

Keyes to Learning Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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., 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.



Rusty Wynn, Executive Director/Principal

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 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 home schooling 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

Keyes to Learning Charter
5709 Ninth St.
Keyes, CA

Phone: 209-634-6467

E-mail: rwynn@keyes.k12.ca.us

About This School

Contact Information - Most Recent Year

| District Contact Information - Most Recent Year | |
|---|--|
| District Name | Keyes Union |
| Phone Number | (209) 669-2921 |
| Superintendent | Cynthia Schaefer |
| E-mail Address | cschaefer@keyes.k12.ca.us |
| Web Site | |

| School Contact Information - Most Recent Year | |
|---|--|
| School Name | Keyes to Learning Charter |
| Street | 5709 Ninth St. |
| City, State, Zip | Keyes, Ca, |
| Phone Number | 209-634-6467 |
| Principal | Rusty Wynn, Executive Director/Principal |
| E-mail Address | rwynn@keyes.k12.ca.us |
| Web Site | www.keyestolearning.com/ |
| County-District-School (CDS) Code | 50711346113286 |

Last updated: 12/21/2015

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 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 TK-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 TK-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.

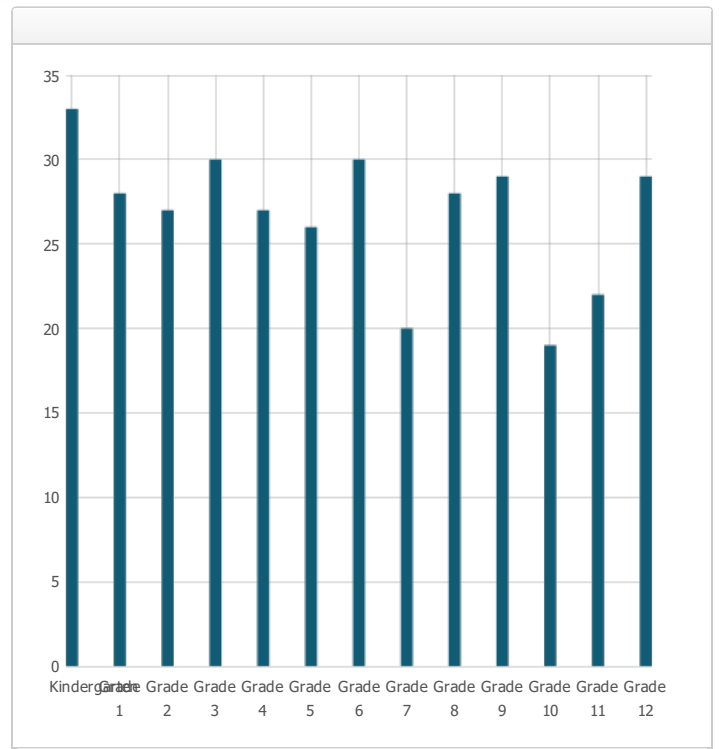
Keyes to Learning Charter School's Mission Statement:

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: 12/21/2015

Student Enrollment by Grade Level (School Year 2014-15)

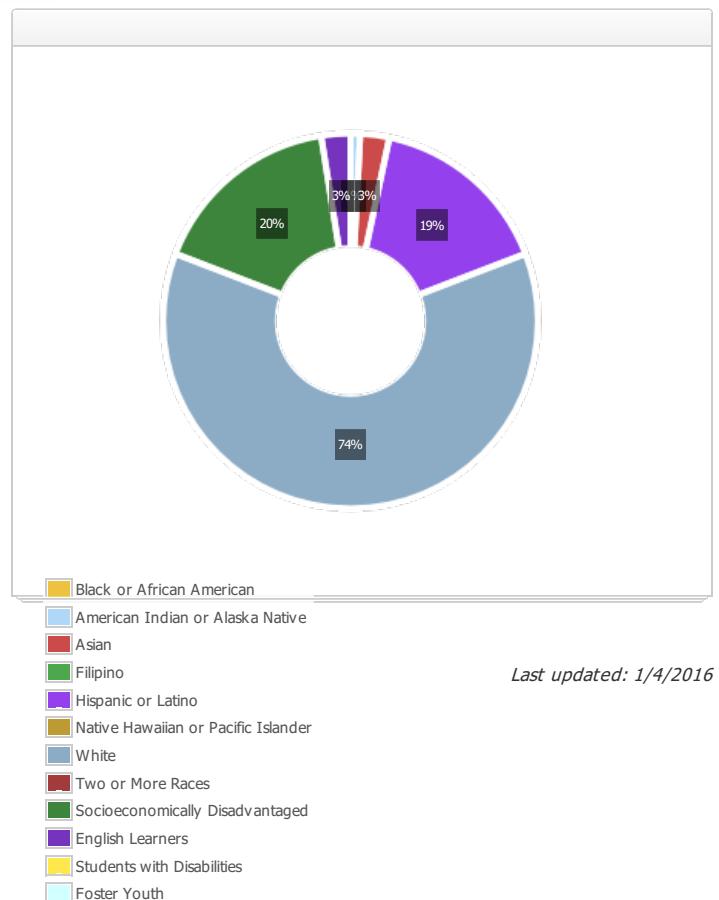
| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 33 |
| Grade 1 | 28 |
| Grade 2 | 27 |
| Grade 3 | 30 |
| Grade 4 | 27 |
| Grade 5 | 26 |
| Grade 6 | 30 |
| Grade 7 | 20 |
| Grade 8 | 28 |
| Grade 9 | 29 |
| Grade 10 | 19 |
| Grade 11 | 22 |
| Grade 12 | 29 |
| Total Enrollment | 348 |



Last updated: 12/18/2015

Student Enrollment by Student Group (School Year 2014-15)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.6 % |
| American Indian or Alaska Native | 1.4 % |
| Asian | 3.2 % |
| Filipino | 0.3 % |
| Hispanic or Latino | 19.5 % |
| Native Hawaiian or Pacific Islander | 0.6 % |
| White | 74.1 % |
| Two or More Races | 0.0 % |
| Socioeconomically Disadvantaged | 20.7 % |
| English Learners | 3.2 % |
| Students with Disabilities | 0.9 % |
| Foster Youth | 0.0 % |



Last updated: 1/4/2016

A. Conditions of Learning

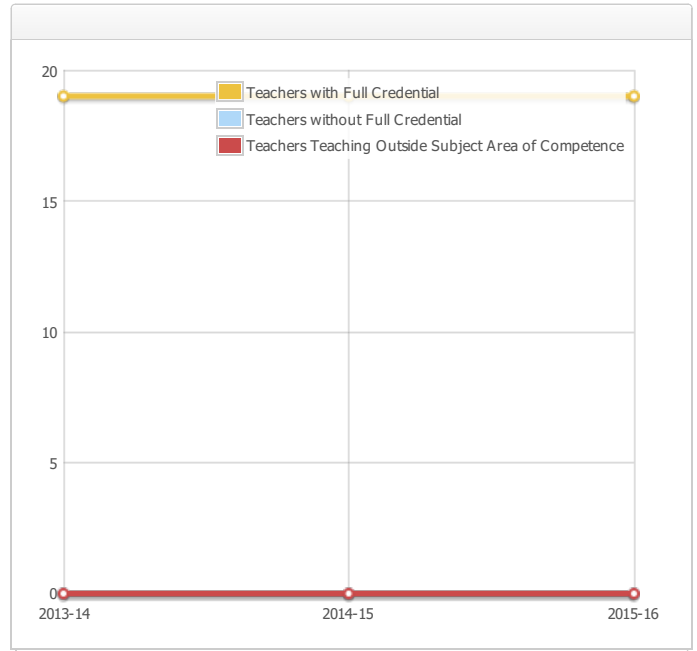
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

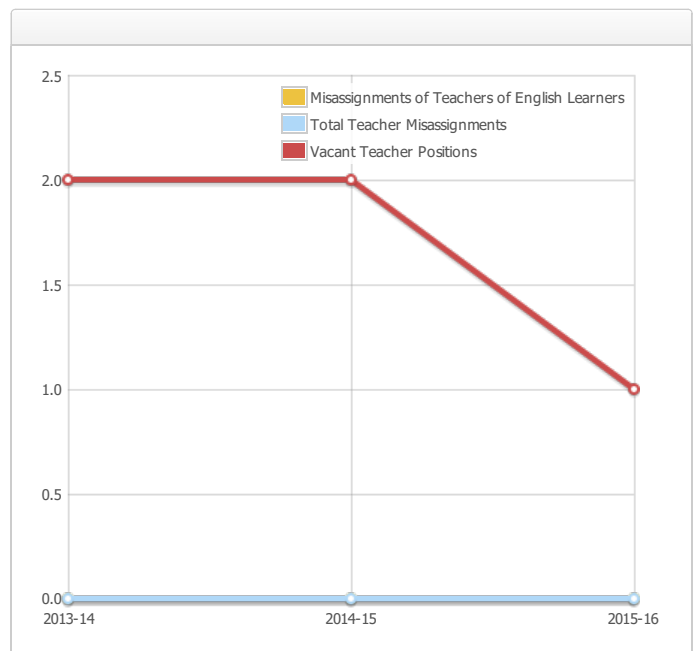
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| With Full Credential | 19 | 19 | 19 | 56 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |



Last updated: 1/4/2016

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 2 | 2 | 1 |



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.

Last updated: 1/4/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

| 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 | 96% | 4% |
| High-Poverty Schools in District | 100% | % |
| Low-Poverty Schools in District | 92% | 8% |

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 - Most Recent Year

Year and month in which data were collected: 2015

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|---|----------------------------|--|
| Reading/Language Arts | K-3 grades: Pathway readers, FLAVR: Ti & Mo, Instant Spelling, Handwriting Without Tears 3-6 grades: Houghton Mifflin:Spelling and Vocabulary, Strategies in Writing, Zaner Bloser Grammar Usage Mechanics (G.U.M.) Various literature novels 7-12 grades: Realms of Gold, McDougal Language of Literature Holt: Literature :American Literature Holt: Literature :British Literature EWRC McDougal Littel: World Literature McDougal Littel: American Literature McDougal Littel: British Literature Novels | No | 0.0 % |
| Mathematics | K-6 grades: Singapore Math-Californis Standards edition, Bellworks 7-8 grades: Math In Focus Singapore math 9-12 grades: Prentice Hall-Algebra Readiness, AGS-Consumer Math, Pearson-Algebra, | No | 0.0 % |

| | | | |
|----------------------------|--|----|-------|
| | <p>McDougal Littell-Geometry, Glencoe-Algebra 2, Glencoe-Pre-Calculus</p> | | |
| Science | <p>K-6 grades: Core Knowledge Sequence, Various tradebooks 7-12 grades: Glencoe-Life Science, Glencoe-Physical Science, Glencoe-Workbook Biology "The Dynamics of Life", Prentice Hall-Focus on Physical Science, Prentice Hall-Focus on Earth Science, Prentice Hall-Focus on Biology, Houghton Mifflin-Environmental Science, McGraw Hill-Chemistry</p> | No | 0.0 % |
| History-Social Science | <p>K-6 grades: Core Knowledge Sequence, Pearson-History and Geography 7-12 grades: Holt-U.S. History, Oxford University Press-History of the U.S., McDougal Littell-Modern World History, Glencoe-Modern U.S. History, Holt-Medieval and Early Times, Holt-Geography, World Cultures and Geography, Glencoe-World History, Glencoe-Government, Glencoe-Economics, Historical Fiction</p> | No | 0.0 % |
| Foreign Language | <p>9-12 grades: McGraw Hill-S.1 Stradivarius, McGraw Hill-S.2 Amador Optimista, McGraw Hill-S.3 Berdardino, McGraw Hill-S.4 Unperro, Un Nino, Una Noche</p> | No | 0.0 % |
| Health | <p>Grades 9-12: Glencoe-Health</p> | No | 0.0 % |
| Visual and Performing Arts | <p>9-12 Grades: Glencoe-Art in Focus, Davis-Discovering Art History</p> | No | 0.0 % |

| | |
|------------------------------------|-------|
| Science Lab Eqpmt (Grades 9-12) | 0.0 % |
|------------------------------------|-------|

Last updated: 1/4/2016

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

Last updated: 12/21/2015

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: November 2014

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Fair | Faucets in disrepair, and have been fixed. |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: November 2014

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 12/21/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

| Subject | Percent of Students Meeting or Exceeding the State Standards | | |
|--|--|----------|-------|
| | School | District | State |
| English Language Arts / Literacy (grades 3-8 and 11) | 53% | 40% | 44% |
| Mathematics (grades 3-8 and 11) | 40% | 27% | 33% |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/18/2015

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 29 | 27 | 93.1% | 11.0% | 48.0% | 22.0% | 19.0% |
| Male | 29 | 15 | 51.7% | 20.0% | 47.0% | 20.0% | 13.0% |
| Female | 29 | 12 | 41.4% | 0.0% | 50.0% | 25.0% | 25.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 29 | 1 | 3.4% | -- | -- | -- | -- |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 29 | 1 | 3.4% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 29 | 1 | 3.4% | -- | -- | -- | -- |
| White | 29 | 24 | 82.8% | 13.0% | 46.0% | 25.0% | 17.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 29 | 6 | 20.7% | -- | -- | -- | -- |
| English Learners | 29 | 1 | 3.4% | -- | -- | -- | -- |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/18/2015

ELA - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 27 | 25 | 92.6% | 24.0% | 36.0% | 20.0% | 20.0% |
| Male | 27 | 11 | 40.7% | 18.0% | 45.0% | 27.0% | 9.0% |
| Female | 27 | 14 | 51.9% | 29.0% | 29.0% | 14.0% | 29.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 27 | 2 | 7.4% | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 27 | 2 | 7.4% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 27 | 21 | 77.8% | 29.0% | 38.0% | 19.0% | 14.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 27 | 7 | 25.9% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/18/2015

ELA - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 27 | 27 | 100.0% | 11.0% | 41.0% | 33.0% | 15.0% |
| Male | 27 | 14 | 51.9% | 7.0% | 57.0% | 29.0% | 7.0% |
| Female | 27 | 13 | 48.1% | 15.0% | 23.0% | 38.0% | 23.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 27 | 1 | 3.7% | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 27 | 4 | 14.8% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 27 | 22 | 81.5% | 14.0% | 45.0% | 27.0% | 14.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 27 | 3 | 11.1% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/18/2015

ELA- Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 29 | 26 | 89.7% | 0.0% | 27.0% | 42.0% | 31.0% |
| Male | 29 | 7 | 24.1% | -- | -- | -- | -- |
| Female | 29 | 19 | 65.5% | 0.0% | 32.0% | 32.0% | 37.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 29 | 4 | 13.8% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 29 | 22 | 75.9% | 0.0% | 23.0% | 41.0% | 36.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 29 | 7 | 24.1% | -- | -- | -- | -- |
| English Learners | 29 | 1 | 3.4% | -- | -- | -- | -- |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/18/2015

ELA - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 20 | 19 | 95.0% | 16.0% | 32.0% | 47.0% | 5.0% |
| Male | 20 | 9 | 45.0% | -- | -- | -- | -- |
| Female | 20 | 10 | 50.0% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 20 | 1 | 5.0% | -- | -- | -- | -- |
| Asian | 20 | 1 | 5.0% | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 20 | 5 | 25.0% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 20 | 12 | 60.0% | 0.0% | 33.0% | 67.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 20 | 7 | 35.0% | -- | -- | -- | -- |
| English Learners | 20 | 1 | 5.0% | -- | -- | -- | -- |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/18/2015

ELA - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 28 | 27 | 96.4% | 4.0% | 41.0% | 44.0% | 11.0% |
| Male | 28 | 13 | 46.4% | 8.0% | 46.0% | 46.0% | 0.0% |
| Female | 28 | 14 | 50.0% | 0.0% | 36.0% | 43.0% | 21.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 28 | 1 | 3.6% | -- | -- | -- | -- |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 28 | 5 | 17.9% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 28 | 21 | 75.0% | 5.0% | 29.0% | 57.0% | 10.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 28 | 4 | 14.3% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 28 | 1 | 3.6% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/18/2015

ELA - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 22 | 19 | 86.4% | 16.0% | 11.0% | 42.0% | 21.0% |
| Male | 22 | 8 | 36.4% | -- | -- | -- | -- |
| Female | 22 | 11 | 50.0% | 0.0% | 9.0% | 55.0% | 27.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 22 | 1 | 4.5% | -- | -- | -- | -- |
| Filipino | 22 | 1 | 4.5% | -- | -- | -- | -- |
| Hispanic or Latino | 22 | 7 | 31.8% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 22 | 10 | 45.5% | -- | -- | -- | -- |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 22 | 4 | 18.2% | -- | -- | -- | -- |
| English Learners | 22 | 1 | 4.5% | -- | -- | -- | -- |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/18/2015

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 29 | 27 | 93.1% | 19.0% | 30.0% | 37.0% | 15.0% |
| Male | 29 | 15 | 51.7% | 20.0% | 20.0% | 47.0% | 13.0% |
| Female | 29 | 12 | 41.4% | 17.0% | 42.0% | 25.0% | 17.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 29 | 1 | 3.4% | -- | -- | -- | -- |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 29 | 1 | 3.4% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 29 | 1 | 3.4% | -- | -- | -- | -- |
| White | 29 | 24 | 82.8% | 21.0% | 29.0% | 38.0% | 13.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 29 | 6 | 20.7% | -- | -- | -- | -- |
| English Learners | 29 | 1 | 3.4% | -- | -- | -- | -- |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/18/2015

Mathematics - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 27 | 25 | 92.6% | 16.0% | 40.0% | 36.0% | 8.0% |
| Male | 27 | 11 | 40.7% | 9.0% | 36.0% | 45.0% | 9.0% |
| Female | 27 | 14 | 51.9% | 21.0% | 43.0% | 29.0% | 7.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 27 | 2 | 7.4% | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 27 | 2 | 7.4% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 27 | 21 | 77.8% | 19.0% | 43.0% | 33.0% | 5.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 27 | 7 | 25.9% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/18/2015

Mathematics - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 27 | 27 | 100.0% | 30.0% | 37.0% | 26.0% | 7.0% |
| Male | 27 | 14 | 51.9% | 29.0% | 43.0% | 14.0% | 14.0% |
| Female | 27 | 13 | 48.1% | 31.0% | 31.0% | 38.0% | 0.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 27 | 1 | 3.7% | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 27 | 4 | 14.8% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 27 | 22 | 81.5% | 32.0% | 41.0% | 18.0% | 9.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 27 | 3 | 11.1% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/18/2015

Mathematics - Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 29 | 26 | 89.7% | 19.0% | 35.0% | 27.0% | 19.0% |
| Male | 29 | 7 | 24.1% | -- | -- | -- | -- |
| Female | 29 | 19 | 65.5% | 21.0% | 37.0% | 26.0% | 16.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 29 | 4 | 13.8% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 29 | 22 | 75.9% | 14.0% | 36.0% | 27.0% | 23.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 29 | 7 | 24.1% | -- | -- | -- | -- |
| English Learners | 29 | 1 | 3.4% | -- | -- | -- | -- |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/18/2015

Mathematics - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 20 | 19 | 95.0% | 26.0% | 32.0% | 37.0% | 5.0% |
| Male | 20 | 9 | 45.0% | -- | -- | -- | -- |
| Female | 20 | 10 | 50.0% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 20 | 1 | 5.0% | -- | -- | -- | -- |
| Asian | 20 | 1 | 5.0% | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 20 | 5 | 25.0% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 20 | 12 | 60.0% | 17.0% | 33.0% | 50.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 20 | 7 | 35.0% | -- | -- | -- | -- |
| English Learners | 20 | 1 | 5.0% | -- | -- | -- | -- |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/18/2015

Mathematics - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 28 | 27 | 96.4% | 33.0% | 26.0% | 15.0% | 26.0% |
| Male | 28 | 13 | 46.4% | 31.0% | 46.0% | 8.0% | 15.0% |
| Female | 28 | 14 | 50.0% | 36.0% | 7.0% | 21.0% | 36.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 28 | 1 | 3.6% | -- | -- | -- | -- |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 28 | 5 | 17.9% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 28 | 21 | 75.0% | 29.0% | 29.0% | 10.0% | 33.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 28 | 4 | 14.3% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 28 | 1 | 3.6% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/18/2015

Mathematics - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 22 | 19 | 86.4% | 42.0% | 32.0% | 16.0% | 0.0% |
| Male | 22 | 8 | 36.4% | -- | -- | -- | -- |
| Female | 22 | 11 | 50.0% | 36.0% | 36.0% | 18.0% | 0.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 22 | 1 | 4.5% | -- | -- | -- | -- |
| Filipino | 22 | 1 | 4.5% | -- | -- | -- | -- |
| Hispanic or Latino | 22 | 7 | 31.8% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 22 | 10 | 45.5% | -- | -- | -- | -- |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 22 | 4 | 18.2% | -- | -- | -- | -- |
| English Learners | 22 | 1 | 4.5% | -- | -- | -- | -- |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/18/2015

California Standards Tests 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 | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science (grades 5, 8, and 10) | 68% | 60% | 68% | 41% | 58% | 63% | 59% | 60% | 56% |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/18/2015

California Standards Tests Results by Student Group in Science (School Year 2014-15)

| Student Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 63% |
| All Students at the School | 68% |
| Male | 78% |
| Female | 70% |
| Black or African American | -- |
| American Indian or Alaska Native | -- |
| Asian | -- |
| Filipino | -- |
| Hispanic or Latino | -- |
| Native Hawaiian or Pacific Islander | -- |
| White | 71% |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | -- |
| English Learners | -- |
| Students with Disabilities | -- |
| Students Receiving Migrant Education Services | -- |
| Foster Youth | -- |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/18/2015

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission | 20.7% |
| 2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission | 45.5% |

State Priority: Other Pupil Outcomes

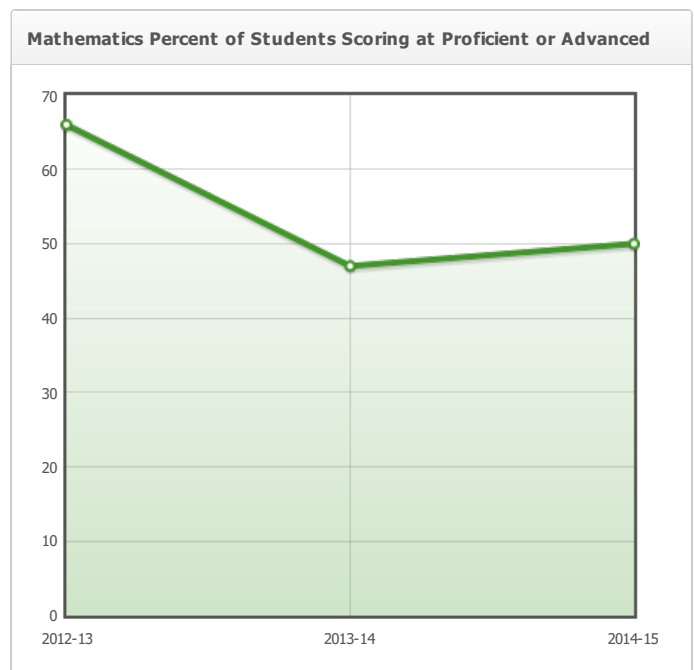
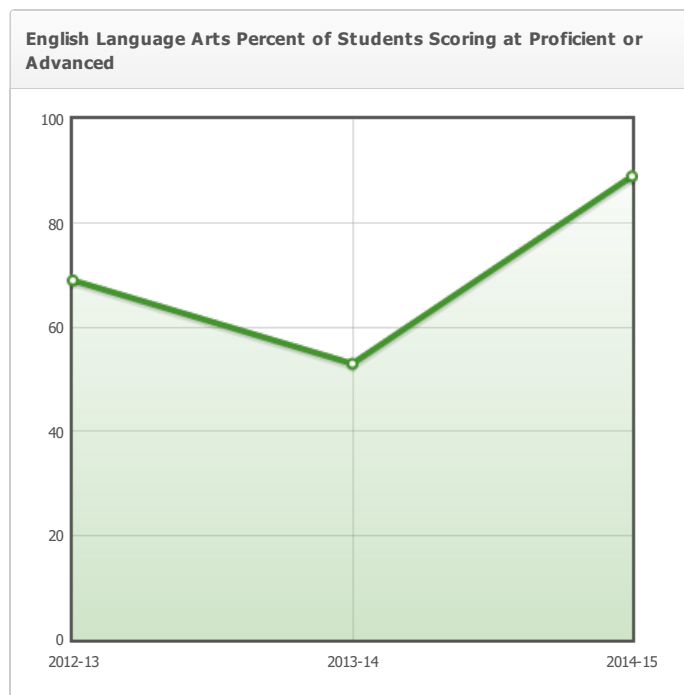
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

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

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English Language Arts | 69% | 53% | 89% | 69% | 53% | 89% | 57% | 56% | 58% |
| Mathematics | 66% | 47% | 50% | 66% | 47% | 50% | 60% | 62% | 59% |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 12/18/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

| Student Group | English Language Arts | | | Mathematics | | |
|---|------------------------|--------------------|------------------|------------------------|--------------------|------------------|
| | Percent Not Proficient | Percent Proficient | Percent Advanced | Percent Not Proficient | Percent Proficient | Percent Advanced |
| All Students in the LEA | 11% | 50% | 39% | 50% | 44% | 6% |
| All Students at the School | 11% | 50% | 39% | 50% | 44% | 6% |
| Male | % | % | % | % | % | % |
| Female | % | % | % | % | % | % |
| Black or African American | % | % | % | % | % | % |
| American Indian or Alaska Native | % | % | % | % | % | % |
| Asian | % | % | % | % | % | % |
| Filipino | % | % | % | % | % | % |
| Hispanic or Latino | % | % | % | % | % | % |
| Native Hawaiian or Pacific Islander | % | % | % | % | % | % |
| White | 17% | 33% | 50% | 33% | 58% | 8% |
| Two or More Races | % | % | % | % | % | % |
| Socioeconomically Disadvantaged | % | % | % | % | % | % |
| English Learners | % | % | % | % | % | % |
| Students with Disabilities | % | % | % | % | % | % |
| Students Receiving Migrant Education Services | % | % | % | % | % | % |
| Foster Youth | % | % | % | % | % | % |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/18/2015

California Physical Fitness Test Results (School Year 2014-15)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 26.9% | 15.4% | 46.2% |
| 7 | 18.8% | 12.5% | 37.5% |
| 9 | 16.7% | 12.5% | 58.3% |

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.

Last updated: 12/18/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

State Priority: Pupil Engagement

Last updated: 12/21/2015

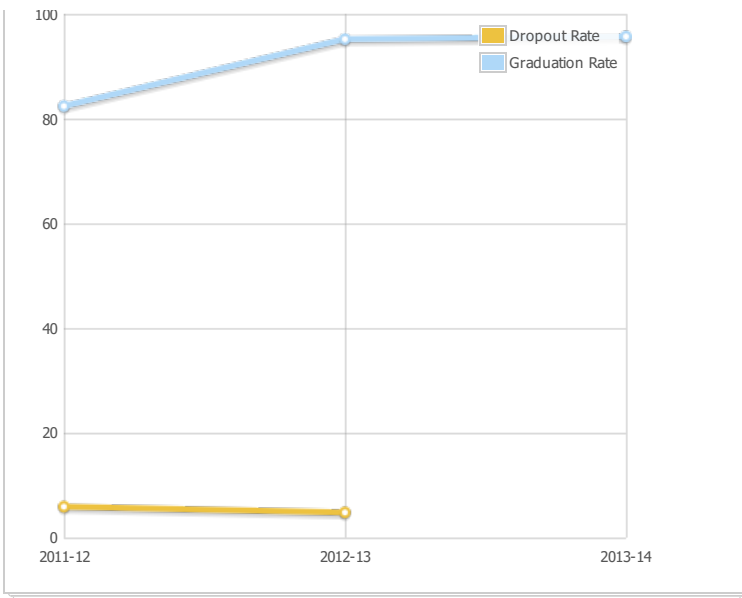
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 5.9% | 4.8% | % | 5.9% | 4.8% | % | 13.1% | 11.4% | 11.5% |
| Graduation Rate | 82.40 | 95.20 | 95.70 | 82.40 | 95.20 | 95.70 | 78.87 | 80.44 | 80.95 |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 12/18/2015

Completion of High School Graduation Requirements

| Student Group | Graduating Class of 2014 | | |
|-------------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 92 | 100 | |
| Black or African American | | | 76 |
| American Indian or Alaska Native | 83 | 83 | 78 |
| Asian | | | 93 |
| Filipino | 100 | 100 | 96 |
| Hispanic or Latino | | | 81 |
| Native Hawaiian or Pacific Islander | | | 84 |
| White | 92 | 85 | 90 |
| Two or More Races | | | 83 |
| Socioeconomically Disadvantaged | | 100 | 81 |
| English Learners | 100 | 100 | 51 |
| Students with Disabilities | 100 | 100 | 61 |
| Foster Youth | | | |

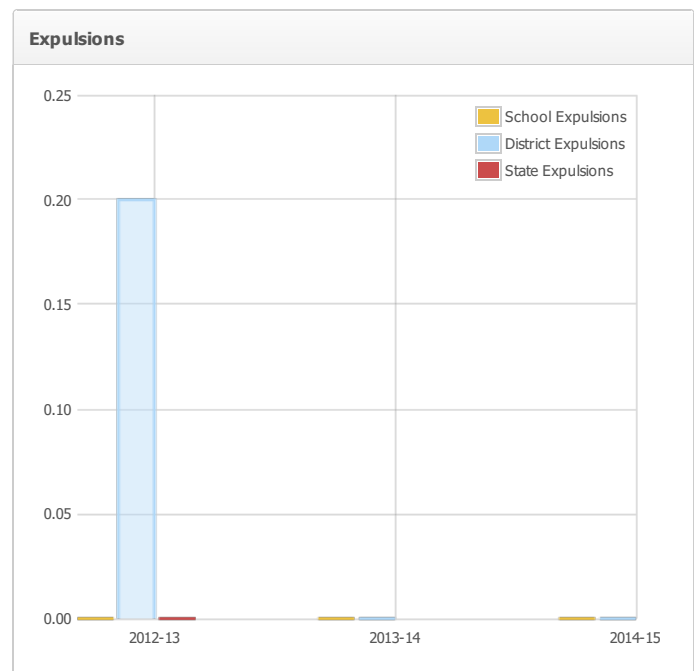
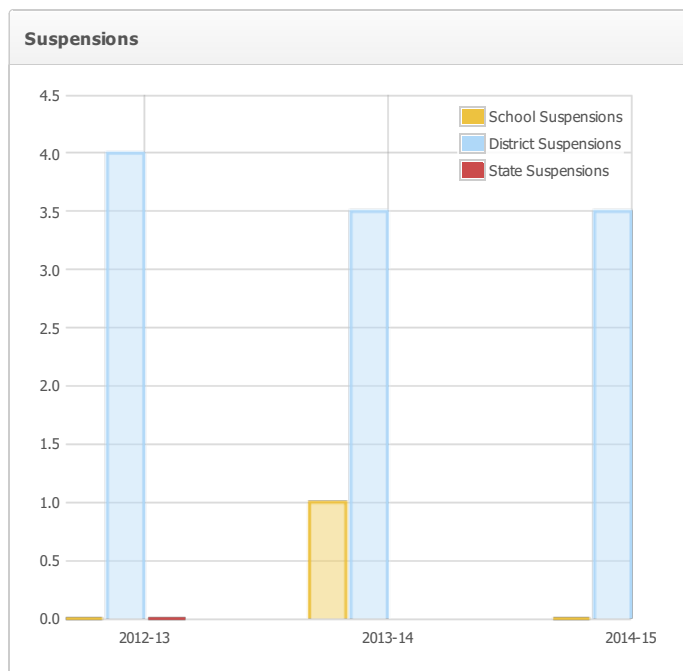
State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | 0.0 | 1.0 | 0.0 | 4.0 | 3.5 | 3.5 | | | |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | | | |



Last updated: 1/4/2016

School Safety Plan - Most Recent Year

Keyes to Learning Charter School (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: 1/4/2016

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 2014-15)

| AYP Criteria | School | District | State |
|--|--------|----------|-------|
| Made AYP Overall | Yes | Yes | |
| Met Participation Rate - English Language Arts | Yes | Yes | |
| Met Participation Rate - Mathematics | Yes | Yes | |
| Met Percent Proficient - English Language Arts | N/A | N/A | |
| Met Percent Proficient - Mathematics | N/A | N/A | |
| Met Attendance Rate | | | |
| Met Graduation Rate | N/A | N/A | |

Last updated: 12/18/2015

Federal Intervention Program (School Year 2015-16)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | Not in PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | N/A | 0 |
| Percent of Schools Currently in Program Improvement | N/A | % |

Note: Cells with NA values do not require data.

Last updated: 12/18/2015

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2012-13 | | | 2013-14 | | | 2014-15 | | | | | |
|-------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
| | 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 | 26.0 | | 1 | | 32.0 | | 1 | | 34.0 | | | 1 |
| 1 | 29.0 | | 1 | | 31.0 | | 1 | | 29.0 | | | 1 |
| 2 | 30.0 | | 1 | | 30.0 | | 1 | | 27.0 | | | 1 |
| 3 | 23.0 | | 1 | | 29.0 | | 1 | | 29.0 | | | 1 |
| 4 | 30.0 | | 1 | | 28.0 | | 1 | | 27.0 | | | 1 |
| 5 | 18.0 | 1 | | | 29.0 | | 1 | | 26.0 | | | 1 |
| 6 | 31.0 | | 1 | | 23.0 | | 1 | | 30.0 | | | 1 |
| Other | | | | | | | | | | | | |

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

Last updated: 12/18/2015

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2012-13 | | | 2013-14 | | | 2014-15 | | | | | |
|----------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
| | 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 | 8.0 | 12 | | | 6.0 | 17 | | | 6.0 | 17 | | |
| Mathematics | 7.0 | 19 | | | 5.0 | 17 | | | 7.0 | 12 | | |
| Science | 12.0 | 9 | 1 | | 8.0 | 11 | 1 | | 4.0 | 11 | | |
| Social Science | 8.0 | 11 | | | 7.0 | 14 | | | 8.0 | 10 | | |

* 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: 12/18/2015

Academic Counselors and Other Support Staff (School Year 2014-15)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 0.1 | 89.0 |
| 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 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: 12/18/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$5,104 | \$ | \$5,104 | \$65,402 |
| District | N/A | N/A | \$6,761 | \$67,335 |
| Percent Difference – School Site and District | N/A | N/A | 1657% | 1933% |
| State | N/A | N/A | \$5,348 | \$59,180 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

Last updated: 12/18/2015

Types of Services Funded (Fiscal Year 2014-15)

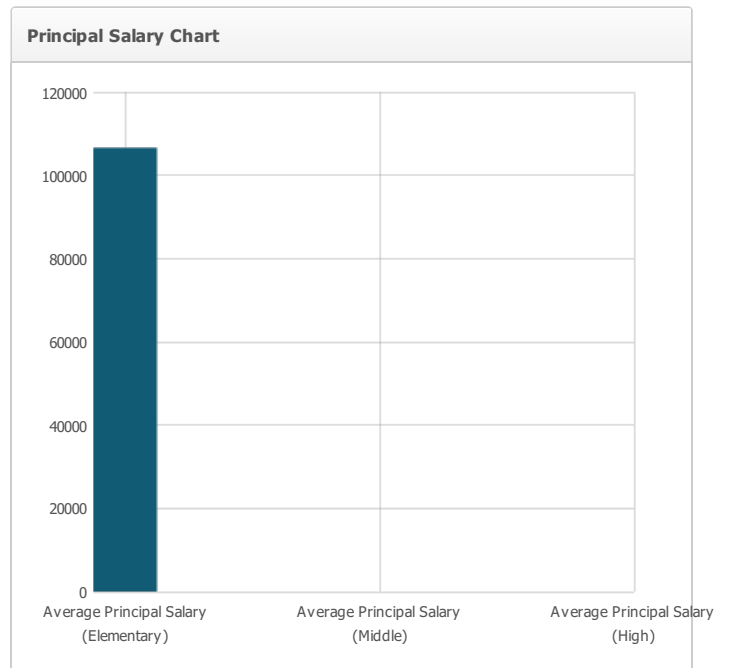
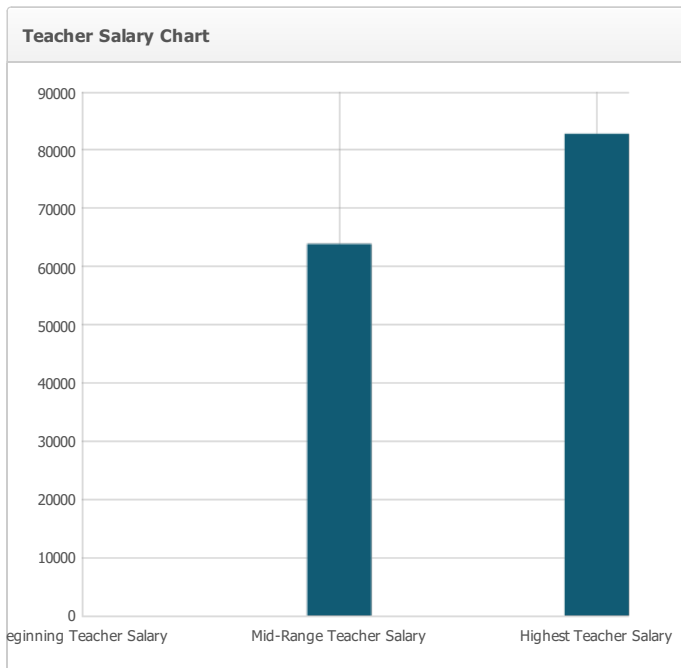
KTL is block grant funded. In addition to the core curriculum, the school provides supplemental and core ancillary instructional materials for reading and math. Concerning KTL's LCAP, KTL only receives Basic Grant Funding. Due to KTL's student population, KTL is not eligible for supplemental and/or concentration grant funds. KTL's supplemental educational services are under contract with Keyes Union School District and/or Stanislaus County Office of Education.

Last updated: 12/21/2015

Teacher and Administrative Salaries (Fiscal Year 2013-14)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | -- | \$39,948 |
| Mid-Range Teacher Salary | \$63,888 | \$57,401 |
| Highest Teacher Salary | \$82,814 | \$73,183 |
| Average Principal Salary (Elementary) | \$106,608 | \$94,578 |
| Average Principal Salary (Middle) | -- | \$97,400 |
| Average Principal Salary (High) | -- | -- |
| Superintendent Salary | \$126,336 | \$112,657 |
| Percent of Budget for Teacher Salaries | 40% | 35% |
| Percent of Budget for Administrative Salaries | 9% | 7% |

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



Last updated: 12/21/2015

Professional Development – Most Recent Three Years

During the most recent three years, Professional Development has been offered in the areas of, Singapore mathematics, Common Core questioning techniques and other teaching/instructional strategies by Frank Smith, and technology usage in the classroom. Several staff members attended a variety of workshops this school year. All staff were provided the opportunity to attend the ETC! Conference on technology hosted by Stanislaus County Office of Education.

Last updated: 12/21/2015