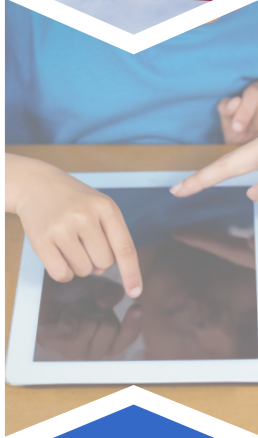
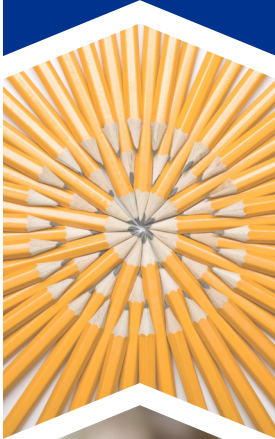


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Alpine Elementary School

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Alpine Union SD



Principal’s Message

Alpine Elementary School (AES) is a Leader in Me school. We believe that every student has the ability to be a leader, and we focus on students’ individual strengths and talents to best harness potential. Having received a financial grant from the Leader.org organization allows us to fully integrate author Stephen R. Covey’s The 7 Habits of Highly Effective People. These are the habits practiced by global leaders of major organizations.

We provide:

- A safe and nurturing educational setting, in which students are responsible learners
- Our school is often referred to as the heart of the Alpine community
- Student population is diverse
- Parent and community support is impressive
- Classrooms are frequented often by volunteers
- Community outreach programs allow for extra instructional resources, schoolwide assemblies, specialty programs, and outdoor education opportunities
- A strong foundation in character building

Alpine Elementary school prides itself in tailoring a student’s education to meet their special learning needs. Intervention programs, instructional aides, technology resources, data-driven lessons and routine testing allow for teachers to create learning environments that are differentiated for our diverse learners.

School Mission Statement

Alpine Elementary School provides a safe and nurturing educational setting in which students are responsible learners and practice the needed leadership skills to be globally competitive in the 21st century. Emphasis is given on teaching students the following skills: to take educational risks, to use critical thinking skills to problem solve real-world issues, to adapt and practice agility when information is presented, to access and analyze data, to effectively communicate both orally and in written form, and to foster curiosity and imagination. We are a Leader in Me School, which follows The 7 Habits of Highly Effective People by Stephen R. Covey.

Student learning is individualized and diversified based on formative and summative assessment. Teachers rely on data to make instructional decisions and work collaboratively to share best practices. Alpine Elementary School is a place students look forward to coming to each and every day because there is a caring adult waiting for them.

AES has adopted FranklinCovey’s The Leader in Me, and we are well on our way of earning “Lighthouse” status—a globally recognized honor stating that we are a role-model school in leadership.

Parental Involvement

Parent involvement at Alpine Elementary is very high, including the occasional field trip or class party and volunteering in the classroom weekly and teaching art through the art docent program. The students at AES have a much more enriching experience because of the number of volunteers at school on a regular basis.

Formal parent involvement opportunities are the PTA board and the School Site Council. The SSC monitors the school programs and the PTA organizes activities and events for the students, parents and staff. Both are very active. For more information on how to become involved, contact Principal Travis Wall at (619) 445-2625.

Professional Development

The Alpine Union School District offers a comprehensive staff development program that is cooperatively planned by teachers and administrators. The district staff development program is coordinated by the district administrative team. Staff development activities include training in educational technology, various teaching strategies, and subject-related in-services including the California State Standards. During the recent years of fiscal crisis, mandatory staff development days have been reduced. In order to maintain continuing staff development opportunities throughout the past three years, selected staff members across the district have been offered additional paid opportunities for categorically funded staff development. Teachers may be released from classrooms to attend professional development, or they may attend meetings and trainings outside of their regular work hours, during the summer and during breaks from school.

Alpine Elementary School places a high value on professional development and addresses it in a variety of ways. Specifically, the major areas of focus are student achievement and engagement, technology and current educational trends. Teachers and staff receive training and support through county workshops, principal-led meetings, teacher/peer-lead meetings, webinars, online conferencing and outsourced presentations. All professional development is aligned to the district’s and school’s vision of 21st century learning.

Professional Development Days	Three-Year Data		
	2014-15	2015-16	2016-17
Alpine ES	2 days	2 days	5 days

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

Glenn Dickie, *President*

Al Guerra, *Vice President*

Eric Wray, *Clerk*

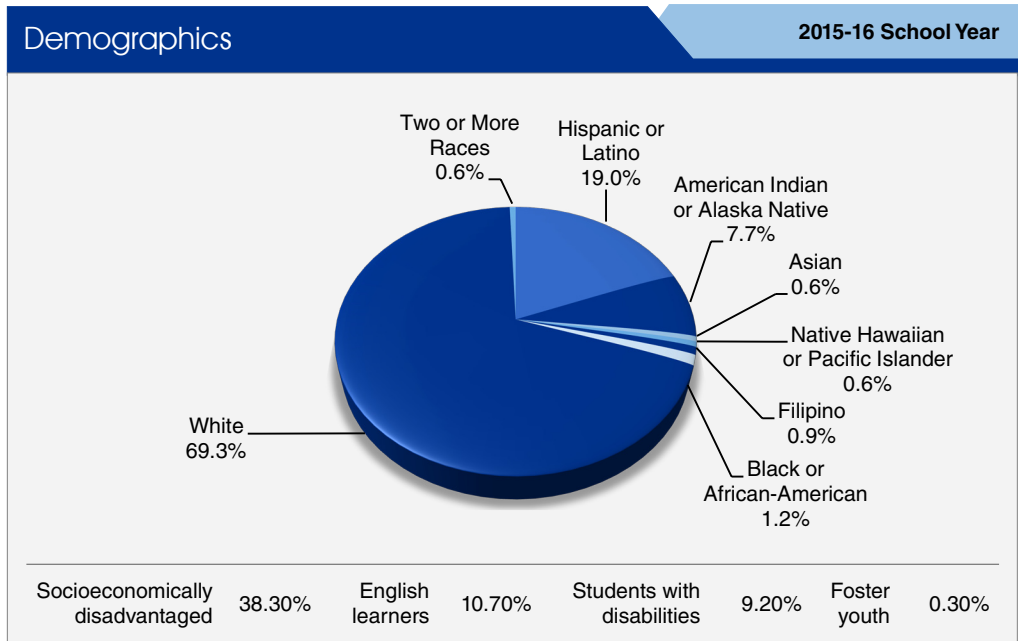
Joseph Perricone

Travis Lyon



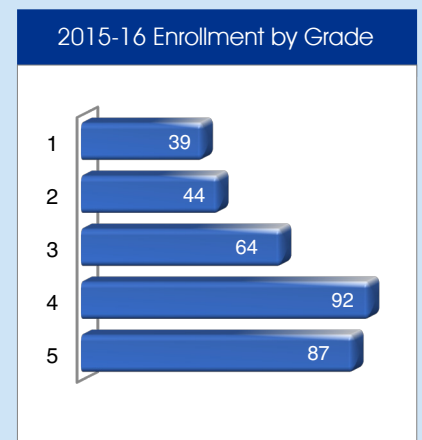
Enrollment by Student Group

The total enrollment at the school was 326 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



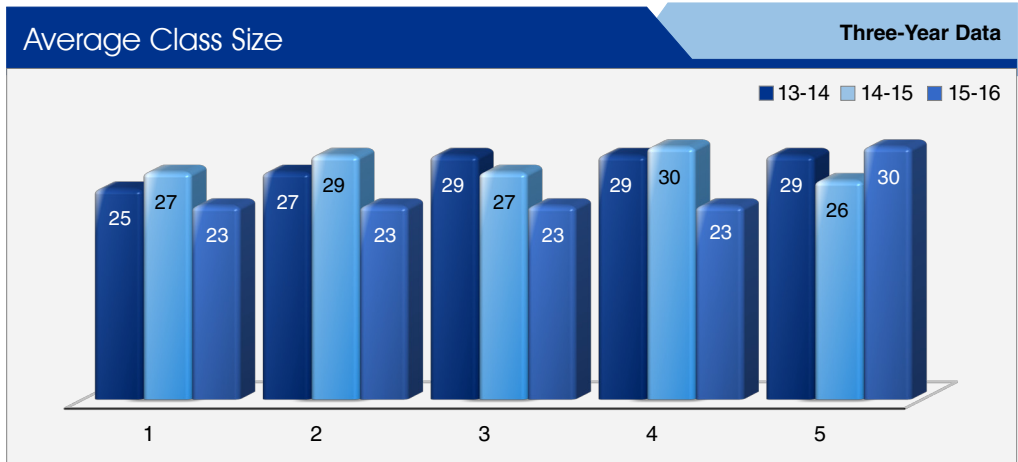
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 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.



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

Grade	Number of Students								
	2013-14			2014-15			2015-16		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
1		2.5			2			2	
2		3.5			2.5			2	
3		3			3.5			3	
4		2.5			3			3	
5		2.5			3			3	

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

Alpine ES			
	13-14	14-15	15-16
Suspension rates	0.2%	0.7%	0.3%
Expulsion rates	0.0%	0.0%	0.0%
Alpine Union SD			
	13-14	14-15	15-16
Suspension rates	0.7%	0.5%	1.4%
Expulsion rates	0.0%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
Subject	Alpine ES			Alpine Union SD			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	45%	43%	52%	68%	62%	63%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	90	89	98.89%	51.69%	
Male	36	35	97.22%	51.43%	
Female	54	54	100.00%	51.85%	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	❖	❖	❖	❖	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	14	14	100.00%	28.57%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	67	66	98.51%	60.61%	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	31	31	100.00%	32.26%	
English learners	❖	❖	❖	❖	
Students with disabilities	12	12	100.00%	25.00%	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Alpine ES		Alpine Union SD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	41%	48%	40%	48%	44%	48%
Mathematics	37%	42%	36%	39%	33%	36%

❖ 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.

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy 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.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-5.

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 CAAs 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 and Mathematics - Grade 3

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 3				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	73	70	95.90%	51.40%
Male	26	25	96.20%	36.00%
Female	47	45	95.70%	60.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	14	14	100.00%	28.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	49	47	95.90%	61.70%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	25	25	100.00%	36.00%
English learners	❖	❖	❖	❖
Students with disabilities	11	10	90.90%	40.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 3				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	73	70	95.90%	61.40%
Male	26	25	96.20%	60.00%
Female	47	45	95.70%	62.20%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	14	14	100.00%	50.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	49	47	95.90%	63.80%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	25	25	100.00%	44.00%
English learners	❖	❖	❖	❖
Students with disabilities	11	10	90.90%	40.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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: English Language Arts and Mathematics - Grade 4

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 4				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	91	91	100.00%	47.30%
Male	39	39	100.00%	53.90%
Female	52	52	100.00%	42.30%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	18	18	100.00%	22.20%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	65	65	100.00%	55.40%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	37	37	100.00%	24.30%
English learners	❖	❖	❖	❖
Students with disabilities	12	12	100.00%	25.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 4				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	91	91	100.00%	44.00%
Male	39	39	100.00%	56.40%
Female	52	52	100.00%	34.60%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	18	18	100.00%	27.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	65	65	100.00%	49.20%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	37	37	100.00%	27.00%
English learners	❖	❖	❖	❖
Students with disabilities	12	12	100.00%	33.30%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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: English Language Arts and Mathematics - Grade 5

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 5				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	90	89	98.90%	47.20%
Male	36	35	97.20%	37.10%
Female	54	54	100.00%	53.70%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	14	14	100.00%	28.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	67	66	98.50%	54.60%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	31	31	100.00%	29.00%
English learners	❖	❖	❖	❖
Students with disabilities	12	12	100.00%	16.70%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 5				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	90	89	98.90%	23.60%
Male	36	35	97.20%	22.90%
Female	54	54	100.00%	24.10%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	14	14	100.00%	NULL
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	67	66	98.50%	31.80%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	31	31	100.00%	6.50%
English learners	❖	❖	❖	❖
Students with disabilities	12	12	100.00%	8.30%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2016-17 School Year
	Alpine ES	Alpine Union SD
Program Improvement status	In PI	In PI
First year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 1
Number of schools currently in Program Improvement		3
Percentage of schools currently in Program Improvement		100.00%

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 sixth-grade camp, transition, curriculum and staff development, student transportation, student testing, and computer support.

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		2016-17 School Year
Subject	Textbook	Adopted
Reading language arts	<i>Reading California</i> , Houghton Mifflin	2003
Reading language arts	<i>The Language of Literature</i> , McDougal Littell	2002
English language arts	<i>Into English</i> , Hampton-Brown	2003
English language arts	<i>Visions</i> , Heinle	2004
Mathematics	McGraw-Hill	2015
Mathematics	<i>Mathematics: Concepts and Skills</i> , McDougal Littell	2001
Science	Delta Education, FOSS	2007
Science	<i>Focus on Science California</i> , Glencoe/McGraw-Hill	2007
History/social science	<i>Scott Foresman History-Social Science for California</i> , Pearson	2006
History/social science	<i>History Alive!</i> , Teachers' Curriculum Institute	2008

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	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

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

Quality of Textbooks	
2016-17 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	
2016-17 School Year	
Data collection date	10/20/2016



School Facility Items Inspected

The tables show the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

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		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			9/2/2016
Date of the most recent completion of the inspection form			9/2/2016

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		2016-17 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Safety	Asphalt under playground equipment needs patching. Asphalt patched in November 2016.	
External	Sagging gutters. Gutters were repaired November 2016.	

School Facilities

Alpine Elementary School was first built in 1953 with seven classrooms. Over the past 55 years, 21 classrooms were added during various constructions. In 2003, the campus went through a modernization of most its classrooms, auditorium, library and office space. Because of the large number of classrooms, we use those that aren’t currently housing classes to support two computer labs, a copy room, two art docent rooms and an auditorium.

The overall condition of Alpine Elementary School is good. One day custodian cleans the school on a regular basis during school hours. The night custodial staff provides additional cleaning three to four times per week.

Consistent adult supervision keeps students safe on school grounds before, during and after school. Before school, three teachers, along with three additional supervisor and student safety patrol, monitor students throughout the campus. During school hours, procedures are in place to supervise students at all times by District employees. After-school teaching staff and student safety patrol monitor supervision.

School Safety

The school safety plan is updated annually to reflect changes in staff, building or procedures. The plan lists important information that can be a resource to school, sheriff and fire officials. The plan also contains various procedures to safely deal with any situation. We practice each of the procedures during the year. The school safety plan was reviewed and discussed with school faculty in October 2016.



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.

Percentage of Students Meeting Fitness Standards

2015-16 School Year

Grade 5

Four of six standards	22.50%
Five of six standards	15.70%
Six of six standards	43.80%



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.

Teacher Credential Information	Three-Year Data			
	Alpine Union SD	Alpine ES		
Teachers	16-17	14-15	15-16	16-17
With a full credential	92	16	15	14
Without a full credential	0	0	0	0
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		
	Alpine ES		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Alpine ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	◇	◇
Low-poverty schools in district	100.00%	0.00%

◇ Not applicable.

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.

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	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
Support Staff	FTE
Social/behavioral counselor	0.20
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.20
Psychologist	0.20
Social worker	0.00
Nurse	0.20
Speech/language/hearing specialist	0.50
Resource specialist (nonteaching)	1.00



Financial Data

The financial data displayed in this SARC is from the 2014-15 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.

District Salary Data		2014-15 Fiscal Year
	Alpine Union SD	Similar Sized District
Beginning teacher salary	\$37,521	\$44,507
Midrange teacher salary	\$57,697	\$68,910
Highest teacher salary	\$83,149	\$88,330
Average elementary school principal salary	\$93,774	\$111,481
Average middle school principal salary	\$99,896	\$115,435
Superintendent salary	\$147,500	\$169,821
Teacher salaries: percentage of budget	39%	39%
Administrative salaries: percentage of budget	5%	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		2014-15 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Alpine ES	\$2,923	\$70,932
Alpine Union SD	\$7,008	\$71,581
California	\$5,677	\$71,610
School and district: percentage difference	-58.3%	-0.9%
School and California: percentage difference	-48.5%	-0.9%

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	
2014-15 Fiscal Year	
Total expenditures per pupil	\$3,455
Expenditures per pupil from restricted sources	\$532
Expenditures per pupil from unrestricted sources	\$2,923
Annual average teacher salary	\$70,932

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://data1.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 2017.

School Accountability Report Card

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