

# Keyes to Learning Charter School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Keyes to Learning Charter School
<b>Street</b>	5709 Ninth Street
<b>City, State, Zip</b>	Keyes, CA 95328
<b>Phone Number</b>	209-634-6467
<b>Principal</b>	Rusty Wynn
<b>E-mail Address</b>	rwynn@keyes.k12.ca.us
<b>Web Site</b>	www.keyestolearning.com/
<b>CDS Code</b>	50-71134-6113286

District Contact Information	
District Name	Keyes to Learning Charter School
Phone Number	(209) 669-2921
Superintendent	Helio Brasil
E-mail Address	hbrasil@keyes.k12.ca.us
Web Site	<a href="http://www.keyes.k12.ca.us">http://www.keyes.k12.ca.us</a>

### School Description and Mission Statement (School Year 2018-19)

Keyes to Learning Charter School (KTL) is located in the small farming community of Keyes, California. Keyes is fifteen minutes south of Modesto, California with easy access off Highway 99. KTL is the 85th California Public Charter School, founded in 1995. The vision at that time was to create the best possible environment for individual learning and to create a model for educational innovation by integrating the resources of the community, the expertise of professional educators, and the bonds of the family unit.

#### Keyes to Learning Charter School's Vision Statement

Recognizing that children achieve best when parents are actively involved in the learning process, will provide families of kindergarten through twelfth grade students with the materials, expertise and opportunities needed for a quality education and success in the 21st century.

What began as a support program for K-8th grade home schooling families has blossomed into a unique home-based hybrid providing much more than independent study. Today KTL offers a flexible experience through 12th grade with students making responsible choices about learning time and place and achieving with parents as true partners in learning. The KTL educational program is designed to give all students access to opportunities for success in life, work and citizenship. Personalized learning experiences ensure that students master the foundations, develop productive habits of mind, and acquire a capacity for the rigorous work of the real world. Parents are viewed as partners, and are actively invited to support their children's education.

KTL students are free from the traditional time schedules that characterize public schools. All students have access to a high-quality education that meet state standards and prepare students for college and career. KTL students experience a climate for learning from elementary school through post-secondary school. KTL parents are our partners and their voices and values are critically important and respected. The KTL high school program was developed when parents communicated a need. The program continues to thrive because families choose KTL over the many charter and traditional educational programs available in Stanislaus County.

Today KTL has the distinction of being recognized as a Core Knowledge® School. As a school of choice, KTL offers three distinct programs from which to choose:

1. The K-12 Independent Home Study (IS) program offers regular advisory teacher meetings, but no classes. In this program the students' parents are the primary teachers. Students are able to receive personalized learning which can be adapted to specific educational needs. Independent Home Study students in grades K-6 use the KTL Classics Kits, but do not attend a weekly enrichment class. The curriculum used is soundly based in the Core Knowledge® Sequence. This program is the most geographically diverse of all the KTL programs.
2. The K-6 CORE Academy program was started in 2010. This is a 3.5 day per week independent study program. Students are in a grade level classroom with a homeroom teacher and are expected to attend class every school day. The curriculum is based on the Core Knowledge® Sequence.
3. The 7-12 KEY Academy program conducts classes two days per week with three days of assignments at home. This hybrid program includes grades 7 and 8 as self contained classrooms and the 9-12 program combines a college-preparatory curriculum with ample flexibility for real-life experiences and an early college option.

KTL students are able to choose from a wealth of community resources, including early college and work experience, and many decide to meet University of California admissions requirements through twice-weekly college-prep classes with expert teachers.

#### Keyes to Learning Charter School's Mission Statement:

Keyes to Learning Charter School, working in partnership with families and the community will provide each student in kindergarten through twelfth grade with the materials, expertise and opportunities needed to be a productive citizen and lifelong learner. This will be accomplished by offering individualized attention in one on- one and small class settings using the highest quality academic resources.

**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Kindergarten	28
Grade 1	28
Grade 2	30
Grade 3	31
Grade 4	30
Grade 5	28
Grade 6	33
Grade 7	31
Grade 8	29
Grade 9	24
Grade 10	22
Grade 11	27
Grade 12	20
<b>Total Enrollment</b>	<b>361</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	1.4
Filipino	0.0
Hispanic or Latino	25.8
Native Hawaiian or Pacific Islander	0.6
White	70.4
Socioeconomically Disadvantaged	30.2
English Learners	1.9
Students with Disabilities	2.8
Foster Youth	0.3

**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.

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	21	21	21	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	3	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Year and month in which data were collected: November 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>K-3 grades:                      EPS Primary Phonics                      Pathway readers                      FLAVR: T i &amp; Mo                      Instant Spelling                      Handwriting Without Tears                      Zaner-Bloser Handwriting</p> <p>3-6 grades:                      McDougal Littel Literature                      Houghton Mifflin Spelling and Vocabulary                      Strategies in Writing                      Zaner Bloser Grammar Usage Mechanics (G.U.M.)                      Various literature novels                      Jamestown Readers                      Amplify</p> <p>7-12 grades:                      Realms of Gold                      Vocabulary for Achievement                      Holt McDougal: Language of Literature Grade 9                      Holt McDougal: Language of Literature Grade 10                      Holt: Literature :American Literature                      Holt: Literature :British Literature                      McDougal Littel: World Literature                      McDougal Littel: American Literature                      McDougal Littel: British Literature                      Amplify                      EWRC                      Novels</p>	No	0
<b>Mathematics</b>	<p>K-6 grades:                      Singapore Math-California Standards edition                      Bellworks</p> <p>7-8 grades:                      Math In Focus Singapore math</p> <p>9-12 grades:                      Prentice Hall-Algebra                      AGS-Consumer Math</p>	No	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	AGS-Algebra AGS-Life Skills Pearson-Algebra McDougal Littell-Geometry Glencoe-Algebra 2 Glencoe-Pre-Calculus Saxon-Course 1 Saxon-Course 2 Saxon-Course 3		
<b>Science</b>	K-6 grades: Core Knowledge Sequence Various tradebooks  7-12 grades: Amplify Glencoe-Life Science Glencoe-Physical Science Glencoe-Workbook Biology " The Dynamics of Life" Prentice Hall-Focus on Physical Science Prentice Hall-Focus on Earth Science Prentice Hall-Focus on Biology Houghton Mifflin-Environmental Science McGraw Hill-Chemistry McGraw Hill-Human Anatomy and Physiology	No	0
<b>History-Social Science</b>	K-6 grades: Core Knowledge Sequence Pearson-History and Geography  7-12 grades: Holt-U.S. History Oxford University Press-History of the U.S. McDougal Littell-Modern World History Holt-Medieval and Early Times Holt-Geography World Cultures and Geography Glencoe-Modern U.S. History Glencoe-The American Journey Glencoe-World History Houghton Mifflin Harcourt (HMH) -Government Houghton Mifflin Harcourt (HMH) -Economics Historical Fiction	No	0
<b>Foreign Language</b>	9-12 grades: EMC School-!Que' chevere! Level 1 EMC School-!Que' chevere! Level 2 EMC School-!Que' chevere! Level 3 EMC School-!Que' chevere! Level 4	Yes	0
<b>Health</b>	9-12 grades Glencoe-Health	No	0
<b>Visual and Performing Arts</b>	9-12 grade Glencoe-Art in Focus Davis-Discovering Art History	No	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Keyes to Learning Charter School conducts annual inspections to make sure that all facility and zoning guidelines are in compliance. Our charter school facilities are located on school grounds which meet all state regulations for student and staff use. Class sizes are generally 25:1 which provides students with comfortable working conditions. Our facilities are safe, functional, and well-maintained. Inspections have found KTL's systems, interior, cleanliness, electrical, restrooms and fountains, safety, structural and external were found to be in good repair.

#### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 11/30/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	2 surface mounted electrical outlets had come loose from the wall.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Room 6: No comments. Room 7: No comments.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/30/2018	
Overall Rating	Good

## 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, which 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); and
- 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.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	60.0	68.0	45.0	48.0	48.0	50.0
Mathematics (grades 3-8 and 11)	46.0	46.0	33.0	38.0	37.0	38.0

Note: 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.

Note: 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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	201	197	98.01	68.02
Male	101	99	98.02	61.62
Female	100	98	98.00	74.49
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	44	44	100.00	54.55
White	152	148	97.37	70.95
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.00	48.65
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	201	197	98.01	45.69
Male	101	99	98.02	53.54
Female	100	98	98	37.76
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	44	44	100	29.55
White	152	148	97.37	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	37	100	32.43
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.



## Career Technical Education Programs (School Year 2017-18)

Keyes to Learning Charter School in the past provide Career Technical Education programs through the Stanislaus County ROP Consortium. KTL is not eligible for CTE funds. Many of our students attend college course at either Merced or Modesto Junior Colleges. The Fall 2018 California Dashboard data showed an overall percentage of KTL students who are either not prepared, or are approaching prepared or are prepared for college/career. This data shows that KTL is making progress in the percentage of its students who are approaching and are prepared for college/career. There was a 7.2 point increase between 2016 and 2017 and a 4.5 point increase between 2017 and 2018.

### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	25.8
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	21.1

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	29.0	16.1	22.6
7	21.4	28.6	32.1
9	29.2	12.5	16.7

Note: 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.

## 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 for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

All students at KTL spend the majority of their learning time under the direct teaching/supervision of their parents. We pride ourselves on being a parent partnership school. Parent involvement allows our students to thrive with a combination of home education and school support. In addition to their active academic role, parents are also involved in KTL leadership and extra-curricular activities. An active Parent Teacher Association (PTA) board meets monthly and is open to all interested persons. The PTA provides incentives for school spirit, reading, fitness programs, and fund raising.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	0.0	0.0	0.0	0.0	0.0	0.0	10.7	9.7	9.1
<b>Graduation Rate</b>	100.0	95.2	100.0	100.0	95.2	100.0	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
<b>All Students</b>	100.0	100.0	88.7
<b>Black or African American</b>	0.0	0.0	82.2
<b>American Indian or Alaska Native</b>	0.0	0.0	82.8
<b>Asian</b>	0.0	0.0	94.9
<b>Filipino</b>	0.0	0.0	93.5
<b>Hispanic or Latino</b>	100.0	100.0	86.5
<b>Native Hawaiian/Pacific Islander</b>	0.0	0.0	88.6
<b>White</b>	93.3	93.3	92.1
<b>Two or More Races</b>	100.0	100.0	91.2
<b>Socioeconomically Disadvantaged</b>	100.0	100.0	88.6
<b>English Learners</b>	0.0	0.0	56.7
<b>Students with Disabilities</b>	0.0	0.0	67.1
<b>Foster Youth</b>	0.0	0.0	74.1

## 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.3	0.0	0.3	5.1	6.0	4.7	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.3	0.7	0.1	0.1	0.1

## School Safety Plan (School Year 2018-19)

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Keyes to Learning Charter School (KTL) updated its comprehensive school safety plan in 2017-18 and reviews it annually. KTL's safety plan aligns with the Keyes Union School District (KUSD) Safety Plan. KTL conducts monthly safety meetings with its leadership team also participates in Keyes District safety meetings. KTL is dedicated to a safe, orderly learning environment. KTL recognizes the value of each child and strives to inspire all students to learn and grow to their potential. KTL's Emergency Preparedness and Crisis Response plan is meant to be a practical guide that provides general guidelines to follow in case of various emergencies. KTL staff are expected to know and implement these procedures.

If an emergency arises, keep the following in mind:

- Be sure the school administrator is notified and help is summoned.
- Follow the procedures outlined in this manual.
- Reassure your students. Your calmness will help students follow instructions that could save lives during an emergency.
- Be prepared to react to instructions from law enforcement and/or school administration.
- Keep your phone line clear.

KTL plan is based on the essence of Education Code 35294.2:

All students have:

The right to a safe passage to and from school;

The right to attend a school where laws of the community are reflected in school rules;

The right to attend a safe school that ensures personal safety;

The right to participate in a non-disruptive classroom environment;

The right to a clean and properly maintained school that is free from litter and acts of vandalism;

The right to attend a safe school that ensures protection of personal property;

The right to attend an orderly school in which each person may learn to his/her full capabilities;

The right to attend a school in which equal justice exists;

The right not to be intimidated, threatened or struck;

The right to a school environment free of profanity or obscenities;

The right to a school environment that ensures mutual and respectful relationships with adults.

Working together, all of us can make Keyes to Learning Charter School a safe place to work and to learn.

### EMERGENCY PREPAREDNESS & CRISIS RESPONSE PLAN

#### Purpose of the Plan

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies. To comply with these requirements, KTL has adopted the Standardized Emergency Management System (SEMS) developed by the State of California as the template for responding to emergencies. This plan presents specific procedures to be used in preparing for, and responding to, school emergencies. Its primary objectives are: to save lives and minimize injuries, to provide fast and effective responses to emergency situations, and to ensure the efficient and safe evacuation of the school building if necessary.

#### Regulatory Authority

The Katz Act [California Education Code, §35295-35297] requires that schools plan for earthquakes and other emergencies. It also requires that training in earthquake preparedness procedures should be for both certificated and classified staff.

The Petris Bill [California Government Code, §8607] requires that school districts utilize the SEMS when responding to emergencies. The principles of SEMS must be incorporated into district plans, the Incident Command System must be used at school sites to respond to emergencies, all school personnel must be trained in how the system works, and schools must have drills and exercises in order to practice using the systems.

California Government Code, §3100 declares that all public employees are disaster workers subject to such response activities as may be assigned to them by their superiors. Due to these legal responsibilities, all district personnel may be called upon in the event of an emergency, even if the employee is at home or elsewhere. Staff members should be prepared to remain on site for as long as 72 hours or longer following an emergency.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	6.0	16			7.0	13			5.0	21		
Mathematics	6.0	12			6.0	15			4.0	15		
Science	5.0	11			7.0	14			4.0	17		
Social Science	7.0	13			6.0	14			4.0	20		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.1	58
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	0.4	N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,222.34	\$0.0	\$8,222.34	\$62,193.0
District	N/A	N/A	\$9,143.00	\$76,554.00
Percent Difference: School Site and District	N/A	N/A	-10.6	-20.7
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	14.3	-1.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2017-18)

KTL is a non-classroom based independent study charter school that receives no federal program improvement funds. Being an independent study program, KTL is under SB 740 expenditure rules. KTL receives LCFF/LCAP basic grant funds that support special education resource and speech/language services for those students who qualify as well as intervention programs like high school math support class and the provision of vendor funds used for professional tutoring services. Under LCFF/LCAP KTL receives supplemental/concentration funds to support home school students with the use of Edgenuity on-line program, along with Kajeet mobile hot spots. KTL also funds the use of Moby Max, on-line program that identifies student academic gaps in mathematics and English/language arts and provides academic support to fill those identified gaps.

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,850	\$44,375
Mid-Range Teacher Salary	\$74,757	\$65,926
Highest Teacher Salary	\$96,900	\$82,489
Average Principal Salary (Elementary)	\$125,358	\$106,997
Average Principal Salary (Middle)	\$125,358	\$109,478
Average Principal Salary (High)	\$0	
Superintendent Salary	\$168,256	\$121,894
Percent of Budget for Teacher Salaries	38.0	32.0
Percent of Budget for Administrative Salaries	9.0	7.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

2016-17: August-Care and use of Epson Interactive Projectors, STEM Workshop, October 21-23-California Science Teachers Conference, STEAM Training, November 22-Google Classroom Part 1, August 22-Integration of Language Arts and Social Studies, March 2-California History Framework workshop, March 15-18 CUE Conference. 2017-18: October 11-Studio Arts Hands-on workshop, October 18-History/Social Studies training, November 14-Studio Arts Hands-on workshop, November 17-19-National Council Social Studies Conference, November 20-Renaissance Learning webinars, November 21-Google Classroom Part 2, December 2-History Social Studies Framework workshop, March 29-WASCC Training. 2018-19: January 9-13-American Mathematics Society Conference, May 1-23-How to Learn Math online sessions (Stanford Center for Professional Development), February 14-Renaissance Learning webinars, November 20-Review of KTL programs and documents for WASC and Charter Renewal.