

# Alpine Elementary School

CDS Code: 37-67967-6037519

1850 Alpine Boulevard Alpine, CA 91901-3898 • Phone: (619) 445-2625 • Grades: 1-5  
Denise Goulart, Principal • Email: dgoulart@alpineschools.net  
<https://sites.google.com/a/alpineschools.net/alpine-elementary-school>



## Principal's Message

Academically, AES presents a strong core program in reading, language arts and mathematics. All grades level their students for reading and literacy instruction one-and-a-half to two hours per day. Mathematics focuses on three areas: Conceptual Knowledge, Procedural Knowledge, and Application. Science and social science instruction is taught in thematic units across the curriculum. All grades use the SPARKS physical education curriculum for weekly P.E. instruction. Classroom music instruction is provided each week of the school year, and strong art docents assist all classes with art instruction.

AES strives to be a bully-free school. Students are taught leadership habits based on Dr. Covey's work. Daily principal messages and recognition, assemblies, and classroom character education based on The 7 Habits of Highly Effective People support the leadership academy model.

AES was first a K-8 school and reorganized in various arrangements of grades. In 1990, the third elementary school was completed, and AES became a K-5 program. Because enrollment had grown to the point of overcrowding, and another campus vacated with the completion of a new middle school, a kindergarten-only school was started to relieve overcrowding at the elementary schools. Since 2004, Alpine has continued to experience a decline in enrollment.

Alpine Elementary currently services 390 students in grades 1-5. We have 14 general-education classrooms and 16 credentialed teachers (14 general education, one resource, one Intervention). The campus was first established in 1953 and has had several additions over the years. Almost the entire campus was involved in a "modernization" remodel in 2004. The Alpine Elementary attendance area has traditional neighborhoods and open rural spaces. Most of the attendance area is offered free bussing to and from school. In 2012, Alpine Elementary was recognized as a California Distinguished School.

AES services most of the elementary students from the Viejas Reservation. AES has a Limited English Proficiency (LEP) population of about 8 percent and about 30 percent in regard to free or reduced lunch. The school climate is very safe and orderly with a learning atmosphere that challenges all levels of students. Parent involvement is high, and student performance has been high.

The mission statements were revised in the fall of 1995 and will provide a focus on the schools in developing their own individual programs that reflect their needs. The adopted mission statements are as follows:

- All students will become literate.
- Maximizing the talents and potential of each student will prepare them to be responsible, productive, educated and well-rounded leaders.
- Recognize and support the uniqueness of individuals (students, staff and the board).
- Provide a positive school environment which is safe and secure.
- Draw upon the community resources to enhance the educational program.
- Provide opportunities for students to be technologically literate.
- Provide a balanced program which incorporates visual and performing arts.
- Provide a consistent program of education and acknowledge those who participate, reward those students who give their best effort, and those staff and board members who excel.

AES is currently working on adopting Sean Covey's The Leader in Me and earning Lighthouse Status—a role-model school in leadership.

## 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.

## Alpine Union School District

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## Alpine USD Mission

The mission statement of the Alpine Union School District is the guiding principle by which we educate the children of the community:

As part of a dedicated, cohesive community, Alpine Union School District educates children to become responsible, productive citizens who are lifelong learners by providing an effective, high-quality and balanced education.



## Board of Trustees

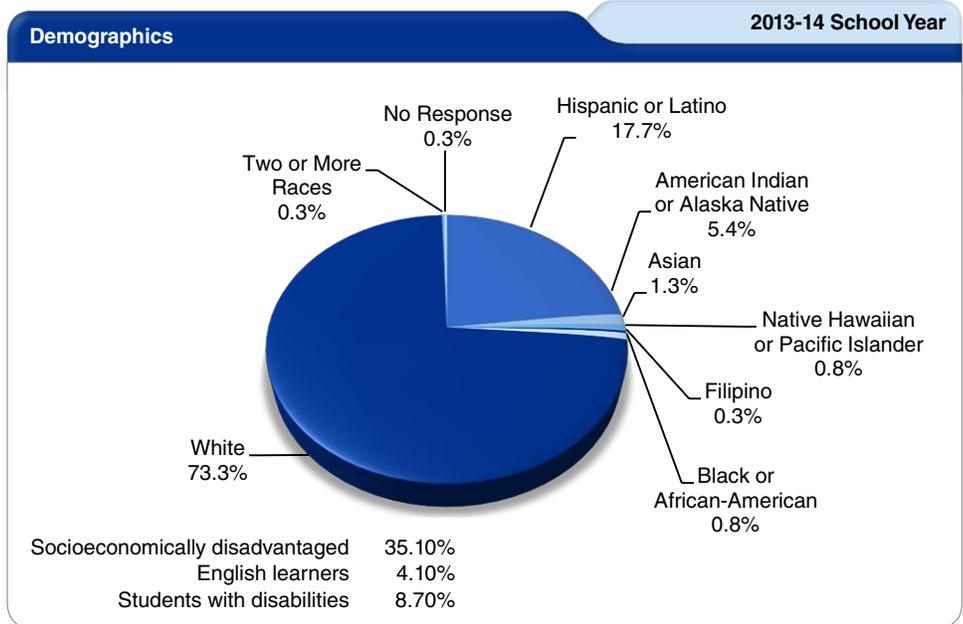
Glenn Dickie, President  
Joseph Perricone, Vice President  
Eric Wray, Clerk  
Dr. Tim Caruthers, Member  
Al Guerra, Member

## 2013-14 School Accountability Report Card — Published during the 2014-15 school year

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.

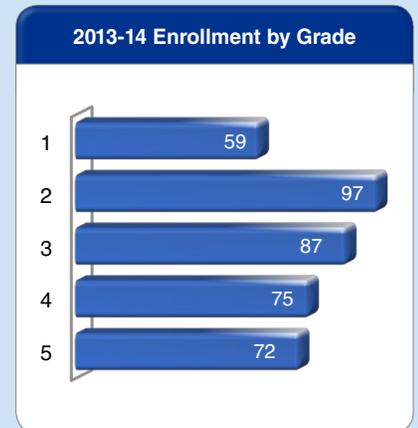
### Enrollment by Student Group

The total enrollment at the school was 390 students for the 2013-14 school year. The pie chart displays the percentage of students enrolled in each group.



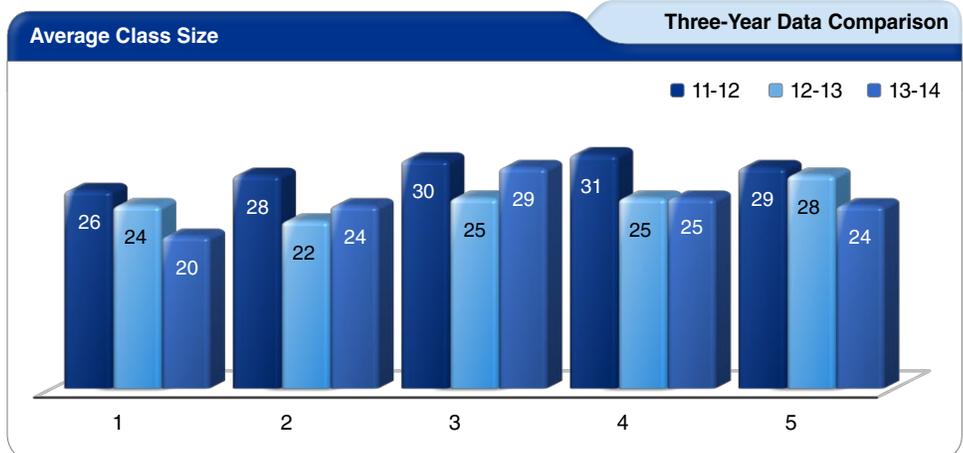
### Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 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.



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

Grade	2011-12			2012-13			2013-14		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
1		3		1	3		1	2	
2		3		2	2		1	3	
3		2		1	2			3	
4		3		1	2		1	2	
5		3		1	1	1	1	2	

### 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			
	11-12	12-13	13-14
Suspension rates	0.0%	0.0%	0.2%
Expulsion rates	0.0%	0.0%	0.0%
Alpine Union SD			
	11-12	12-13	13-14
Suspension rates	0.7%	0.0%	0.7%
Expulsion rates	0.0%	0.0%	0.0%
California			
	11-12	12-13	13-14
Suspension rates	5.7%	5.1%	4.4%
Expulsion rates	0.1%	0.1%	0.1%

### California Assessment of Student Performance and Progress Results: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Alpine ES			Alpine Union SD			California		
Subject	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	57%	47%	45%	73%	75%	70%	60%	59%	60%

### California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	Spring 2014 Results
Group	Science
All students in the district	70%
All students at the school	45%
Male	53%
Female	35%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	27%
Native Hawaiian or Pacific Islander	❖
White	51%
Two or more races	❖
Socioeconomically disadvantaged	31%
English learners	❖
Students with disabilities	27%
Students receiving Migrant Education services	❖

### Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts and mathematics. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Alpine ES			Alpine Union SD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English language arts	67%	68%	65%	69%	71%	67%	54%	56%	55%
Mathematics	73%	65%	63%	67%	64%	63%	49%	50%	50%

❖ Scores are not shown when the number of students tested is 10 or less, 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/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications, or the CMA with accommodations.

For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



### API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2011	2012	2013
<b>Statewide API Rank</b>	8	7	7
<b>Similar Schools API Rank</b>	7	5	4

### Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit [www.cde.ca.gov/ta/ac/ap](http://www.cde.ca.gov/ta/ac/ap) for the API information guide and [www.cde.ca.gov/ta/ac/ar/aprfaq.asp](http://www.cde.ca.gov/ta/ac/ar/aprfaq.asp) for information on the changes to API.

### API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

Group	2013 Growth API and Three-Year Data Comparison					
	2013 Growth API			Alpine ES – Actual API Change		
	Alpine ES	Alpine Union SD	California	10-11	11-12	12-13
<b>All students</b>	833	848	790	27	-19	-8
<b>Black or African-American</b>	❖	842	707	■	■	■
<b>American Indian or Alaska Native</b>	762	769	742	■	■	■
<b>Asian</b>	❖	920	906	■	■	■
<b>Filipino</b>	❖	869	867	■	■	■
<b>Hispanic or Latino</b>	753	788	743	23	-6	-51
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	773	■	■	■
<b>White</b>	864	867	852	20	-25	0
<b>Two or more races</b>	❖	❖	845	■	■	■
<b>Socioeconomically disadvantaged</b>	763	784	742	59	-26	-30
<b>English learners</b>	621	726	717	■	■	■
<b>Students with disabilities</b>	648	666	616	■	■	■

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

■ Data are reported only for numerically significant groups.

### Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Adequate Yearly Progress Criteria	2013-14 School Year	
	Alpine ES	Alpine Union SD
<b>Met overall AYP</b>	**	**
<b>Met participation rate</b>		
English language arts	**	**
Mathematics	**	**
<b>Met percent proficient</b>		
English language arts	**	**
Mathematics	**	**
<b>Met graduation rate</b>	×	×

### Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent 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.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program	2014-15 School Year	
	Alpine ES	Alpine Union SD
<b>Program Improvement status</b>	In PI	In PI
<b>First year of Program Improvement</b>	2013-2014	2013-2014
<b>Year in Program Improvement*</b>	Year 1	Year 1
<b>Number of schools identified for Program Improvement</b>		3
<b>Percent of schools identified for Program Improvement</b>		100.00%

\*\* For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive an AYP Report. Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013-14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

× Not applicable. The graduation rate for AYP criteria applies to high schools.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

◇ Not applicable.



### 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).

Percentage of Students Meeting Fitness Standards	
2013-14 School Year	
Grade 5	
<b>Four of six standards</b>	23.60%
<b>Five of six standards</b>	19.40%
<b>Six of six standards</b>	15.30%

## 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		2014-15 School Year
Subject	Textbook	Adopted
Reading language arts	Reading California, 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	Houghton Mifflin Mathematics	2002
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

## Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data		2014-15 School Year
Data Collection Date		09/2014

## 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-serve 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.

## Parental Involvement

Parent involvement at Alpine Elementary is very high, including for the occasional field trip, class party, weekly volunteering in the classroom, 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 Parent Teacher Association 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 Denise Goulart at (619) 445-2625.

✧ 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	
2014-15 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	✧
Health	✧

## Quality of Textbooks

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

Quality of Textbooks	
2014-15 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
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

## 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 2014.

### School Facility Items Inspected

The table shows 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 and vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks/drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural damage, 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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2014-15 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			12/17/2014
Date of the most recent completion of the inspection form			12/17/2014

### 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 Common Core 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 and peer-led 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 Comparison		
	2012-13	2013-14	2014-15
Alpine ES	0 days	2 days	2 days

### 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 a computer lab, copy room, art docent room, music and science rooms.

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

The maintenance staff routinely tour campuses to identify areas of need. Additionally, principals and custodians regularly speak with the maintenance crew about potential issues. Lastly, the superintendent, director of maintenance and operations walk through the campuses on a quarterly basis.

Consistent adult supervision keeps students safe on school grounds before, during and after school. Before school, teachers, along with one 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 Safety Patrol monitor supervision.



### 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 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.

### 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 Comparison			
	Alpine Union SD	Alpine ES		
Teachers	14-15	12-13	13-14	14-15
With full credential	85	16	20	16
Without full credential	0	0	0	0
Teaching outside subject area of competence	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 total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Alpine ES		
Teachers	12-13	13-14	14-15
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

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2013-14 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers	2013-14 School Year	
	Percent 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	96.12%	3.88%
High-poverty schools in district	✧	✧
Low-poverty schools in district	96.12%	3.88%

✧ Not applicable.

### 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	
2013-14 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Ratio of students per academic counselor	✧
Support Staff	FTE
Social/behavioral or career development counselors	0.1
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.2
Psychologist	0.2
Social worker	0.0
Nurse	0.2
Speech/language/hearing specialist	0.6
Resource specialist (non-teaching)	0.0



## Financial Data

The financial data displayed in this SARC is from the 2012-13 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 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.

District Salary Data	2012-13 Fiscal Year	
	Alpine Union SD	Similar Sized District
Beginning teacher salary	\$36,998	\$41,535
Midrange teacher salary	\$56,893	\$64,101
Highest teacher salary	\$81,990	\$82,044
Average elementary school principal salary	\$93,759	\$104,336
Average middle school principal salary	\$106,125	\$107,911
Superintendent salary	\$146,478	\$155,309
Teacher salaries — percent of budget	42%	41%
Administrative salaries — percent of budget	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	2012-13 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Alpine ES	\$4,265	\$70,593
Alpine Union SD	\$4,778	\$68,948
California	\$4,690	\$67,289
School and district — percent difference	-10.7%	+2.4%
School and California — percent difference	-9.1%	+4.9%

## AES Mission and Vision

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.

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.

## 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	
2012-13 Fiscal Year	
Total expenditures per pupil	\$4,735
Expenditures per pupil from restricted sources	\$470
Expenditures per pupil from unrestricted sources	\$4,265
Annual average teacher salary	\$70,593

## 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.

## Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

### Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Conditions of Learning</b>	
<b>State Priority: Basic</b>	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

### Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Pupil Outcomes</b>	
<b>State Priority: Pupil Achievements</b>	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
<b>State Priority: Other Pupil Outcomes</b>	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. <sup>1</sup> EC § 52060 (d)(8)	

### Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Engagement</b>	
<b>State Priority: Parent Involvement</b>	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
<b>State Priority: Pupil Engagement</b>	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
<b>State Priority: School Climate</b>	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents, and teachers on the sense of safety and school connectedness. <sup>2</sup> EC § 52060 (d)(6)(C)	

**Note:** State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit <http://www.cde.ca.gov/fg/aa/lc/lcffaqa.asp>.

<sup>1</sup> English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

<sup>2</sup> School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.