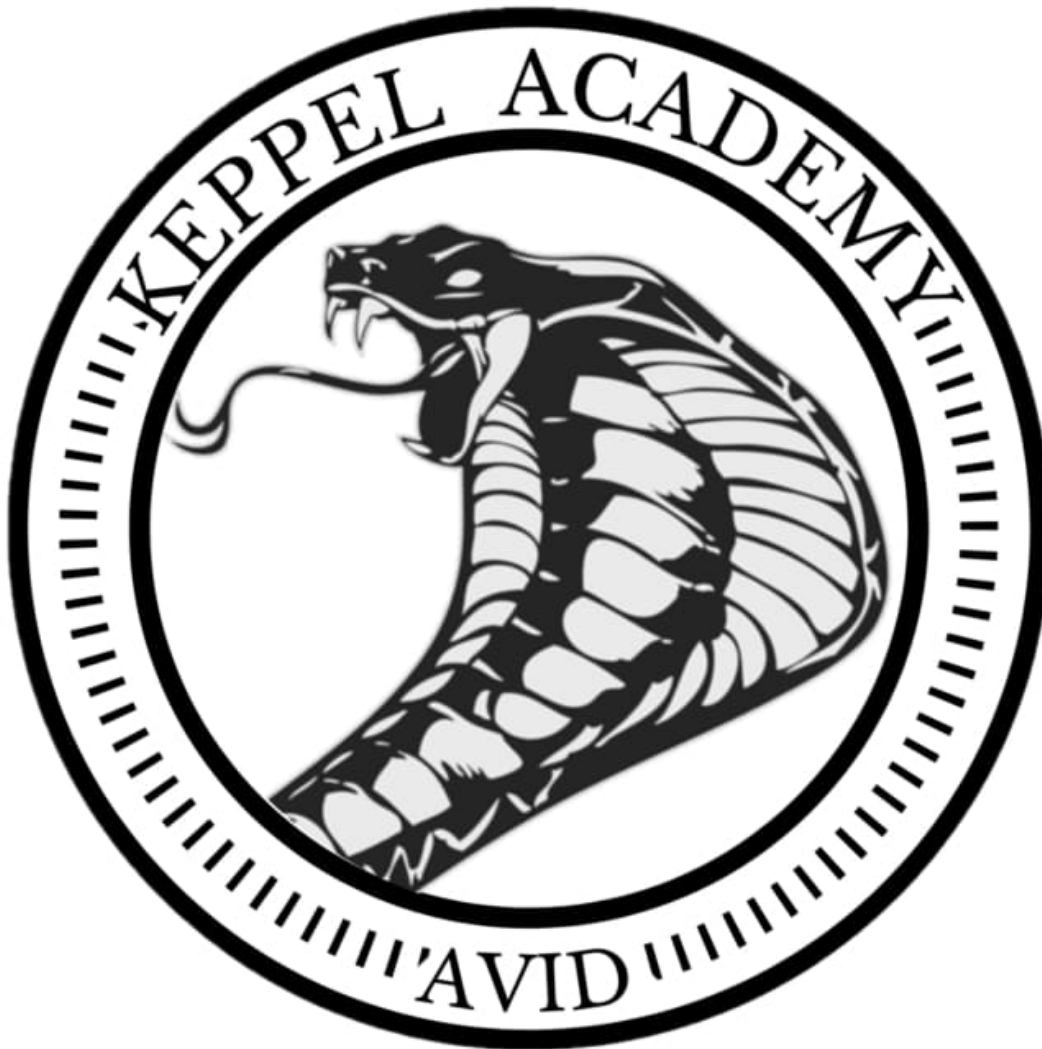


Keppel Academy

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	Keppel Academy
Street	9330 East Avenue U
City, State, Zip	Littlerock, Ca, 93543
Phone Number	661-944-2152
Principal	Katrena Crawford
Email Address	krcrawford@keppel.k12.ca.us
School Website	https://www.keppelunion.org/pf4/cms2/view_page?d=x&group_id=1537427843176&vdi
County-District-School (CDS) Code	19646426014583

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Thank you for taking the time to learn about Keppel Academy through our SARC report. As a staff, we are very much committed to having open communication with the community. If there is any information in this report you have further questions about, please do not hesitate to contact the school.

Sincerely,

Katrena Crawford, Principal

- * Keppel Academy opened in 2010.
- * Serves grades 5-8.
- * Approximately 220 students.
- * We are a mostly rural community.
- * Serving Pearblossom, Littlerock, Llano, Lake Los Angeles, and Sun Village.
- * All students participate in Achievement Via Individual Determination (AVID).
- * AVID helps develop college and career readiness.
- * All students participate in our Agricultural Program.
- * After-school and lunchtime clubs are available.
- * Clubs include Anime, Journalism, Soccer, and Coding.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	43
Grade 6	61
Grade 7	61
Grade 8	68
Total Enrollment	233

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	58.4%
Male	41.6%
Black or African American	3%
Hispanic or Latino	77.7%
Two or More Races	0.9%
White	18.5%
English Learners	14.2%
Foster Youth	0.4%
Socioeconomically Disadvantaged	70.4%
Students with Disabilities	6%

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)	8.00	100.00	121.30	91.05	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	3.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	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	8.00	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)	8.00	87.34	141.40	89.65	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	2.54	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	12.66	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	9.10	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	0.00	0.00
Misassignments	0.00	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.10

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)	0	10

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		October 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. Grade 5 – Reach for Reading by National Geographic. Adoption Date: 2017	Yes	0.0

	Amplify Program for Grades 6-8 was adopted in December 2017. Amplify included designated ELD for all English Learners from 6th – 8th grades.		
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 5-8. Grades 5th -8th were adopted 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 5-8 Savvas. 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. The textbooks that are used for grades 3 through 8 are McGraw Hill IMPACT California Social Studies.	Yes	0.0
Foreign Language	N/A		0.0
Health	All students, including English Language Learners, were provided stated adopted and standards-aligned textbooks and/or instructional materials. 5th – 6th grades use the Health and Wellness series by MacMillan/McGraw Hill Publishing and “Decisions for Health” by Holt, Rinehart, and Winston are used in the 7th and 8th grades. The adoption date was 2005.	Yes	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

- * Students and staff work together and are proud of their campus.
- * Regular maintenance occurs on campus.
- * School staff supervises students.
- * Recreational Aides assist with resolving disputes and supervising the students.
- * Keppel Academy is maintained in a manner that assures that it is clean, safe, and functional.

- * Keppel Academy has one (1) day custodian, one (1) evening custodian, and one (1) groundskeeper.
- * All classrooms, offices, and restrooms are cleaned daily.
- * Carpets are cleaned routinely and by special request.
- * Preventative maintenance and additional services are performed by work order request.

- * Keppel Academy was inspected by personnel of our Maintenance and Operations Department in December 2022.
- * The Los Angeles County Office of Education Facility Inspection Tool (FIT) was used for the inspection.
- * Keppel Academy received an average percentage of 100% and a school rating of "Good" for 8 categories.

Year and month of the most recent FIT report

December 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.

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X		No repairs needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		No repairs needed.
Electrical	X		No repairs needed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		No repairs needed.
Safety: Fire Safety, Hazardous Materials	X		No repairs needed.
Structural: Structural Damage, Roofs	X		No repairs needed.
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)	51	49	30	31	47	46
Mathematics (grades 3-8 and 11)	20	20	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	224	224	100.00	0.00	48.66
Female	130	130	100.00	0.00	54.62
Male	94	94	100.00	0.00	40.43
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	178	178	100.00	0.00	47.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	38	38	100.00	0.00	57.89
English Learners	32	32	100.00	0.00	15.63
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	173	173	100.00	0.00	45.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	9.09

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	224	224	100.00	0.00	20.09
Female	130	130	100.00	0.00	17.69
Male	94	94	100.00	0.00	23.40
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	178	178	100.00	0.00	18.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	38	38	100.00	0.00	28.95
English Learners	32	32	100.00	0.00	3.13
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	173	173	100.00	0.00	16.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	9.09

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)	20.37	25.23	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	108	107	99.07	0.93	25.23
Female	64	63	98.44	1.56	22.22
Male	44	44	100.00	0.00	29.55
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	85	84	98.82	1.18	22.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	43.75
English Learners	12	11	91.67	8.33	9.09
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	82	98.80	1.20	23.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	98	100	98	98	98
Grade 7	98	88	100	68	66

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

- * Contact Person: Noemi Hernandez Contact Number: 661-944-2152
- * Organized Opportunities:
 - * School Site Council (SSC)
 - * Assist the principal in the use of federal categorical funds.
 - * Provide input on the school's instructional program.
 - * English Learners Advisory Council (ELAC)
 - * Advise the principal on any matters related to the instruction of English Learners.
 - * Parent Teacher Organization (PTO)
 - * A booster organization that raises funds to support the students and school.
- * Meeting dates for the 2022-2023 school year are:
 - * PTO – 2nd Monday of every month. Meetings are held in person from 3:00 to 4:00 pm.
 - * SSC – 3rd Thursday of every month. Meetings are held in hybrid form from 2:45 to 3:45 pm.
 - * ELAC – 3rd Wednesday of every month. Meetings are held in hybrid form from 9:00 to 10:00 am.
- * Dates and times are posted:
 - * Online calendar located
 - * School website
 - * Parent Square
 - * Peach Jar
 - * Ed Connect
- * We offer Back to School Night and Open House each year, these are being held virtually.
- * Parents are also highly encouraged to participate in district-directed programs such as DELAC.

2023-24 Opportunities for Parental Involvement

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	252	250	63	25.2
Female	147	146	41	28.1
Male	105	104	22	21.2
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	7	7	2	28.6
Filipino	0	0	0	0.0
Hispanic or Latino	199	197	46	23.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	2	100.0
White	44	44	13	29.5
English Learners	41	40	11	27.5
Foster Youth	2	2	1	50.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	198	196	49	25.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	16	15	3	20.0

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	2.94	7.54	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	7.54	0
Female	4.08	0
Male	12.38	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	7.54	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	6.82	0
English Learners	7.32	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	7.07	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.25	0

2023-24 School Safety Plan

- * A safety plan is reviewed and updated annually.
- * Keppel Academy practices 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

2023-24 School Safety Plan

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

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	233

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	
Resource Specialist (non-teaching)	
Other	1.3

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	5,860	101	5,759	76,079
District	N/A	N/A	6,131	\$79,395
Percent Difference - School Site and District	N/A	N/A	-6.3	-2.5
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-13.5	-10.6

Fiscal Year 2022-23 Types of Services Funded

Programs that are being funded by our school site include:

- * PBIS
- * Blookit
- * Formative
- * Advancement Via Individual Determination (AVID)

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

* District Level Professional Development:

- * Two days at the beginning of the school year.
- * Two days throughout the school year.

* Teacher Support Program

- * Provides professional development (P.D.) and ongoing support for new teachers.
- * P.D. and support are designed around the California Standards for Teaching Profession.
- * Teachers at Keppel Academy also participate in annual AVID training.
- * Training is offered at the site level through our county-level consultant and by teachers attending The AVID Summer Institute training.

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	8 days	