

Executive Summary

School Accountability Report Card, 2011–12



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Principal:	Rusty Wynn, Executive Director/Principal	Grade Span:	K-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

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.

Keyes to Learning Charter School Summary

Keyes to Learning Charter School (KTL) is a California Public Charter School, founded in 1995 as the 85th charter school in California. The vision 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.

What began as a support program for K-8th grade homeschooling families has blossomed into a unique home-based hybrid with so much more than independent study. Today KTL offers a flexible experience through twelfth grade with students making responsible choices about time and place and achieving with parents as true partners in learning.

Keyes to Learning Charter School, recognizing that children achieve best when parents are actively involved in the learning process, provides families with the materials, expertise, and opportunities needed for a quality education. This mission will be accomplished by providing families with:

- Regular professional interaction
- High Quality organized curriculum
- Direct access to materials

- Frequent and varied assessments
- Opportunities to utilize community resources

The KTL educational program is designed to give all students access to opportunities for success in life, work and citizenship. KTL students develop academic, life, and thinking skills through a rigorous core curriculum. 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.

This education program requires bright, highly skilled, creative and dedicated educators. Accordingly, KTL has created a system to attract, select, develop, inspire, and reward great educators. A clear focus on student learning, and collaborative colleagues attract the best teachers.

As a charter school, KTL is unique in the field of K-12 education. It has more flexibility and accountability than regular public schools, but unlike private schools, it does not charge tuition or have admission requirements. Because it is a non sectarian public school, KTL can maximize funds that go to students and share best practices freely.

Student Enrollment

Group	Enrollment
Number of students	347
Black or African American	0.3%
American Indian or Alaska Native	1.4%
Asian	1.7%
Filipino	0.6%
Hispanic or Latino	14.4%
Native Hawaiian or Pacific Islander	0.6%
White	80.7%
Two or More Races	0.0%
Socioeconomically Disadvantaged	7.5%
English Learners	2.0%
Students with Disabilities	0.9%

Teachers

Indicator	Teachers
Teachers with full credential	19
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	71%
Mathematics	41%
Science	66%
History-Social Science	60%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	824
Statewide Rank (from 2011 Base API Report)	5
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 7 of 9
2012–13 Program Improvement Status (PI Year)	

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Keys to Learning Charter School has annual inspections to make sure that all facility and zoning guidelines are in compliance. Our 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, but they are currently inadequate for our vision and the purpose of our ESLRs.

Repairs Needed

N/A

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0

Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,415
District	\$4,978
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	43.00

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	33.3%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.
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I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Keyes to Learning Charter	District Name	Keyes Union
Street	PO Box 519	Phone Number	(209) 669-2921
City, State, Zip	Keyes, CA, 95328	Web Site	ktlcharterschool.com
Phone Number	(209) 634-6467	Superintendent	Cynthia Schaefer
Principal	Rusty Wynn, Executive Director/Principal	E-mail Address	cschaefer@keyes.k12.ca.us
E-mail Address	rwynn@keyes.k12.ca.us	CDS Code	50711346113286

School Description and Mission Statement (School Year 2011–12)

Keyes to Learning (KTL) Charter School was established in 1995 in response to educational reform legislation passed in 1992. It is the 85th charter school in California. KTL is part of the Keyes Union School District. When KTL opened, the district had one K-8 school; it now has one K-5 elementary school, one 6-8 middle school, and one K-12 charter school.

KTL is located in the unincorporated town of Keyes, California in Stanislaus County, which sits in the center of the northern San Joaquin Valley. This small, rural community that is racially and ethnically diverse. In general the populace is undereducated and economically disadvantaged. KTL, as a charter school, is able to draw students from seven other adjacent counties.

KTL owns and occupies three portables located on the southeast corner of the Keyes Elementary School campus and occupies and is purchasing six classrooms that are not being used by the district. KTL also funds a building to house the school and a branch of the county library. KTL also rents the education building at the Turlock Covenant Church to house the 7-12 grade program.

What began as a support program for K-8th grade homeschooling families has blossomed into a flexible K-12 home-based hybrid with parents as true partners in learning. Today KTL offers four distinct programs: 1) The K-12 Personalized Learning program with regular advisory teacher meetings, but no classes. In this program the students' parents are the primary teachers. This program is the most geographically diverse. 2) The K-6 Key to Learning Core Knowledge® program with enrichment classes one day per week is 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. This fall the students meet on KTL's own campus on Mondays. Independent Home Study students in grades K-6 also use the KTL Classics Kits, but do not attend the weekly enrichment class. 3) The K-6 CORE Academy program conducts classes three and a half days per week with one and a half days of assignments at home. This program is based on the Core Knowledge Sequence and uses Singapore Mathematics and additional curriculum to meet the needs of the students.. 4)The 7-12 KEY Academy program conducts classes two days per week with three days of assignments at home. This hybrid program combines a college-preparatory curriculum with ample flexibility for real-life experiences and an early college option.

KTL 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 classroom settings using the highest quality academic resources.

KTL's foundational implementation of the Core Knowledge curriculum and philosophy for the K-6 grades has been researched thoroughly in the past few years. It has been found repeatedly that students who are high achievers, do so because of a rich storehouse of background content knowledge and vocabulary. While students from families who develop this at home may naturally succeed in school and enjoy learning, a high percentage of students enter school already behind due to a poor home environment.

Opportunities for Parental Involvement (School Year 2011–12)

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 a graduation rate that equals or exceeds those in the traditional school, a California charter school requirement.

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 admissions and future careers. KTL's 7-12 program is unlike a comprehensive junior or senior high school where students attend all day every day and extracurricular school activities and homework must be done in the evening impacting family time. 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 Student 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 incentives for the math fact memorization program, periodic seasonal craft days (K-6), motivational reading incentive and fitness programs (K-6), and fundraising for field trips.

KTL is currently expanding offerings for students with non-English speaking parents. We have successfully served 7-12 families in our programs, as long as the students were able to learn in English. Parents are encouraged to bring a friend or relative to meetings to interpret or to have questions answered by staff members who speak Spanish. Because our K-6 program requires that the parent provided the

		20	32			20	32			20	32	
K	Independent Study	0	0	0	1.0	2	0	0	5.8	4	1	0
1	Independent Study	0	0	0	1.0	2	0	0	12.0	2	0	0
2	Independent Study	0	0	0	1.0	1	0	0	12.0	1	0	0
3	Independent Study	0	0	0	0	0	0	0	27.0	0	1	0
4	Independent Study	0	0	0	77.0	1	0	1	9.5	2	0	0
5	Independent Study	0	0	0	1.0	1	0	0	6.7	3	0	0
6	Independent Study	0	0	0	5.7	3	0	0	6.7	3	0	0
Other	0	0	0	0	0	0	0	0	1.0	1	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	Independent Study	0	0	0	12.7	12	2	0	7.5	14	0	0
Mathematics	Independent Study	0	0	0	8.7	20	1	0	6.3	21	0	0
Science	Independent Study	0	0	0	11.4	11	0	0	8.5	13	0	0
Social Science	Independent Study	0	0	0	13.0	9	1	0	9.8	13	1	0

* 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.

III. School Climate

School Safety Plan (School Year 2011–12)

KTL's school safety plan is the same as the district plan. We participate in the fire, evacuation, and earthquake drills with the campus school. We have recently received updated procedure memos from the district office and are now updating the student information cards and permission forms.

Our learning center site in Turlock is new and we will have a safety committee forming to establish a plan for that site.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	4	1	8	65	48	N/A
Expulsions	0	0	0	0	2	N/A

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

Our facilities consist of 11 portable buildings on the Keyes Elementary campus and a learning center for the 7-12 in Turlock. The church we are renting prepared the rooms of a two story educational building before we moved in November. It was completely updated and remodeled for our use. The bathrooms were transformed from the preschool to adult style.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		Yes	N/A	N/A	N/A
Interior: Interior Surfaces		Yes	N/A	N/A	N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		Yes	N/A	N/A	N/A
Electrical: Electrical		Yes	N/A	N/A	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains		Yes	N/A	N/A	N/A
Safety: Fire Safety, Hazardous Materials		Yes	N/A	N/A	N/A
Structural: Structural Damage, Roofs		Yes	N/A	N/A	N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences		Yes	N/A	N/A	N/A
Overall Rating		Yes	N/A	N/A	

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential		19	18	100%
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	Contracted services 0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	.80	
Psychologist	Contracted	
Social Worker	Contracted	
Nurse	Contracted	
Speech/Language/Hearing Specialist	Contracted	
Resource Specialist (non-teaching)	Contracted	
Other		

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 1/2/13

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Holt	Yes	0

Mathematics	Singapore	Yes	0
Science	CORE Sequence	Yes	0
History-Social Science	CORE Sequence	Yes	0
Foreign Language	N/A	N/A	0
Health	N/A	N/A	0
Visual and Performing Arts	N/A	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,494	\$79	\$5,415	\$55,040
District			\$4,306	\$62,467
Percent Difference – School Site and District			8.79%	11.89%
State			\$5,455	\$57,019
Percent Difference – School Site and State			0.73%	8.72%

Note: Cells shaded in black do not require data.

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.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://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 <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

KTL is block grant funded. In addition to the core curriculum, the school provides supplemental and core ancillary instructional material for reading and math. Some of these materials include: Accelerated Reader, Singapore Math, and on line courses.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,824	\$38,625
Mid-Range Teacher Salary	\$62,472	\$55,530
Highest Teacher Salary	\$80,979	\$70,729
Average Principal Salary (Elementary)	\$98,558	\$92,955
Average Principal Salary (Middle)	\$107,156	\$96,092
Average Principal Salary (High)	N/A	\$94,993
Superintendent Salary	\$130,760	\$106,757
Percent of Budget for Teacher Salaries	38.00%	36.00%
Percent of Budget for Administrative Salaries	7.00%	7.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	58%	71%	71%	44%	49%	51%	52%	54%	56%
Mathematics	31%	39%	41%	38%	46%	47%	48%	50%	51%
Science	45%	49%	66%	40%	43%	53%	54%	57%	60%
History-Social Science	37%	48%	60%	37%	42%	50%	44%	48%	49%

Note: 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 by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	51%	47%	53%	50%
All Students at the School	71%	41%	66%	60%
Male	68%	42%	66%	67%
Female	74%	39%	67%	55%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	72%	20%	64%	62%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	71%	45%	67%	60%
Two or More Races				
Socioeconomically Disadvantaged	70%	35%	0%	0%
English Learners	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

Note: 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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	68%	71%	92%	68%	71%	92%	54%	59%	56%
Mathematics	45%	43%	65%	45%	43%	65%	54%	56%	58%

Note: 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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	8%	23%	69%	35%	38%	27%
All Students at the School	8%	23%	69%	35%	38%	27%
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	0%	24%	76%	35%	41%	24%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	15%	15%	69%	38%	31%	31%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: 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 Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.00%	28.00%	36.00%
7	26.30%	15.80%	52.60%
9	20.00%	24.00%	36.00%

Note: 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance

is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	4	3	5
Similar Schools	9	4	6

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	-13	45	31
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
White	-13	49	22
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

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.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the	231	824	740	775	4,664,264	788

School						
Black or African American	1		2		313,201	710
American Indian or Alaska Native	2		3		31,606	742
Asian	5		15	873	404,670	905
Filipino	0		0		124,824	869
Hispanic or Latino	35	792	420	749	2,425,230	740
Native Hawaiian or Pacific Islander	2		7		26,563	775
White	186	831	291	807	1,221,860	853
Two or More Races	0		0		88,428	849
Socioeconomically Disadvantaged	20	835	525	758	2,779,680	737
English Learners	3		285	732	1,530,297	716
Students with Disabilities	4		73	584	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		33.3%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information Web page* at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate		6.67	17.65		24.1	20.8		16.6	14.4

Graduation Rate		93.33	82.35		44.83	41.67		74.72	76.26
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Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	43	N/D	N/D
Black or African American	0	N/D	N/D
American Indian or Alaska Native	0	N/D	N/D
Asian	0	N/D	N/D
Filipino	0	N/D	N/D
Hispanic or Latino	7	N/D	N/D
Native Hawaiian or Pacific Islander	3	N/D	N/D
White	33	N/D	N/D
Two or More Races	N/A	N/D	N/D
Socioeconomically Disadvantaged	3	N/D	N/D
English Learners	1	N/D	N/D
Students with Disabilities	N/A	N/D	N/D

Note: “N/D” means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

Narrative provided by the LEA.

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and	N/A

institutions of postsecondary
education

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	30.0%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	33.3%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	0.0%
English	0	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	0	
Science	0	
Social Science	0	
All courses	0	

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development has been limited due to budget constraints.

**Keyes to Learning
Charter**

Keyes Union

**School Accountability Report Card,
2011-2012**

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