	0.00%	0.00%	
Black or African American	0.00%	0.00%	
Filipino	0.00%	0.00%	
Hispanic or Latino	0.00%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
White	0.50%	0.00%	
English Learners	0.00%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	0.00%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	0.00%	0.00%	

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 in two daylong and 19 one-hour-long staff meetings that include professional development. 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

Number of school days dedicated to staff development and continuous improvement

2019-20	4
2020-21	4
2021-22	4



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.

California Physical Fitness Test

2020-21 School Year

Percentage of Students Meeting Fitness Standards	JMMS
	Grade 7
Four of six standards	◆
Five of six standards	◆
Six of six standards	◆

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	413	408	40	9.80%
Female	208	205	21	10.20%
Male	205	203	19	9.40%
American Indian or Alaska Native	19	19	5	26.30%
Asian	6	6	0	0.00%
Black or African American	7	7	0	0.00%
Filipino	3	3	0	0.00%
Hispanic or Latino	118	115	11	9.60%
Native Hawaiian or Pacific Islander	1	1	0	0.00%
Two or More Races	31	31	1	3.20%
White	215	213	21	9.90%
English Learners	34	33	4	12.10%
Foster Youth	6	6	0	0.00%
Homeless	10	10	2	20.00%
Socioeconomically Disadvantaged	161	159	21	13.20%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	77	76	9	11.80%

◆ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

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.

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 rnewman@alpineschools.net.

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.



SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	JMMS		Alpine Union SD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	**	■	**	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	JMMS		Alpine Union SD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

** This school and district did not test students using the CAASPP for Science.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

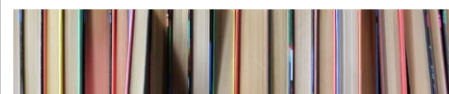
The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.





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

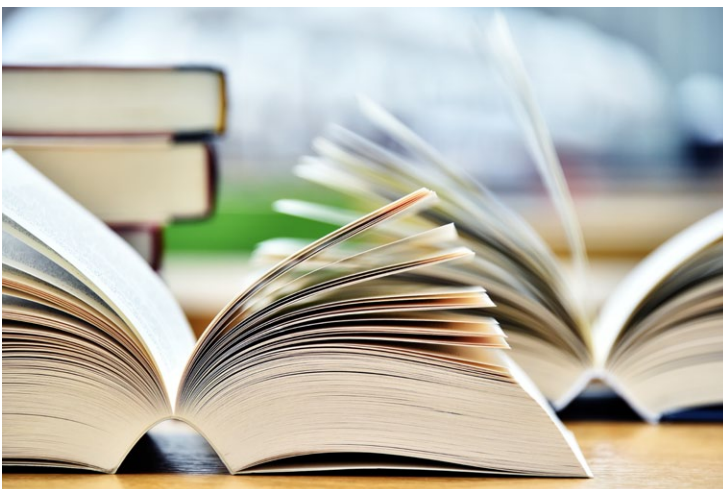
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	**	**	**	**	**
Female	**	**	**	**	**
Male	**	**	**	**	**
American Indian or Alaska Native	**	**	**	**	**
Asian	**	**	**	**	**
Black or African American	**	**	**	**	**
Filipino	**	**	**	**	**
Hispanic or Latino	**	**	**	**	**
Native Hawaiian or Pacific Islander	**	**	**	**	**
Two or more races	**	**	**	**	**
White	**	**	**	**	**
English Learners	**	**	**	**	**
Foster Youth	**	**	**	**	**
Homeless	**	**	**	**	**
Military	**	**	**	**	**
Socioeconomically disadvantaged	**	**	**	**	**
Students receiving Migrant Education services	**	**	**	**	**
Students with Disabilities	**	**	**	**	**

** This school did not test students using the CAASPP for Science.





Local Assessment Test Results by Student Group: English Language Arts (grades 6-8)

Assessment Name: MAPS

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	387	227	59%	41%	51%
Female	195	115	59%	41%	52%
Male	192	112	58%	42%	50%
American Indian or Alaska Native	19	7	37%	63%	71%
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	108	60	56%	44%	42%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	29	20	69%	31%	60%
White	215	133	62%	38%	55%
English Learners	30	15	50%	50%	13%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	127	63	50%	50%	40%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	59	38	64%	36%	13%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).





Local Assessment Test Results by Student Group: Mathematics (grades 6-8)

Assessment Name: MAPS

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	387	335	87%	13%	39%
Female	195	162	83%	17%	36%
Male	192	173	90%	10%	42%
American Indian or Alaska Native	19	13	68%	32%	31%
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	108	94	87%	13%	30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	29	24	83%	17%	38%
White	215	193	90%	10%	47%
English Learners	30	26	87%	13%	12%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	127	103	81%	19%	19%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	59	49	83%	17%	14%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).





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			2021-22 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	

Quality of Textbooks

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

Quality of Textbooks		2021-22 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	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		2021-22 School Year
Data collection date	9/8/2021	

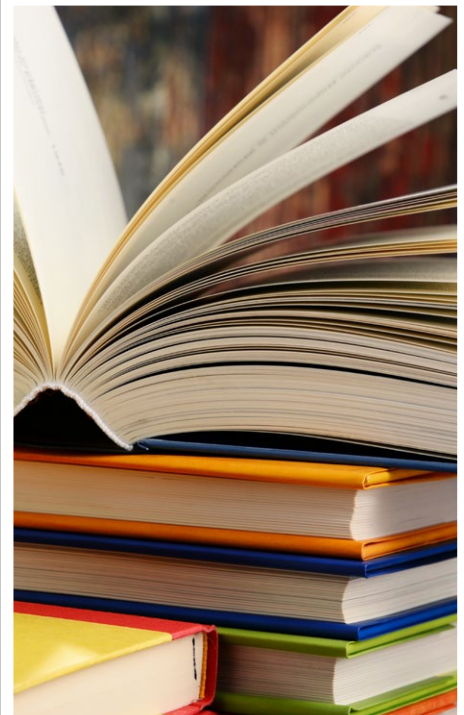
Public Internet Access

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.

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	
2021-22 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%



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		2021-22 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	9/22/2021	

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		2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Restrooms/fountains	Room 103: sink faucet in boys RR is not working. Room 604: water faucet does not work. Room 701: water faucet handle is very loose. Girls locker room: sink faucet has way too much pressure and causes water to go everywhere. The water is then tracked onto the gym floor. Boys locker room: shower faucet handle is broken.	All repairs will be made by December 31, 2021.

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 are installed around the entire campus.



"Our staff focuses on building positive relationships between teachers, students, parents and community."

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement		2020-21 School Year				
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.4	30.8%	49.9	68.9%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	4.0	5.5%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.2	6.1%	2.2	3.1%	12,115.8	4.4%
Unknown	13.2	63.1%	16.2	22.4%	18,854.3	6.9%
Total Teaching Positions	20.9	100.0%	72.4	100.0%	274,759.1	100.0%

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	JMMS	
Permits and Waivers	0.0	
Misassignments	0.0	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	0.0	

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.



Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field

2020-21 School Year

Indicator	JMMS
Credentialed Teachers Authorized on a Permit or Waiver	0.8
Local Assignment Options	0.4
Total Out-of-Field Teachers	1.2

Class Assignments

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments

2020-21 School Year

Indicator	JMMS
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



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)	1.000
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	0.000
Psychologist	0.255
Social worker	0.255
Nurse	0.255
Speech/language/hearing specialist	0.000
Resource specialist (nonteaching)	0.000



Financial Data

The financial data displayed in this SARC is from the 2019-20 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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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			2019-20 Fiscal Year
	Alpine Union SD	Similar Sized District	
Beginning teacher salary	\$43,379	\$51,450	
Midrange teacher salary	\$68,234	\$80,263	
Highest teacher salary	\$98,333	\$101,012	
Average elementary school principal salary	\$116,119	\$128,082	
Average middle school principal salary	\$127,085	\$132,453	
Superintendent salary	\$193,800	\$197,968	
Teacher salaries: percentage of budget	33%	34%	
Administrative salaries: percentage of budget	7%	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			2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
JMMS	\$6,992	\$68,430	
Alpine Union SD	\$6,322	\$69,746	
California	\$8,444	\$82,431	
School and district: percentage difference	+10.6%	-1.9%	
School and California: percentage difference	-17.2%	-17.0%	

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 January 2022.

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	
2019-20 Fiscal Year	
Total expenditures per pupil	\$9,004
Expenditures per pupil from restricted sources	\$2,012
Expenditures per pupil from unrestricted sources	\$6,992
Annual average teacher salary	\$68,430



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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ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards					2020-21 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	974	NT	NT	NT	NT
Female	487	NT	NT	NT	NT
Male	487	NT	NT	NT	NT
American Indian or Alaska Native	38	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	265	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or more races	101	NT	NT	NT	NT
White	544	NT	NT	NT	NT
English Learners	51	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	56	NT	NT	NT	NT
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	257	NT	NT	NT	NT
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	160	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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





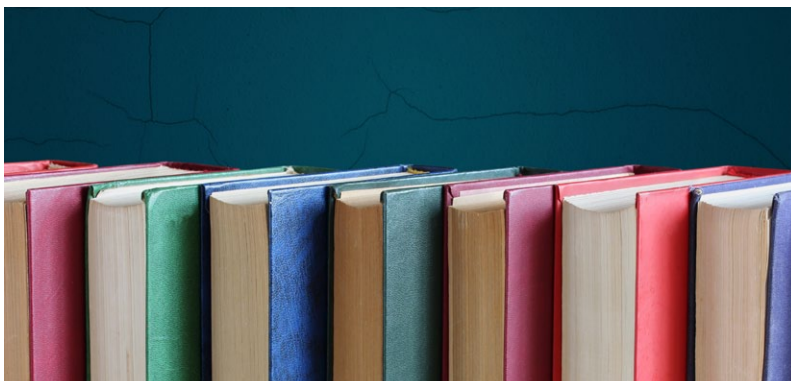
ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards					2020-21 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	974	NT	NT	NT	NT
Female	487	NT	NT	NT	NT
Male	487	NT	NT	NT	NT
American Indian or Alaska Native	38	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	265	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or more races	101	NT	NT	NT	NT
White	544	NT	NT	NT	NT
English Learners	51	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	56	NT	NT	NT	NT
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	257	NT	NT	NT	NT
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	160	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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





ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: English Language Arts (grades 3-8)
Assessment Name: MAPS

Percentage of Students At or Above Grade Level					2020-21 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	1,542	798	52%	48%	46%
Female	761	393	52%	48%	52%
Male	781	405	52%	48%	41%
American Indian or Alaska Native	60	26	43%	57%	7%
Asian	--	--	--	--	--
Black or African American	23	11	48%	52%	80%
Filipino	--	--	--	--	--
Hispanic or Latino	458	229	50%	50%	36%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	111	66	59%	41%	50%
White	876	461	53%	47%	52%
English Learners	73	38	52%	48%	15%
Foster Youth	--	--	--	--	--
Homeless	65	29	45%	55%	62%
Military	--	--	--	--	--
Socioeconomically disadvantaged	452	216	48%	52%	36%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	186	105	56%	44%	15%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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





ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: Mathematics (grades 3-8)
Assessment Name: MAPS

Percentage of Students At or Above Grade Level					2020-21 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	1,542	1,026	67%	33%	37%
Female	761	502	66%	34%	32%
Male	781	524	67%	33%	41%
American Indian or Alaska Native	60	35	58%	42%	6%
Asian	--	--	--	--	--
Black or African American	23	15	65%	35%	50%
Filipino	--	--	--	--	--
Hispanic or Latino	458	300	66%	34%	22%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	111	80	72%	28%	46%
White	876	589	67%	33%	44%
English Learners	73	54	74%	26%	12%
Foster Youth	--	--	--	--	--
Homeless	65	38	58%	42%	45%
Military	--	--	--	--	--
Socioeconomically disadvantaged	452	295	65%	35%	30%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	186	126	68%	32%	9%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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

