

# Keyes to Learning Charter School School Accountability Report Card Reported Using Data from the 2013-14 School Year Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
<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>	<a href="mailto:rwynn@keyes.k12.ca.us">rwynn@keyes.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.keyestolearning.com/">www.keyestolearning.com/</a>
<b>CDS Code</b>	50-71134-6113286

District Contact Information	
<b>District Name</b>	Keyes Union Elementary School District
<b>Phone Number</b>	(209) 669-2921
<b>Superintendent</b>	Cynthia Schaefer
<b>E-mail Address</b>	<a href="mailto:cschaefer@keyes.k12.ca.us">cschaefer@keyes.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.keyes.k12.ca.us">http://www.keyes.k12.ca.us</a>

### School Description and Mission Statement (Most Recent Year)

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 VISION STATEMENT:

Keyes to Learning Charter School, 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 through a one-on-one approach or in a group setting.

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 articulated 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 and as a school of choice, offers four 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 Enrichment with Home schooling program provides enrichment classes one day per week (Mondays) in a classroom-based and independent study program. Students use a KTL staff-created curriculum (Classics Kits) incorporating the Core Knowledge® Sequence derived from the work of E. D. Hirsch. The students meet each week for a full day of classroom instruction and enrichment. The parents refer to CORE Class when talking about their school day.

3) 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.

4) 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 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 2013-14)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	32
Grade 1	31
Grade 2	29
Grade 3	29
Grade 4	27
Grade 5	29
Grade 6	22
Grade 7	23
Grade 8	38
Ungraded Elementary	
<b>Total Enrollment</b>	<b>351</b>

**Student Enrollment by Group (School Year 2013-14)**

<b>Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.3
American Indian or Alaska Native	0.9
Asian	3.1
Filipino	0.9
Hispanic or Latino	17.9
Native Hawaiian or Pacific Islander	0.3
White	76.4
Two or More Races	0.0
Socioeconomically Disadvantaged	18.5
English Learners	2.8
Students with Disabilities	0.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	19	20	20	54
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.68	6.32
All Schools in District	96.45	3.55
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	93.68	6.32

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-3 grades: Pathway Readers FIAVR: T i & Mo Instant Spelling Handwriting Without T ears 3-6 grades: Loyola Press: Exercises in English Houghton Mifflin: Spelling and Vocabulary Various literature novels 7-12 grades: Holt: Literature:American Literature Holt:Literature:British Literature EWRC McDougal Littell	Yes	0
<b>Mathematics</b>	K-6 grades: Singapore Math, California Standards Edition 7-12 grades: 7&8 Dimensions Math Common Core-Singapore Math program Discovering Math Common Core-Singapore Math program Algebra-Pearson Geometry-McDougal Littell Algebra 2-Glencoe Pre-Calculus-Glencoe	Yes	0
<b>Science</b>	K-6 grades: Core Knowledge Sequence Various Tradebooks 7-12 grades: Prentice-Hall:Earth Science Prentice-Hall:Biology Glencoe: Workbook Biology "T he Dynamics of Life" McGraw Hill	Yes	0
<b>History-Social Science</b>	K-6 grades: Core Knowledge Sequence Pearson:History and Geography 7-12 grades: Holt-U.S. History Medieval and Early Modern Times-Glencoe/McGraw Hill McDougal Littell:Modern World History Glencoe:Modern U.S.History	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Foreign Language</b>	9-12 grades McGraw Hill S.1 Stradivarius S.2 Amador Optimista S.3 Bernardino S.4 Unperro, un nino, una Noche	Yes	0
<b>Health</b>	9-12 grades Glencoe: Teen Health	Yes	0
<b>Visual and Performing Arts</b>	9-12 grade Glencoe: Art in Focus	Yes	0

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

Keyes to Learning Charter School has 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 20:1 which provides students with comfortable working conditions. Our facilities are safe, functional, and well-maintained. Inspections have found KT L'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)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]			
<b>Interior:</b> Interior Surfaces	[X]			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]			Dry rot was located on the siding of three buildings. All the dry rot was removed and the buildings repaired.
<b>Electrical:</b> Electrical	[X]			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]			
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]			
<b>Structural:</b> Structural Damage, Roofs	[X]			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]			

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

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[ ]		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	66	68	60	53	50	59	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	59
All Student at the School	60
Male	68
Female	55
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	30
Native Hawaiian or Pacific Islander	
White	68
Two or More Races	
Socioeconomically Disadvantaged	47
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

### Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	71	71	69	49	51	52	54	56	55
Mathematics	39	41	44	46	47	50	49	50	50
History-Social Science	48	60	55	42	50	49	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	5	6	6
Similar Schools	6	6	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	45	28	-1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	49	17	9
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.5	22.2	44.4
7	20.8	20.8	45.8

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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (Most Recent Year)

KTL is quite effective as a parent partnership school. Because of parent involvement students thrive with a combination of home education and school support. All KTL students spend the majority of their learning time under the direct teaching or supervision of their parents. The result is standardized test scores and graduation rates that equal or exceeds those in a traditional schools.

Because of parental involvement, KTL conducts weekly classes for K-6 students and has extended the original K-8 program to a full K-12 program. KTL developed lesson plans and classes because parents asked for additional academic support, especially in science, math, arts and foreign language. They also pressed for a high school program so that students could prepare for college admission and/or be better prepared for their future careers. KTL's 7-12 program is unlike a comprehensive junior or senior high school where students attend all day every day. Because a reduced time constraints, students fulfill high school requirements and pursue individualized interests under parental supervision. When a student is struggling with academic requirements, or has work completion or behavioral issues, a parent or teacher can call a Child Study Team to explore and develop an individualized plan.

In addition to their active academic role, parents are also involved in KTL leadership and extra-curricular activities. An active Parent-Staff Advisory Committee (PSAC) board meets monthly and is open to all interested persons. The PSAC board provides fundraising for field trips.

KTL Educational Foundation applied for 501 (c)(3) nonprofit status. Parents who were appointed by the past principal to serve as the board of directors make up the foundation board..

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	1.3	0	.3	5.4	3.9	3.5	5.7	5.1	4.4
<b>Expulsions</b>	0	0	0	0	.2	0	.1	.1	.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

#### School Safety Plan (Most Recent Year)

Keyes to Learning Charter School (KTL) regularly revisits and updates its comprehensive school safety plan. The most recent revision was board approved on April 17, 2013. KTL conducts regular safety meetings with coordinators and they in turn meet with the staff. KTL administration also participates in Keyes Union School 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.

This document 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

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

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

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	5.8	4	1	0	9	5			5	5	1	
1	12	2	0	0	8	5	2		4	6	1	
2	12	1	0	0	7	5	2		6	4	1	
3	27	0	1	0	8	5	1		5	5	1	
4	9.5	2	0	0	7	7	2		5	5	1	
5	6.7	3	0	0	3	6			4	7		
6	6.7	3	0	0	5	10	1		4	6		
Other	1	1	0	0								

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

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

Subject	2011-12				2012-13				2013-14			
	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	7.5	14	0	0	8	12			6	17		
Mathematics	6.3	21	0	0	7	19			5	17		
Science	8.5	13	0	0	12	9	1		8	11	1	
Social Science	9.8	13	1	0	8	11			7	14		

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 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.1	89
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	0.8	---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist	0.2	---
Other		---

Note: Cells with "----" 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 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,703	\$08	\$5,695	\$64,865
District	---	---		\$69,744
Percent Difference: School Site and District	---	---		-5.4
State	---	---	\$4,690	\$57,931
Percent Difference: School Site and State	---	---	2.9	12.4

Note: Cells with "----" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

KTL is block grant funded. In addition to the core curriculum, the school provides supplemental and core ancillary instructional materials for reading and math. KTL's Supplemental educational services are under contract with Keyes Union School District and/or Stanislaus County Office of Education.

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,746	\$38,970
Mid-Range Teacher Salary	\$63,888	\$56,096
Highest Teacher Salary	\$82,814	\$71,434
Average Principal Salary (Elementary)	\$100,978	\$91,570
Average Principal Salary (Middle)	\$101,036	\$97,460
Average Principal Salary (High)	\$0	\$99,544
Superintendent Salary	\$116,434	\$107,071
Percent of Budget for Teacher Salaries	41	36
Percent of Budget for Administrative Salaries	8	7

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

## Professional Development

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Professional Development at KTL this school year was focused on the Singapore Mathematics Program. Mathematics continues to garner our attention due to student test score data and staff formative and summative assessment results. This training was conducted by the Pi Project. All staff were provided the opportunity to attend the ETC! Conference on technology hosted by Stanislaus County Office of Education.