

Keyes to Learning Charter



Keyes to Learning Charter School
Unlocking Doors to YOUR Educational Future

Rusty Wynn

Principal, Keyes to Learning Charter

About Our School

Thank you for your interest in Keyes to Learning Charter School, affectionately known as KTL. Our parents and over 350 students at KTL are the heart and soul of our school. Each day they make us proud through their academic effort, innovative ideas, and outstanding behavior. Our staff members work hard to educate our students and provide support to their families. The KTL staff is dedicated to working as a team to ensure that our students are confident, competent and independent learners. KTL is a safe, positive, caring community where children, staff, and parents can learn and grow. Our school community works together to cultivate the climate of the school and we treasure our parent volunteers.

KTL is a California Public Charter School, founded in 1995 as the 85th charterschool 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 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.

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.

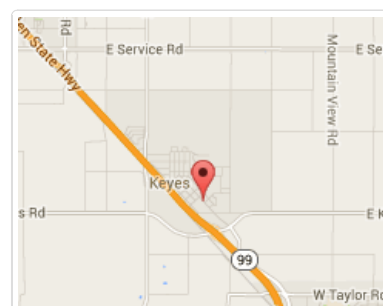
Onward and Upward!

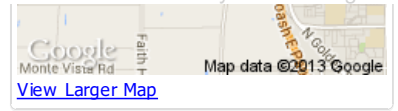
Rusty Wynn

Contact

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Keyes, CA
95328

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Data and Access

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](#).
- For additional information about the school, parents 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](#) 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Keyes to Learning Charter
Street	5709 9th Street
City, State, Zip	Keyes, Ca, 95328
Phone Number	209-634-6467
Principal	Rusty Wynn
E-mail Address	rwynn@keyes.k12.ca.us
County-District-School (CDS) Code	50711346113286

District	
District Name	Keyes Union
Phone Number	(209) 669-2921
Web Site	http://www.keyes.k12.ca.us
Superintendent First Name	Cynthia
Superintendent Last Name	Schaefer
E-mail Address	cschaefer@keyes.k12.ca.us

Last updated: 12/4/2013

School Description and Mission Statement (School Year 2012-13)

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

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 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.

Last updated: 12/17/2013

Opportunities for Parental Involvement (School Year 2012-13)

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 fund raising for field trips.

This year, KTL started the process of establishing an educational foundation. It was decided to utilize parents who were appointed by the past principal to serve as the board of directors.

Last updated: 12/17/2013

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.
- **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.

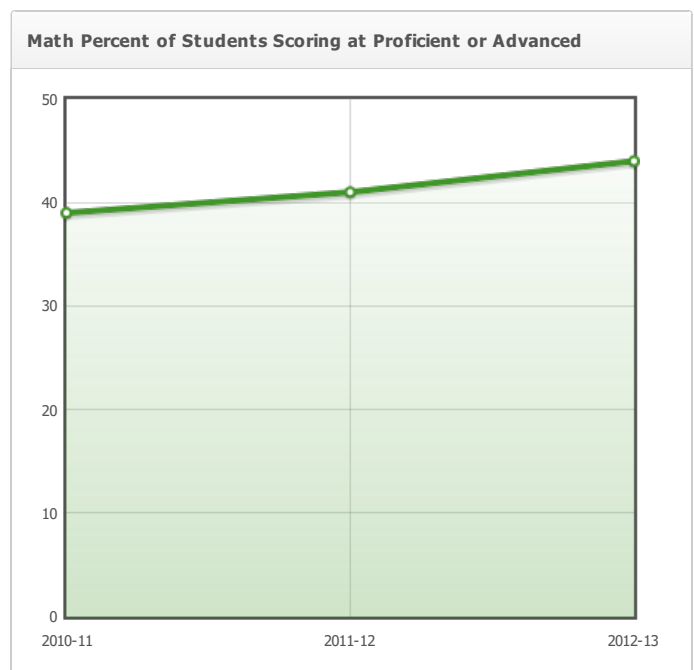
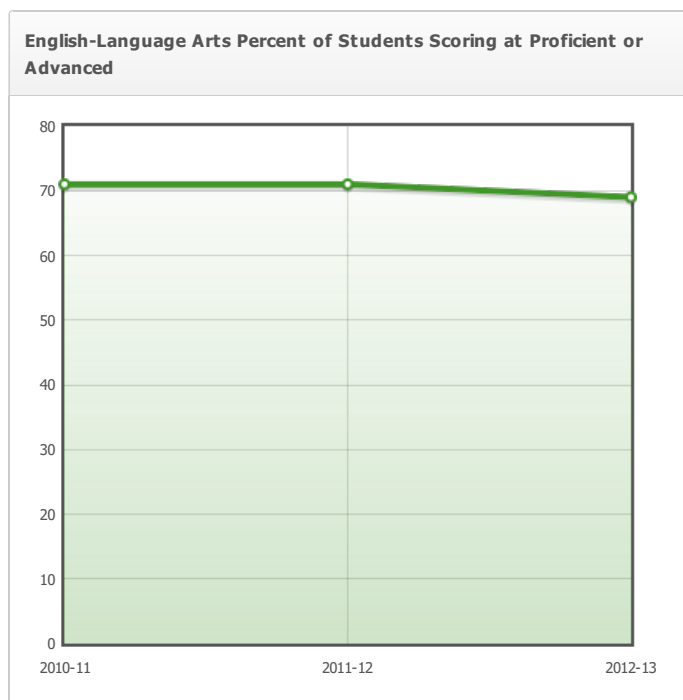
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

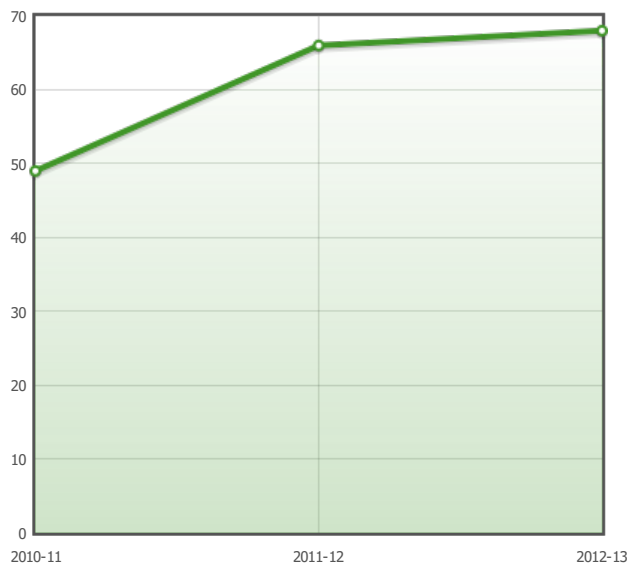
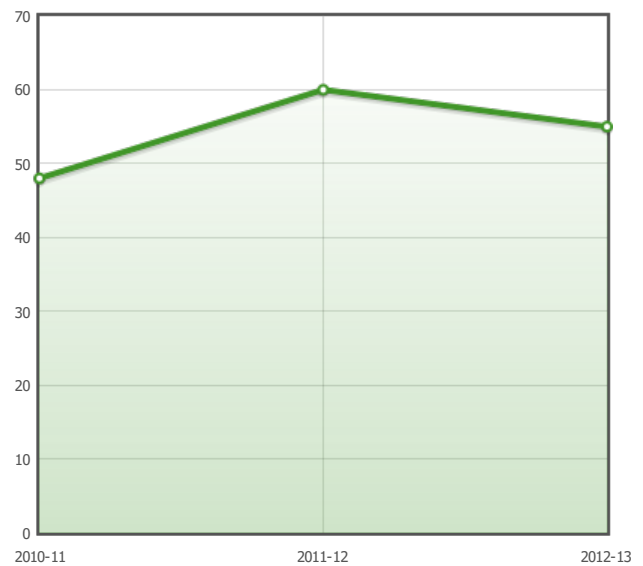
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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%
Science	49%	66%	68%	43%	53%	50%	57%	60%	59%
History-Social Science	48%	60%	55%	42%	50%	49%	48%	49%	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.



Science Percent of Students Scoring at Proficient or Advanced**History Percent of Students Scoring at Proficient or Advanced**

Last updated: 12/4/2013

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	52%	50%	50%	49%
All Students at the School	69%	44%	68%	55%
Male	70%	45%	84%	70%
Female	68%	44%	55%	44%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	56%	21%	38%	43%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	71%	49%	78%	57%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	45%	32%	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
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.

Last updated: 12/4/2013

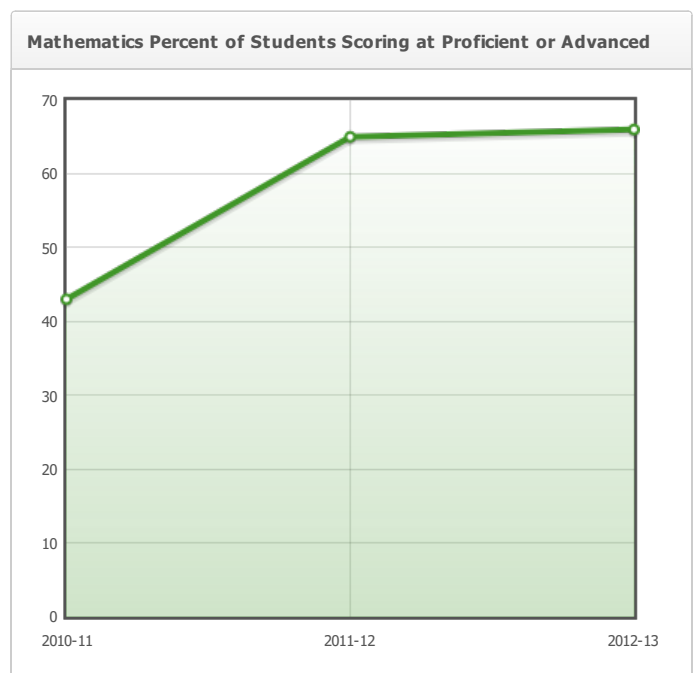
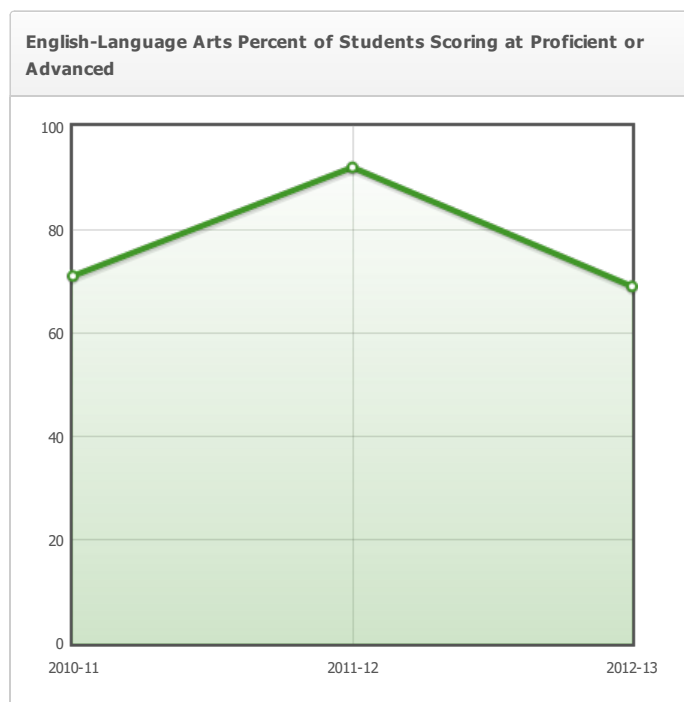
California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

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/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	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%	92%	69%	71%	92%	69%	59%	56%	57%
Mathematics	43%	65%	66%	43%	65%	66%	56%	58%	60%

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.



Last updated: 12/4/2013

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	31%	31%	38%	34%	59%	6%
All Students at the School	31%	31%	38%	34%	59%	6%
Male	27%	27%	45%	18%	73%	9%
Female	33%	33%	33%	43%	52%	5%
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	30%	25%	45%	30%	60%	10%
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.

Last updated: 12/4/2013

California Physical Fitness Test Results (School Year 2012-13)

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](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.8%	27.8%	11.1%
7	18.8%	25.0%	43.8%
9	20.0%	35.0%	10.0%

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.

Last updated: 12/4/2013

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](#).

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

Last updated: 12/4/2013

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 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 or 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.

Last updated: 12/4/2013

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	234	826	758	789	4,655,989	790
Black or African American	1		4		296,463	708
American Indian or Alaska Native	1		2		30,394	743
Asian	9		15	888	406,527	906
Filipino	3		3		121,054	867
Hispanic or Latino	42	750	456	763	2,438,951	744
Native Hawaiian or Pacific Islander	0		4		25,351	774
White	178	840	272	824	1,200,127	853
Two or More Races	0		2		125,025	824
Socioeconomically Disadvantaged	30	765	549	772	2,774,640	743
English Learners	7		312	762	1,482,316	721
Students with Disabilities	5		87	615	527,476	615

Last updated: 12/4/2013

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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](#).

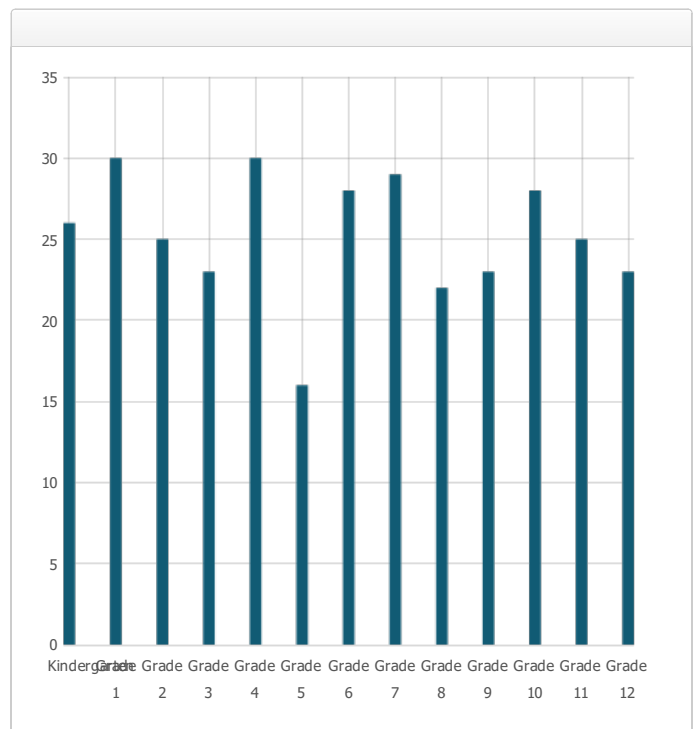
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate - English-Language Arts	Yes	
Met Participation Rate - Mathematics	Yes	
Met Percent Proficient - English-Language Arts	No	
Met Percent Proficient - Mathematics	Yes	
Met API Criteria	Yes	
Met Graduation Rate	N/A	

Last updated: 12/4/2013

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

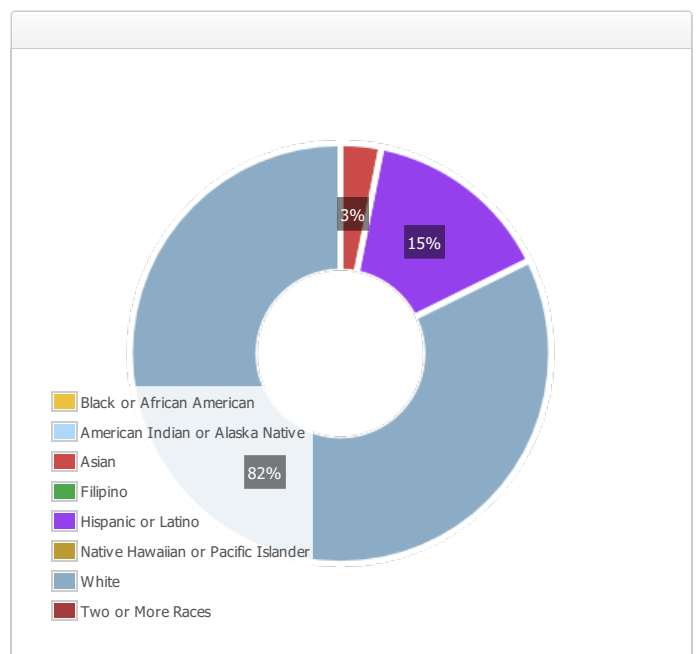
Grade Level	Number of Students
Kindergarten	26
Grade 1	30
Grade 2	25
Grade 3	23
Grade 4	30
Grade 5	16
Grade 6	28
Grade 7	29
Grade 8	22
Grade 9	23
Grade 10	28
Grade 11	25
Grade 12	23
Total Enrollment	328



Last updated: 12/4/2013

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.9
Asian	3.7
Filipino	0.9
Hispanic or Latino	14.0
Native Hawaiian or Pacific Islander	0.3
White	79.9
Two or More Races	0.0
Socioeconomically Disadvantaged	13.4
English Learners	2.4
Students with Disabilities	1.2



Last updated: 12/4/2013

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	1			20.0	1	1		20.0	1		
1	17.0	1			20.0	1			20.0	1		
2	20.0	1			17.0	1			20.0	1		
3	16.0	1			20.0	1			20.0	1		
4	20.0	1		1	20.0	1			20.0	1		
5	20.0	1			20.0	1			16.0	1		
6	20.0	1			20.0	1			20.0	1		
Other	20.0				20.0	1			20.0	1		

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

Last updated: 12/13/2013

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12.7	12	2		7.5	14			10.0	12		
Mathematics	8.7	20	1		6.3	21			7.0	19		
Science	11.4	11			8.5	13			12.0	9	1	
Social Science	13.0	9	1		9.8	13	1		8.0	11		

* 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.

Last updated: 12/13/2013

School Safety Plan (School Year 2012-13)

Keyes to Learning CharterSchool (KTL) updated its comprehensive school safety plan in 2012-13 to be board approved on April 17, 2013. The revisions to the plan were extensive in nature and aligned with the KUSD Safety Plan. KTL conducts regular safety meetings with staff and 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.

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.

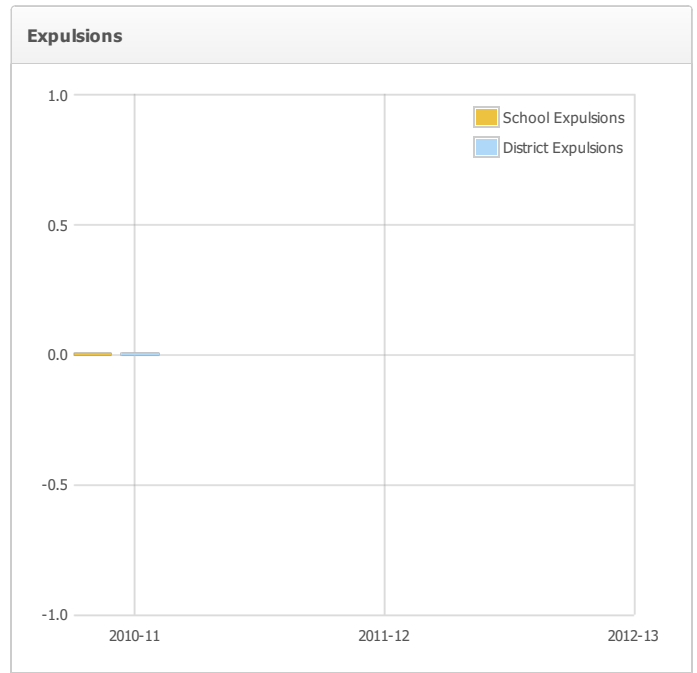
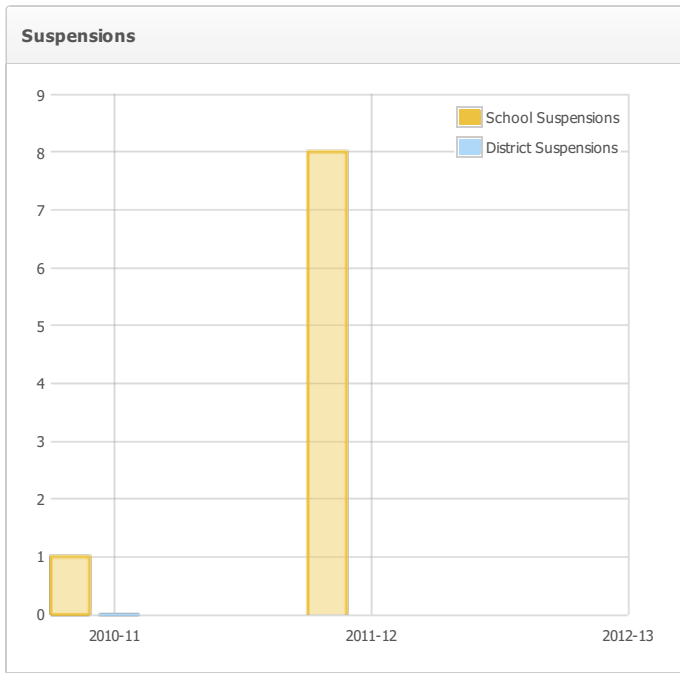
California Government Code, §3100 declares that all public employees are disaster workers subject to such response activities as may be assigned to them by their superiors. Due to these legal responsibilities, all district personnel may be called upon in the event of an emergency, even if the employee 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.

Last updated: 12/17/2013

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	1.0	8.0				
Expulsions						

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



Last updated: 12/13/2013

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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 KTL's systems, interior, cleanliness, electrical, restrooms and fountains, safety, structural and external were found to be in good repair.

Last updated: 12/17/2013

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>None</p>
Interior: Interior Surfaces	Good	<p>None</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p>Dry rot was located on the siding of three buildings. All the dry rot was removed and the buildings repaired.</p>
Electrical: Electrical	Good	<p>None</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	<p>None</p>
Safety: Fire Safety, Hazardous Materials	Good	<p>None</p>
Structural: Structural Damage, Roofs	Good	<p>None</p>
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	<p>None</p>

Overall Facility Rate (School Year 2012-13)

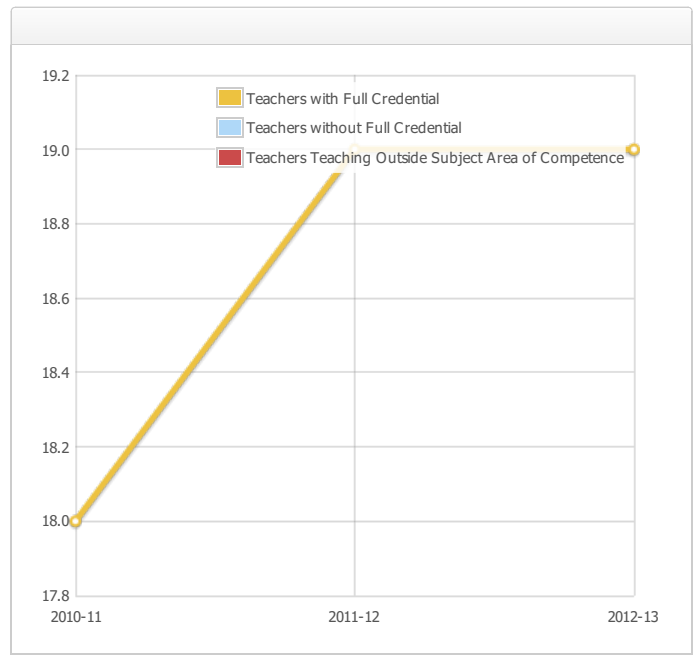
Overall Rating	Good
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Last updated: 12/10/2013

Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	18	19	19	
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 12/13/2013

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as 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](#).

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	92	8
All Schools in District	95	5
High-Poverty Schools in District	95	5
Low-Poverty Schools in District	2	2

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.

Last updated: 12/13/2013

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.1	
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)	0.2	N/A
Other		N/A

Note: Cells shaded in black or 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.

Last updated: 12/13/2013

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

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: November 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	<p>K-3 grades</p> <p>Pathway Readers</p> <p>FAVR: Ti & Mo</p> <p>Instant Spelling</p> <p>Handwriting Without Tears</p> <p>3-6 grades</p> <p>Loyola Press: Exercises in English</p> <p>Houghton Mifflin: Spelling and Vocabulary</p> <p>Various literature novels</p> <p>7-12 grades</p> <p>Holt: Literature:American Literature</p> <p>Holt:Literature:British Literature</p>	No	0
Mathematics	<p>K-6 grades</p> <p>Singapore Math, California Standards Edition</p> <p>7-12 grades</p> <p>Pearson:Math XL</p>	No	0
Science	<p>K-6 grades</p> <p>Core Knowledge Sequence</p> <p>Various Tradebooks</p> <p>7-12 grades</p> <p>Prentice-Hall:Earth Science</p> <p>Prentice-Hall:Biology</p> <p>Glencoe: Workbook Biology "The Dynamics of Life"</p> <p>McGraw Hill</p>	No	0
History-Social Science	<p>K-6 grades</p> <p>Core Knowledge Sequence</p> <p>Pearson:History and Geography</p> <p>7-12 grades</p> <p>McDougal Littell:Modern World History</p> <p>Glencoe:Modern U.S.History</p>	No	0

Foreign Language	9-12 grades McGraw Hill S.1 Stradivarius S.2 Amador Optimista S.3 Bernardino S.4 Unperro, un nino, una Noche	No	0
Health	9-12 grades Glencoe:Teen Health	No	0
Visual and Performing Arts	9-12 grade Glencoe:Art in Focus	No	0
Science Laboratory Equipment (grades 9-12)			0

Last updated: 12/17/2013

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,703	\$08	\$5,695	\$64,865
District	N/A	N/A	N/A	\$68,544
Percent Difference – School Site and District	N/A	N/A	N/A	537%
State	N/A	N/A	\$5,537	\$57,720
Percent Difference – School Site and State	N/A	N/A	277%	1,102%

Note: Cells shaded in black or with N/A values 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](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 12/13/2013

Types of Services Funded (Fiscal Year 2012-13)

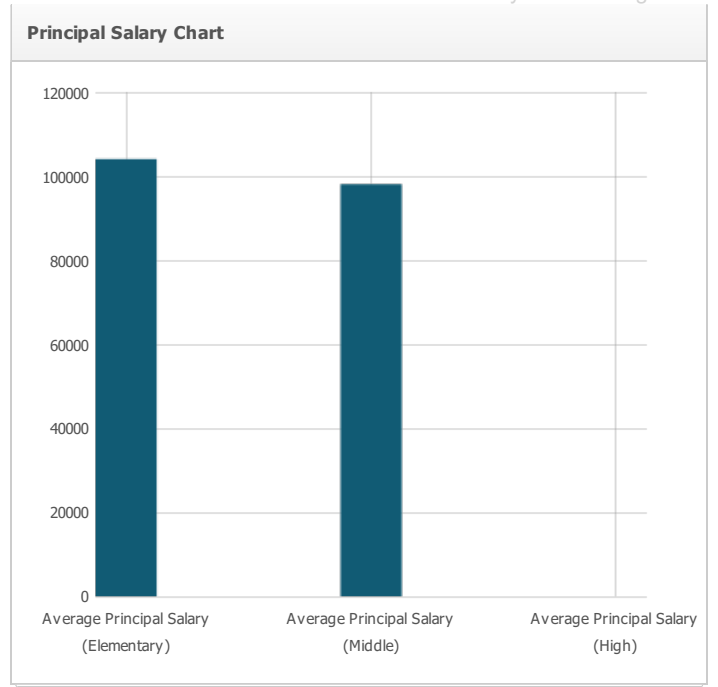
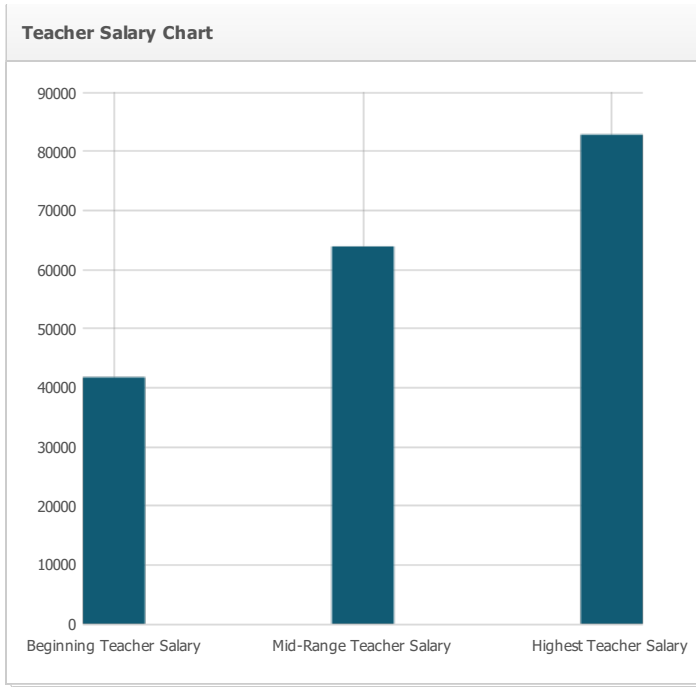
KTL is block grant funded. In addition to the core curriculum, the school provides supplemental and core ancillary instructional materials for reading and math. KTL's Supplemental educational services are under contract with Keyes Union School District and/or Stanislaus County Office of Education.

Last updated: 12/9/2013

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,746	\$38,719
Mid-Range Teacher Salary	\$63,888	\$55,637
Highest Teacher Salary	\$82,814	\$70,797
Average Principal Salary (Elementary)	\$104,067	\$90,284
Average Principal Salary (Middle)	\$98,093	\$94,675
Average Principal Salary (High)	\$00	\$85,183
Superintendent Salary	\$134,684	\$104,272
Percent of Budget for Teacher Salaries	39.0%	35.0%
Percent of Budget for Administrative Salaries	8.0%	7.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 12/9/2013

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](#).

California State University

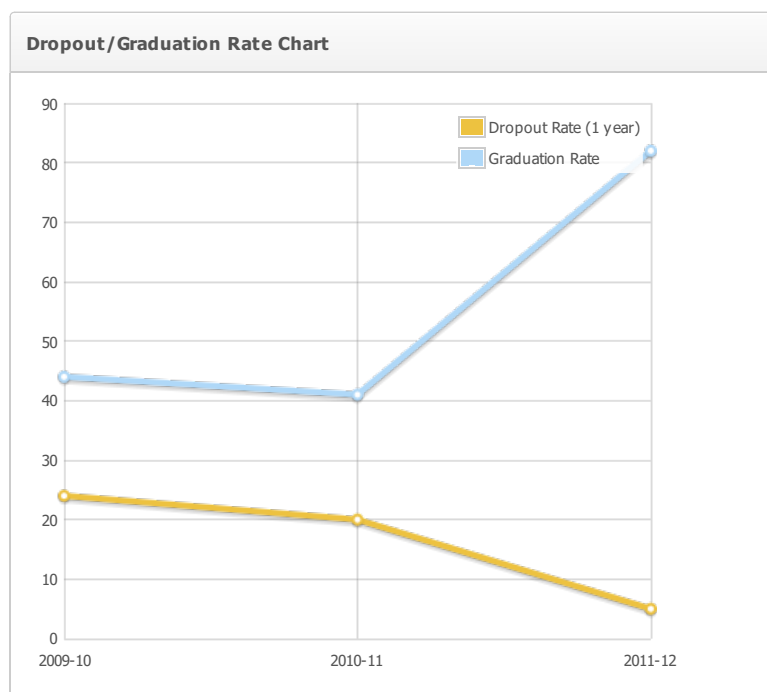
Eligibility for admission to the California State University (CSU) is determined by three factors:

- 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](#).

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	24.1	20.8	5.9	24.1	20.8	5.9	16.6	14.7	13.1
Graduation Rate	44.83	41.67	82.35	44.83	41.67	82.35	74.72	77.14	78.73



Last updated: 12/9/2013

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	29	29	418,598
Black or African American			28,078
American Indian or Alaska Native			3,123
Asian			41,700
Filipino			12,745
Hispanic or Latino	5	5	193,516
Native Hawaiian or Pacific Islander			2,585
White	23	23	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	1	1	217,915
English Learners	1	1	93,297
Students with Disabilities			31,683

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

Last updated: 12/9/2013

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	16.9
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	20.7

Last updated: 12/9/2013

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 at KTL has been limited due to budgetary constraints. All staff were provided the opportunity to attend the ETC! Conference on technology hosted by Stanislaus County Office of Education.

Last updated: 12/10/2013