# SARC

School Accountability Report Card 2018-19
Published in 2019-20
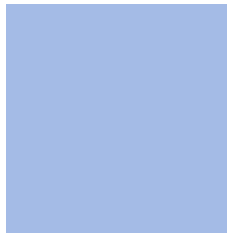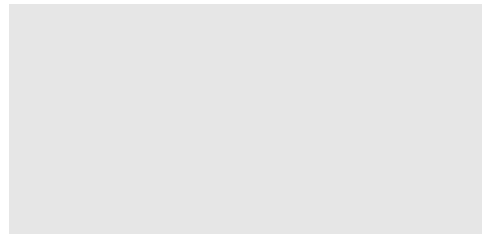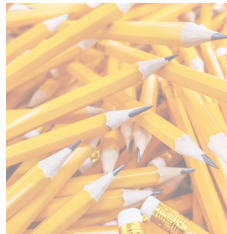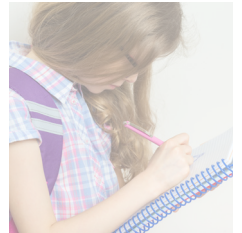
# Community Collaborative Virtual - Keppel Partnership Academy

Grades K-12
CDS Code 19-64642-0136127

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Independent charter authorized by Keppel Union School District
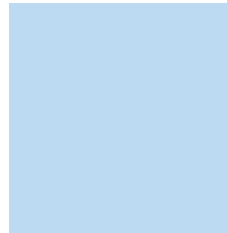
## Executive Director's Message

Community Collaborative Virtual (CCVS)-Keppel Partnership Academy serves students in TK-12 in Los Angeles County, Ventura, Kern, San Bernardino, and Orange. In collaboration with parents, teachers, students and the school's leadership team, we cultivate lifelong learners by recognizing students' and parents' needs for educational options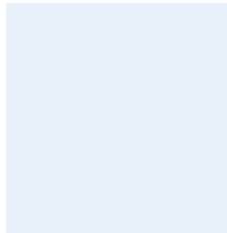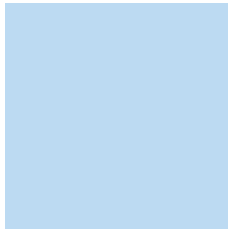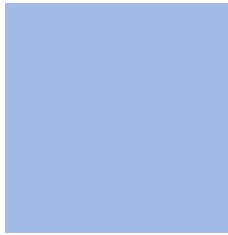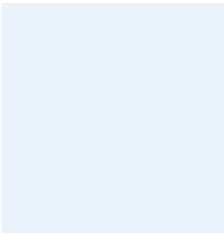. We balance flexibility with accountability and high academic excellence for families seeking a nontraditional, personalized educational experience. We understand the need for partnership in order for students to attain their personal academic goals.

**Areas of Vision:**

**PERSONALIZATION:** We will provide an educational experience of personalized learning and academic choice, within the state guidelines. Our learning model will afford families the peace of mind that they are participating in a program that will keep their students on track for learning, regardless of the school they attend.

**SUPPORT:** Our priority is to support individualized student learning by collaborating with the parent educator and the student. We will utilize staff strengths, professional development opportunities and community resources to support our students in their journey to become lifelong learners and reach academic excellence.

**ACCOUNTABILITY:** We are committed to maintaining sustainability through academic, fiscal and legal accountability. We will meet the criteria necessary to achieve renewal, ensure audit compliance annually, and continue compliance with legal regulations governing our school.

**GROWTH:** We are strongly committed to serving our community which will establish us as a leader in the independent study model. We will set ourselves apart through expertise, parent support and high academic achievement which will benefit our stakeholders.

**Awards and Recognition**

We have earned Western Association of Schools and Colleges (WASC) accreditation and are members of the National Honor Society.

**Independent Study**

Our independent study program provides a flexible, personalized learning environment where teachers and parents partner together and collaborate to ensure the success of each student.

We believe that educational success depends on positive student engagement and high levels of interaction with subject matter content, highly qualified and effective credentialed teachers, community vendors and fellow learners. We apply this philosophy by providing focused academic support from professional educators in collaboration with parental guidance and instruction. As a result, our students receive the benefits of freely scheduled, flexibly paced and individually targeted instruction.

**Accomplishments for the 2018-19 School Year**

The independent study program focused on improved professional development and providing teacher and parent training tools. In-person trainings and webinars were held to support both parent and teacher training. The goal was to foster a safe learning environment where students come to monthly meetings prepared and teachers monitor and support progress throughout the learning period. The Intervention and SST department improved support for at risk students.

**Goals for the 2019-20 School Year**

For the upcoming school year, the goal is to foster relationships amongst parents and students in small regional community groups. The use of field trips and personalized learning opportunities will be increased to support students' academic and personal passions.

We also continue to expand our course offerings by offering three Career Technical Education (CTE) pathways with intro and concentrator courses. We are developing the capstone courses so we will have CTE pathway completers beginning in 2020.

## Core Values

- Student-Centered: Our fundamental value is to provide a student-centered academic program. We ensure our parents and students are supported so that they are able to meet their educational goals.
- Accountability: We build trust with stakeholders by staying compliant with state and federal regulations and operating with integrity and transparency.
- Service: We value relationships and understand that we are here to provide a high level of service to our community, students, parents, and one another.
- Growth Mindset: We focus on working hard, learning continuously, and pushing ourselves to reach new heights. We stay current on best practices, educational trends and strive to offer innovative and engaging opportunities for our students.
- Standard of Excellence: We strive for a standard of excellence in all that we do. We equip students and staff with the necessary tools, resources, and support to help them achieve their full potential.
- Personalization: We personalize each student's educational plan and experience by tailoring curriculum and instructional strategies to maximize academic growth.

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## School Mission Statement

CCVS-Keppel Partnership Academy, in collaboration with parents, teachers, students and the school's leadership team, cultivates lifelong learners by recognizing students' and parents' needs for educational options. We balance flexibility with accountability and high academic excellence for families seeking a nontraditional, personalized educational experience and understand the need for partnership in order for students to attain their personal academic goals.
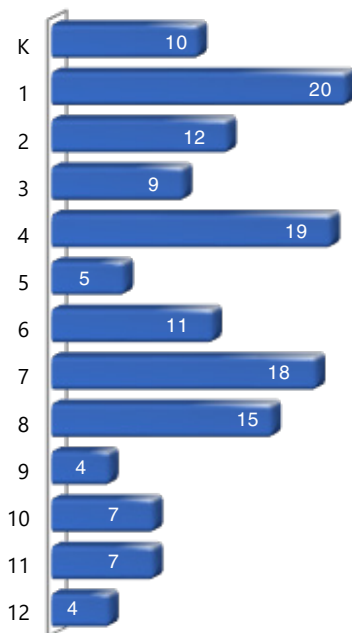
## Governing Board

William Hall, President

Michael Humphrey, Vice President

Susan Houle, Clerk

Steve Fraire, Member

David Franklin, Member

Ruben Zepeda III, Non-Voting Member

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

### 2018-19 Enrollment by Grade

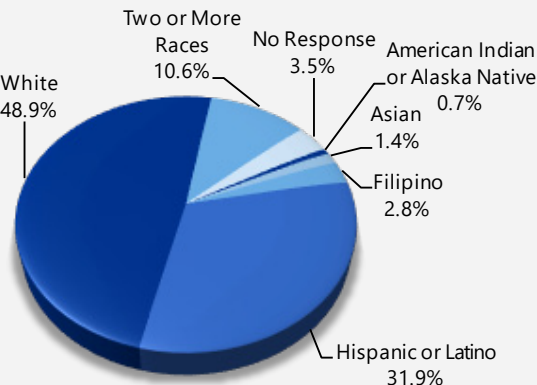| Grade | Students |
|---|---|
| K | 10 |
| 1 | 20 |
| 2 | 12 |
| 3 | 9 |
| 4 | 19 |
| 5 | 5 |
| 6 | 11 |
| 7 | 18 |
| 8 | 15 |
| 9 | 4 |
| 10 | 7 |
| 11 | 7 |
| 12 | 4 |

## Enrollment by Student Group

The total enrollment at the school was 141 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics — 2018-19 School Year



Two or More Races 10.6%
No Response 3.5%
American Indian or Alaska Native 0.7%
Asian 1.4%
Filipino 2.8%
White 48.9%
Hispanic or Latino 31.9%

| | 2018-19 School Year |
|---|---|
| Socioeconomically disadvantaged | 24.80% |
| English learners | 1.40% |
| Students with disabilities | 7.80% |
| Foster youth | 0.00% |
| Homeless | 0.00% |

## Parental Involvement

We have a parent advisory council that meets several times a year to provide input on the operations of our school. Additionally, our parents serve as day-to-day teachers and are highly involved in the personalized learning plan of the students in our schools. They decide what learning philosophy to follow, and with the support of their credentialed teacher, select curriculum and classes to best support their individual needs.

For more information on how to become involved at the school, please contact Stephanie Gormarko, parent coordinator, at SGomarko@sageoak.education.

## School Safety

The school safety plan was last reviewed and updated with staff in March 2020. The safety plan may be viewed on request.

The school safety plan ensures Emergency Preparedness at learning period meetings, test sites, field trips, staff meetings and at the school office. It also encompasses required trainings and school expectations in regards to a mandated reporter, sexual harassment, bloodborne pathogens and active shooter. The expectations of conduct for students/parents/guardians/staff, bullying and hate crime reporting are also included.

## 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.

### Suspensions and Expulsions — Three-Year Data

| | Keppel Partnership | | | Keppel Union SD | | | California | | |
|---|---|---|---|---|---|---|---|---|---|
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Suspension rates | ¤ | 0.00% | 0.00% | 2.7% | 2.5% | 3.3% | 3.6% | 3.5% | 3.5% |
| Expulsion rates | ¤ | 0.00% | 0.00% | 0.0% | 0.1% | 0.0% | 0.1% | 0.1% | 0.1% |

¤ The school's first year of operation was 2017-18. Therefore, no data is available.

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

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

| Percentage of Students Scoring at Proficient or Advanced | | | | | Two-Year Data | |
|---|---|---|---|---|---|---|
| | Keppel Partnership | | Keppel Union SD | | California | |
| Subject | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Science | ✧ | ✧ | ✧ | ✧ | ✧ | ✧ |

## CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

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

| Percentage of Students Meeting or Exceeding State Standards | | | | | Two-Year Data | |
|---|---|---|---|---|---|---|
| | Keppel Partnership | | Keppel Union SD | | California | |
| Subject | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| English language arts/literacy | 44% | 49% | 33% | 34% | 50% | 51% |
| Mathematics | 24% | 31% | 25% | 23% | 38% | 40% |

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

| California Physical Fitness Test | 2018-19 School Year | | |
|---|---|---|---|
| Percentage of Students Meeting Fitness Standards | Keppel Partnership | | |
| | Grade 5 | Grade 7 | Grade 9 |
| Four of six standards | ❖ | 22.2% | ❖ |
| Five of six standards | ❖ | 33.3% | ❖ |
| Six of six standards | ❖ | 22.2% | ❖ |

✧ Not applicable.

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

## California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

## CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8 and 11.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Results by Student Group: English Language Arts (grades 3-8 and 11)

| Percentage of Students Meeting or Exceeding State Standards | | | | | 2018-19 School Year |
|---|---|---|---|---|---|

**English Language Arts**

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
|---|---|---|---|---|---|
| **All students** | 79 | 79 | 100.00% | 0.00% | 49.37% |
| **Male** | 42 | 42 | 100.00% | 0.00% | 42.86% |
| **Female** | 37 | 37 | 100.00% | 0.00% | 56.76% |
| **Black or African-American** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **American Indian or Alaska Native** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Asian** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Filipino** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Hispanic or Latino** | 24 | 24 | 100.00% | 0.00% | 45.83% |
| **Native Hawaiian or Pacific Islander** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **White** | 38 | 38 | 100.00% | 0.00% | 50.00% |
| **Two or more races** | 13 | 13 | 100.00% | 0.00% | 53.85% |
| **Socioeconomically disadvantaged** | 23 | 23 | 100.00% | 0.00% | 39.13% |
| **English learners** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Students with disabilities** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Students receiving Migrant Education services** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Foster Youth** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Homeless** | ❖ | ❖ | ❖ | ❖ | ❖ |

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

## CAASPP Results by Student Group: Mathematics (grades 3-8 and 11)

| Percentage of Students Meeting or Exceeding State Standards | | | | | 2018-19 School Year |
|---|---|---|---|---|---|
| **Mathematics** | | | | | |
| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
| **All students** | 79 | 78 | 98.73% | 1.27% | 30.77% |
| **Male** | 42 | 41 | 97.62% | 2.38% | 46.34% |
| **Female** | 37 | 37 | 100.00% | 0.00% | 13.51% |
| **Black or African-American** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **American Indian or Alaska Native** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Asian** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Filipino** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Hispanic or Latino** | 24 | 24 | 100.00% | 0.00% | 29.17% |
| **Native Hawaiian or Pacific Islander** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **White** | 38 | 38 | 100.00% | 0.00% | 28.95% |
| **Two or more races** | 13 | 12 | 92.31% | 7.69% | 33.33% |
| **Socioeconomically disadvantaged** | 23 | 22 | 95.65% | 4.35% | 18.18% |
| **English learners** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Students with disabilities** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Students receiving Migrant Education services** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Foster Youth** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Homeless** | ❖ | ❖ | ❖ | ❖ | ❖ |

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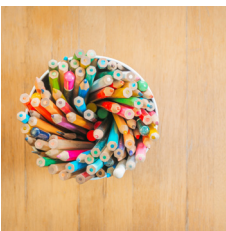
## Career Technical Education Programs

**Career and Technical Programs 2019-20**

CCVS-Keppel Partnership Academy offers pathways for health science and medical technology, business and finance, arts media and entertainment, education and child development and family services. For the introductory level courses, students explore the chosen pathway through an online course. The concentrator course may be taken online, however, most concentrator courses and all capstone courses are taken at our partner community colleges.

## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

| Career Technical Education Data | 2018-19 Participation |
|---|---|
| | **Keppel Partnership** |
| **Number of pupils participating in CTE** | 1 |
| **Percentage of pupils who completed a CTE program and earned a high school diploma** | 0.00% |
| **Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education** | 0.00% |

## Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit http://dq.cde.ca.gov/dataquest.

| Graduation and Dropout Rates | Three-Year Data | | | | | |
|---|---|---|---|---|---|---|
| | **Graduation Rate** | | | **Dropout Rate** | | |
| | **15-16** | **16-17** | **17-18** | **15-16** | **16-17** | **17-18** |
| **Keppel Partnership** | ¤ | ¤ | 11.10% | ¤ | ¤ | 11.10% |
| **Keppel Union SD** | ■ | ■ | 11.10% | ■ | ■ | 11.10% |
| **California** | 83.80% | 82.70% | 83.00% | 9.70% | 9.10% | 9.60% |

## Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit http://dq.cde.ca.gov/dataquest. For general admissions requirements, please visit the UC Admissions Information web page at http://admission.universityofcalifornia.edu. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

| UC/CSU Admission | 2017-18 and 2018-19 School Years |
|---|---|
| | **Keppel Partnership** |
| **Percentage of students enrolled in courses required for UC/CSU admission in 2018-19** | 12.77% |
| **Percentage of graduates who completed all courses required for UC/CSU admission in 2017-18** | 0.00% |

### Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

| Advanced Placement Courses | |
|---|---|
| **2018-19 School Year** | |
| Percentage of total enrollment enrolled in AP courses | 0.70% |
| Number of AP courses offered at the school | 1 |
| **Number of AP Courses by Subject** | |
| **Computer science** | 0 |
| **English** | 1 |
| **Fine and performing arts** | 0 |
| **Foreign language** | 0 |
| **Mathematics** | 0 |
| **Science** | 0 |
| **Social science** | 0 |

¤ The school's first year of operation was 2017-18. Therefore, no data is available.

■ Not applicable. Keppel Union School District serves students in grades K-8.

## Textbooks and Instructional Materials

The credentialed teacher works individually with each student, along with their parents, to create their educational plan, which includes selecting the curriculum. The curriculum is chosen based on state standards, the student's learning style, and working level, and the educational philosophy being followed. The teachers have multiple options for curriculum, including the state-approved material list, as well as curriculum associated with various educational philosophies. The school has provided teachers and parents with a list of recommended standards-aligned, research-based curriculum for all content areas.

In addition, the parents and teachers are trained on multiple educational philosophies, including but not limited to curriculum alignment, daily learning schedules, course plans and the research behind each philosophy.

The teachers also have access to a curriculum director to help in the selection of the appropriate materials for each student.

English learner (EL) students have access to a standards-aligned English language development curriculum.

Intervention students have access to standards-aligned intervention curriculum in the areas of mathematics and reading, as well as tutoring.

In addition, the school provides access for all students to online grade-level standards curriculum through MobyMax, i-Ready, BrainPop, Gizmos, Goalbook, YUP and Road Trip Nation.

There are many vendors to choose from when selecting a curriculum. We have a searchable vendor database (http://www.sageoak.education/vendors/vendor-list) that shows the various options.

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

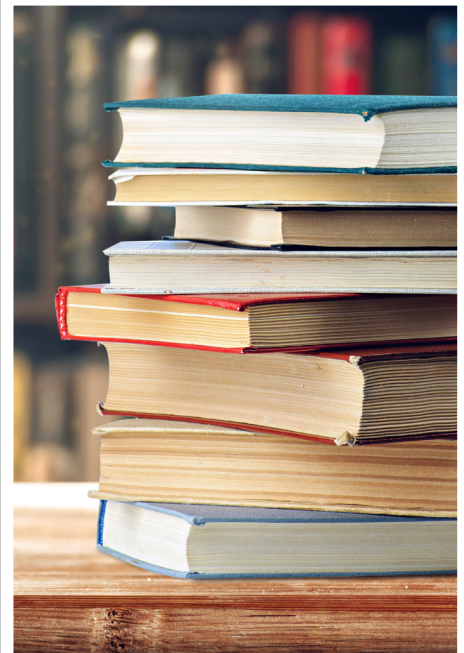| Percentage of Students Lacking Materials by Subject | 2019-20 School Year |
|---|---|
| **Keppel Partnership** | **Percentage Lacking** |
| **Reading/language arts** | 0% |
| **Mathematics** | 0% |
| **Science** | 0% |
| **History/social science** | 0% |
| **Visual and performing arts** | 0% |
| **Foreign language** | 0% |
| **Health** | 0% |
| **Science laboratory equipment** | 0% |

## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.
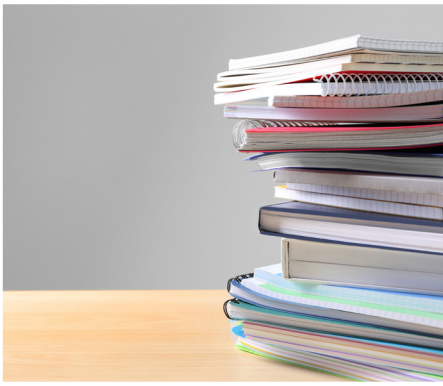
## Quality of Textbooks

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

| Quality of Textbooks | |
|---|---|
| **2019-20 School Year** | |
| **Criteria** | **Yes/No** |
| **Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?** | Yes |
| **Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?** | Yes |
| **Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?** | Yes |

## School Facilities

CCVS-Keppel Partnership Academy is home-based; therefore, the administrative office is the only facility.

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

| Teacher Credential Information | | Three-Year Data | | |
|---|---|---|---|---|
| | **Keppel Union SD** | **Keppel Partnership** | | |
| **Teachers** | **19-20** | **17-18** | **18-19** | **19-20** |
| **With a full credential** | ◈ | 23 | 14 | 30 |
| **Without a full credential** | ◈ | 0 | 0 | 0 |
| **Teaching outside subject area of competence (with full credential)** | ◈ | 0 | 0 | 0 |

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

| Teacher Misassignments and Vacant Teacher Positions | | Three-Year Data | |
|---|---|---|---|
| | **Keppel Partnership** | | |
| **Teachers** | **17-18** | **18-19** | **19-20** |
| **Teacher misassignments of English learners** | 0 | 0 | 0 |
| **Total teacher misassignments** | 0 | 0 | 0 |
| **Vacant teacher positions** | 0 | 0 | 0 |

## Professional Development

| Professional Development Days | | Three-Year Data | |
|---|---|---|---|
| | **2017-18** | **2018-19** | **2019-20** |
| **Number of school days dedicated to staff development and continuous improvement** | 14 | 14 | 14 |

## Types of Services Funded

Community Collaborative Virtual-Keppel Partnership Academy is an independent study charter school program and does not receive Title I or Economic Impact Aid (EIA) funds.

## 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 | |
|---|---|
| **2018-19 School Year** | |
| | **Ratio** |
| **Academic counselors** | 58.8 |
| **Support Staff** | **FTE** |
| **Counselor (academic, social/behavioral or career development)** | 2.4 |
| **Library media teacher (librarian)** | 0.0 |
| **Library media services staff (paraprofessional)** | 0.0 |
| **Psychologist** | 2.0 |
| **Social worker** | 0.0 |
| **Nurse** | 0.0 |
| **Speech/language/hearing specialist** | 1.0 |
| **Resource specialist (nonteaching)** | 4.0 |

◈ Information is not available.

## Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

| Salary Data | | 2017-18 Fiscal Year |
|---|---|---|
| | **Keppel Union SD** | **Similar Sized District** |
| **Beginning teacher salary** | $43,014 | $49,378 |
| **Midrange teacher salary** | $77,526 | $77,190 |
| **Highest teacher salary** | $98,959 | $96,607 |
| **Average elementary school principal salary** | $112,754 | $122,074 |
| **Average middle school principal salary** | ◇ | $126,560 |
| **Average high school principal salary** | ◇ | $126,920 |
| **Superintendent salary** | $162,000 | $189,346 |
| **Teacher salaries: percentage of budget** | 32% | 36% |
| **Administrative salaries: percentage of budget** | 5% | 6% |

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

| Financial Data Comparison | | 2017-18 Fiscal Year |
|---|---|---|
| | **Expenditures Per Pupil From Unrestricted Sources** | **Annual Average Teacher Salary** |
| **Keppel Partnership** | $5,583 | $71,220 |
| **Keppel Union SD** | $9,201 | $76,527 |
| **California** | $7,507 | $77,619 |
| **School and district: percentage difference** | -39.3% | -6.9% |
| **School and California: percentage difference** | -25.6% | -8.2% |

◇ Information is not available.

## 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 | |
|---|---|
| **2017-18 Fiscal Year** | |
| **Total expenditures per pupil** | $6,893 |
| **Expenditures per pupil from restricted sources** | $1,310 |
| **Expenditures per pupil from unrestricted sources** | $5,583 |
| **Annual average teacher salary** | $71,220 |



## 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.