Alpine Elementary School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
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.
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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Alpine Elementary School
Street	8244 East Pearblossom Hwy.
City, State, Zip	Littlerock, CA 93543-3042
Phone Number	(661) 944-3221
Principal	Edmund Barker
Email Address	ebarker@keppel.k12.ca.us
School Website	https://www.keppelunion.org/o/alpine
County-District-School (CDS) Code	19646426014591

2023-24 District Contact Information

District Name	Keppel Union School District
Phone Number	(661) 944-2155
Superintendent	Priya Darbari
Email Address	Pdarbari@keppel.k12.ca.us
District Website	www.keppelunion.org

2023-24 School Description and Mission Statement

• Alpine Elementary School has 530 students in grades Preschool through 8th grade.
• Leader in Me school- Students learn the 7 Habits (Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand Then to Be Understood, Synergize, and Sharpen the Saw).
• Positive Behavior and Support (PBIS)- Alpine is focused on building positive school culture and community. Students learn to be PAWsome by Promoting responsibility, Acting respectfully, and Working and playing safely.
• Alpine is the cornerstone of the Littlerock community and a place where families can send their children to receive a top-notch education, unwavering support, and unconditional love.
• The mission of Alpine Elementary is to provide for the academic and social needs of every child and to develop individuals who will become fully functioning members of our democratic society.
• Alpine has set a goal of having all students read, write and compute at their respective grade levels (using the Common Core State Standards).
• With the support of parents and the community, Alpine is committed to increasing student achievement and nurturing their socio-emotional needs.

(For more information on the Common Core State Standards, please visit the California State Department of Education website at http://www.cde.ca.gov/re/cc/.)
Contact the principal, Mr. Barker, at ebarker@keppel.k12.ca.us or (661) 944-3221 ext. 1141 (office) if you would like more information about Alpine Elementary.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	53
Grade 2	72
Grade 3	79
Grade 4	63
Grade 5	45
Grade 6	45
Grade 7	39
Grade 8	48
Total Enrollment	513

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7%
Male	50.3%
Black or African American	4.1%
Hispanic or Latino	87.9%
Two or More Races	0.6%
White	7.4%
English Learners	38.6%
Foster Youth	1.4%
Homeless	0.4%
Socioeconomically Disadvantaged	86.2%
Students with Disabilities	12.3%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

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)	22.00	91.67	121.30	91.05	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.17	4.00	3.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.17	3.00	2.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.90	2.95	12115.80	4.41
Unknown	0.00	0.00	1.00	0.75	18854.30	6.86
Total Teaching Positions	24.00	100.00	133.20	100.00	274759.10	100.00

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

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)	19.20	85.14	141.40	89.65	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	8.85	4.00	2.54	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	6.02	8.60	5.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.40	2.19	11953.10	4.28
Unknown	0.00	0.00	0.20	0.16	15831.90	5.67
Total Teaching Positions	22.60	100.00	157.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	1.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	12.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students, including English Language Learners, were provided state adopted and standards aligned textbooks and/or instructional materials. The textbooks used are Grade TK- Big Day for PreK; ; Grades K-5 – Reach for Reading by	Yes	0.0

	National Geographic. Adoption Date: 2017 Amplify Program for Grades 6-8 was adopted in December 2017. 4-8th grade ELD students are using English 3D from Houghton Mifflin Harcourt (HMH). Adopted 2023.		
Mathematics	All students, including English Language Learners, were provided state-adopted and standards- aligned textbooks and/or instructional materials. The textbooks used are: Go Math by Houghton Mifflin Harcourt for Grades K-8. K and 3rd adoption occurred in 2018 and Grades 1st, 2nd, 4th -8th in 2014.	Yes	0.0
Science	All students, including English Language Learners, were provided stated adopted and standards aligned textbooks and/or instructional materials. The textbooks used in grades K-8 are SAVVAS Elevate Science. The adoption date was 2022	Yes	0.0
History-Social Science	All students, including English Language Learners, were provided stated adopted and standards aligned textbooks and/or instructional materials. K-2 uses Studies Weekly. 3-8th grade uses Impact California Social Studies from McGraw Hill. Both were adopted in 2023.	Yes	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

School Facility Conditions and Planned Improvements

Alpine has one (1) day custodian, two (2) evening custodians, and one (1) groundskeeper. Restrooms are cleaned daily as are the kindergarten classrooms and the nurse's office. All offices and classrooms are cleaned every day they are used. Carpets are cleaned routinely and by special request. Preventative maintenance and additional services are performed by work order request.

Alpine School was inspected by the Los Angeles County Office of Education as of November 8, 2022. Alpine received a School Rating of FAIR as determined by an average percentage of 8 categories above 85.46%

Year and month of the most recent FIT report	November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed.
Interior: Interior Surfaces	X			Classroom 23- Stained Ceiling Tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Classroom 9- Unsecured items stored too high
Electrical	X			Classroom 22- Lighting fixture or bulbs are not working or missing.

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		No repairs needed.
Safety: Fire Safety, Hazardous Materials	X		No repairs needed.
Structural: Structural Damage, Roofs	X		Classroom 29- Damage to stairway or ramp; Classroom 9- Deteriorating breezeway outside.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		No repairs needed.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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).

College and Career Ready
The percentage of students 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated 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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	21	19	30	31	47	46
Mathematics (grades 3-8 and 11)	13	15	19	20	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	335	334	99.70	0.30	18.86
Female	160	159	99.38	0.62	17.61
Male	175	175	100.00	0.00	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	14	14	100.00	0.00	21.43
Filipino	0	0	0	0	0
Hispanic or Latino	298	297	99.66	0.34	17.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	35.00
English Learners	133	132	99.25	0.75	4.55
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	300	299	99.67	0.33	18.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	44	100.00	0.00	2.27

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	335	334	99.70	0.30	15.27
Female	160	159	99.38	0.62	12.58
Male	175	175	100.00	0.00	17.71
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	14	14	100.00	0.00	7.14
Filipino	0	0	0	0	0
Hispanic or Latino	298	297	99.66	0.34	15.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	15.00
English Learners	133	132	99.25	0.75	6.82
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	300	299	99.67	0.33	14.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	44	100.00	0.00	6.82

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	8.85	6.32	12.67	13.65	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	95	98.96	1.04	6.32
Female	44	43	97.73	2.27	4.65
Male	52	52	100.00	0.00	7.69
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	87	86	98.85	1.15	4.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	30	29	96.67	3.33	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	86	98.85	1.15	5.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

- Alpine families are encouraged to get involved by joining School Site Council (SSC), English Learner Advisory Council (ELAC), and Parent Teacher Organization (PTO).
- Staff also provides parents an explanation of the curriculum used at school during Back to School Night, Open House, and Parent-Teacher Conferences.
- Alpine utilizes Parent Square, Class Dojo, Thrillshare, and the school website to communicate with Alpine families to keep them up to date on all school events like Fall Festival, Awards Assemblies, Winter Program, etc.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	612	584	228	39.0
Female	298	283	108	38.2
Male	314	301	120	39.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	25	25	9	36.0
Filipino	1	1	0	0.0
Hispanic or Latino	541	514	202	39.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	1	33.3
White	42	41	16	39.0
English Learners	237	223	89	39.9
Foster Youth	16	11	2	18.2
Homeless	4	3	2	66.7
Socioeconomically Disadvantaged	547	523	207	39.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	82	80	33	41.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	8.52	6.70	0.00	4.77	4.41	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.7	0
Female	1.34	0
Male	11.78	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	20	0
Filipino	0	0
Hispanic or Latino	6.1	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	7.14	0
English Learners	5.91	0
Foster Youth	12.5	0
Homeless	0	0
Socioeconomically Disadvantaged	6.4	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.98	0

2023-24 School Safety Plan

* Safety plan is reviewed and updated annually.
* Alpine Elementary has strong campus security.
*Gates remain locked during the day.
*Parents and visitors must check in at the office
*District and school safety committees inspect the campus on a regular basis.
* Emergency drills are held monthly.
* Positive Behavior Intervention Systems (PBIS) have been implemented.
* School safety is discussed monthly at the following meetings:
*School Site Council
*PBIS Team
*ELAC
*Staff Meetings

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		2	
1	24		3	
2	23		3	
3	19	3		
4	27		3	
5	24		2	
6	30		2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	21	1	2	
2	23		3	
3	24		3	
4	32		2	
5	24		2	
6	25		2	
Other	9	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	513

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	2.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4,799	206	4,593	74,028
District	N/A	N/A	6,131	$79,395
Percent Difference - School Site and District	N/A	N/A	-28.7	-5.2
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	-35.8	-13.3

Fiscal Year 2022-23 Types of Services Funded

Tutoring- Alpine Elementary offers before and after school tutoring for its students.
Positive Behavior Intervention and Supports (PBIS) Rewards-PBIS Rewards is a program where students can earn PBIS Rewards points for positive behavior. Students can earn points from all staff members. Students redeem these points at the school store.
iReady- All students take the iReady Diagnostic three times a year. Staff uses the iReady Diagnostic data to differentiate instruction to meet the students' needs. Students who have greater needs are referred to the intervention teacher for remediation.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$45,629	$54,046
Mid-Range Teacher Salary	$82,240	$84,515
Highest Teacher Salary	$104,851	$110,867
Average Principal Salary (Elementary)	$126,734	$136,841
Average Principal Salary (Middle)	$0	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$191,360	$217,473
Percent of Budget for Teacher Salaries	27.52%	32.43%
Percent of Budget for Administrative Salaries	4.89%	5.62%

Professional Development

Keppel Union School District sets aside four days for professional development for staff. Classified staff also participate in the training. In addition, throughout the year, teachers meet in grade level meetings to review data, calibrate key standards, and review pedagogical trends to enhance their teaching. Keppel Union has also adopted an early release Wednesday schedule, which allows teachers to collaborate and receive professional development.

The Teacher Support Program provides continual professional development and ongoing support for teachers (mentees) in the Induction Program. Mentees attend regular seminars built around the California Standards for the Teaching Profession. This Professional Development includes content on classroom management, engagement, assessment, effective learning environments, and instructional planning. This Professional Development is designed to address both just in time solutions to support immediate mentee needs and long term growth outcomes. An Individual Learning Plan is used to record goals and track progress toward goal completion. The Induction Coordinator meets with Mentees periodically to discuss program progress and needed support and also conducts regular observations, providing same day feedback. Mentors meet periodically with the Induction Coordinator for ongoing training in mentoring best practices and Adult Learning Theory.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4 days	4 days	4d