

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Five Keys Independence High

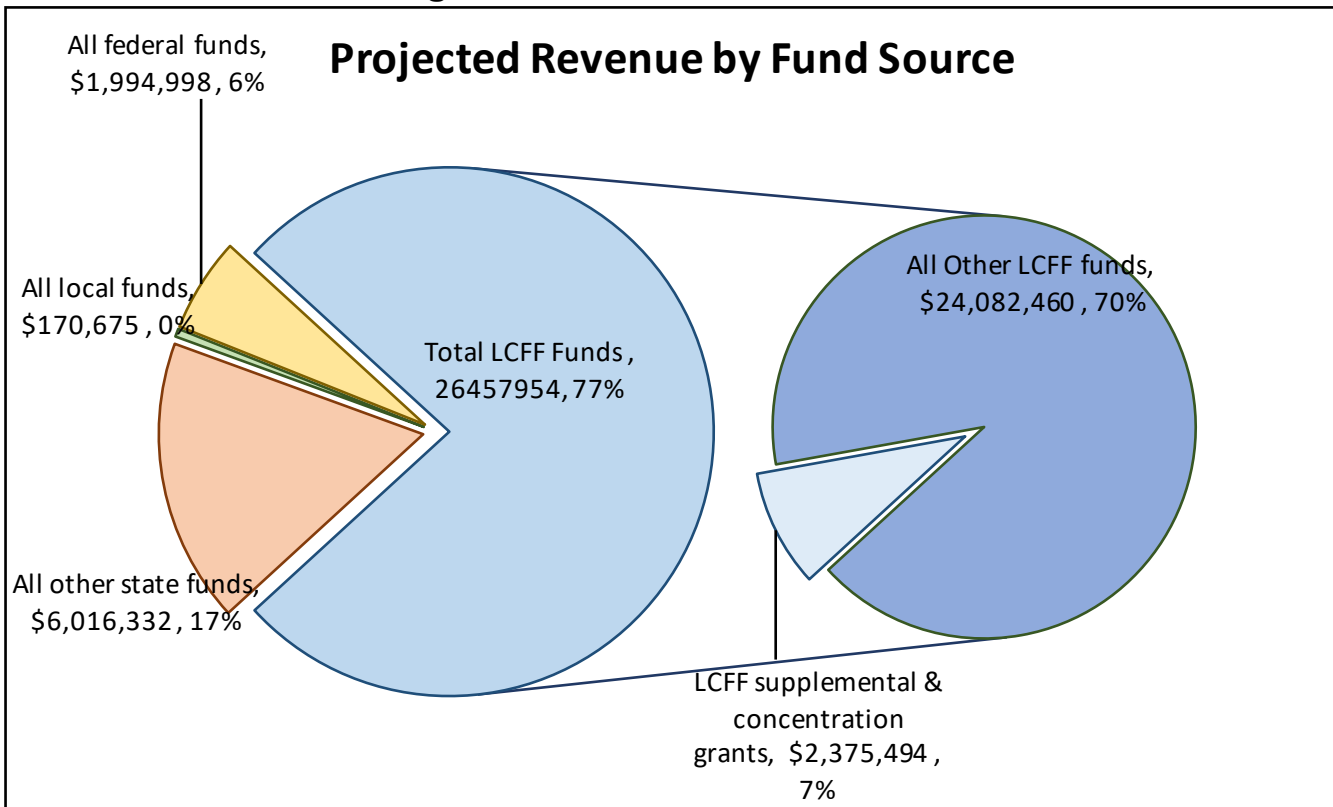
CDS Code: 38 68478 0118141

School Year: 2022 – 23

LEA contact information: Steve Good, steveg@fivekeys.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

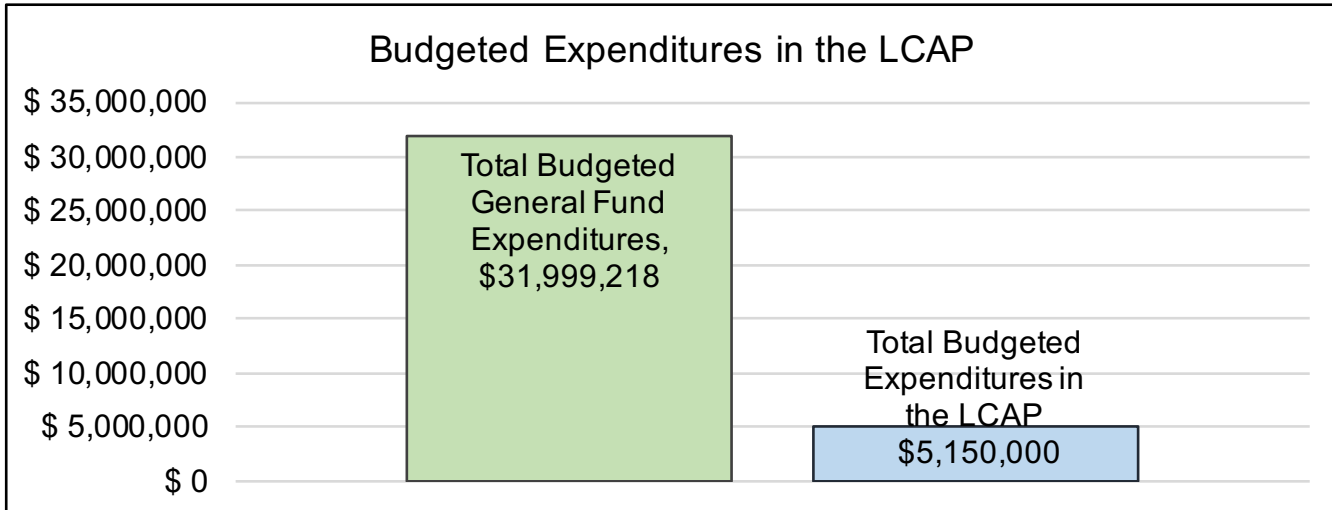


This chart shows the total general purpose revenue Five Keys Independence High expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Five Keys Independence High is \$34,639,959.00, of which \$26,457,954.00 is Local Control Funding Formula (LCFF), \$6,016,332.00 is other state funds, \$170,675.00 is local funds, and \$1,994,998.00 is federal funds. Of the \$26,457,954.00 in LCFF Funds, \$2,375,494.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Five Keys Independence High plans to spend for 2022 – 23 shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Five Keys Independence High plans to spend \$31,999,218.00 for the 2022 – 23 school year. Of that amount, \$5,150,000.00 is tied to actions/services in the LCAP and \$26,849,218.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

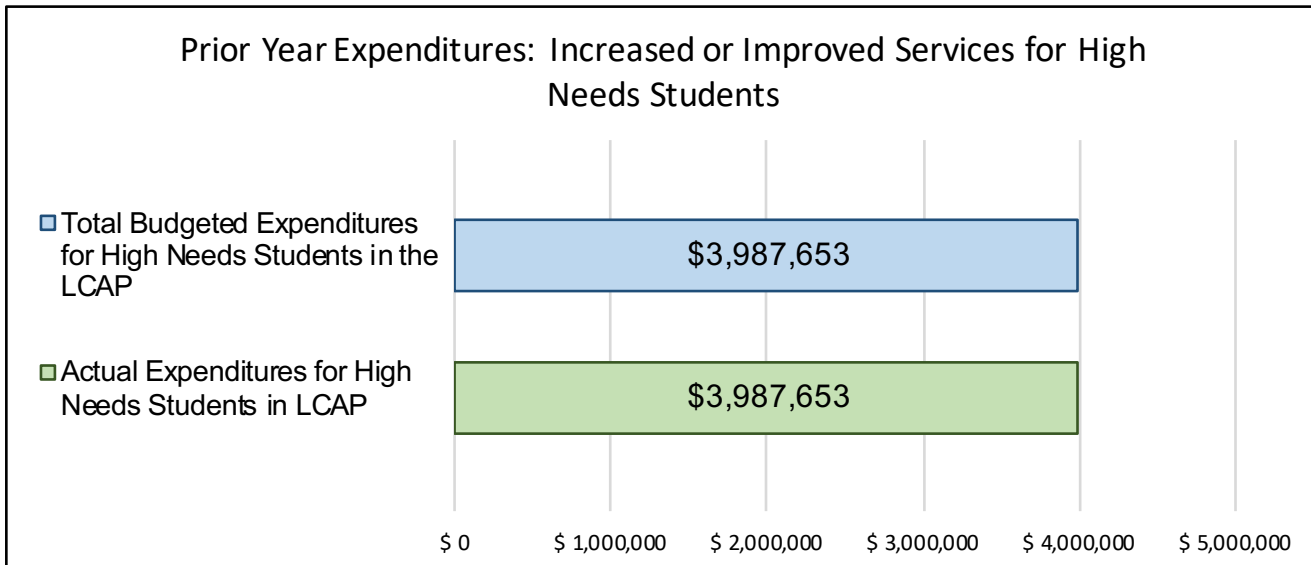
The only general funds not included in the LCAP are for teacher salaries and benefits.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Five Keys Independence High is projecting it will receive \$2,375,494.00 based on the enrollment of foster youth, English learner, and low-income students. Five Keys Independence High must describe how it intends to increase or improve services for high needs students in the LCAP. Five Keys Independence High plans to spend \$5,150,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Five Keys Independence High budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Five Keys Independence High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Five Keys Independence High's LCAP budgeted \$3,987,653.00 for planned actions to increase or improve services for high needs students. Five Keys Independence High actually spent \$3,987,653.00 for actions to increase or improve services for high needs students in 2021 – 22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Five Keys Independence High	Steve Good, President and CEO	steveg@fivekeys.org

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

FKIH included the applicable funds in the 2021-2022 adopted LCAP.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

N/A

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

As a part of the development of the LCP, FKIH engaged with our stakeholders through surveys and meetings to gather their input on the use of one-time federal funds. Additionally, FKIH has maintained regular communication with stakeholder to ensure that the use of the funds is having the desired impact.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

N/A

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

FHH is using its fiscal resources received for the 21-22 school year to implement the goals intended to support the desired outcomes. However, due to the ongoing pandemic and its impact on student enrollment and engagement, some funds are being diverted to cover teacher salaries and general operating expenses while FHH waits for the status of hold harmless for charter schools for the 21-22 and 22-23 school year.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Five Keys Independence High	Steve Good, President	steveg@fivekeys.org

Plan Summary 2022-2023

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Quick Facts:

- o Target population: Transitional-aged youth and adults you have dropped out of the traditional education system, both in and out of custody
- o Average length of enrollment: 60 days
- o Average daily attendance (P2) : 1710.94
- o Cumulative Enrollment to Date: 5,981
- o Unduplicated Pupil Percentage: 49%
- o Enrollment Policy: Open, voluntary
- o Calendar: Year-round

Mission

Through the use of social and restorative justice principals, Five Keys provides traditional underserved community the opportunities to improve their lives through a focus on the Five Keys: Education, Employment, Recovery, Family, and Community

Vision

Redefining the way people think about the role of education in restoring communities

Core Values

Compassion: We see individuals as whole people and respect their lived experiences

Advocacy: We empower our community to find their voice and to work toward their goals and visions for individual and systemic change

Lifelong Learning: We believe that lives and communities are stronger and healthier on journeys of knowledge, wisdom, and growth

Community: We build and sustain authentic, inclusive, and mutual relationships that foster belonging

Integrity: We act with honesty, transparency, and accountability to teach high standards and build trust among students, staff, and our communities

Teamwork: We unite and invest in our individual and collective strengths to meet common goals

Five Keys Schools and Programs

Five Keys was established by the San Francisco Sheriff's Department in 2003 as the first charter in the nation to operate inside a county jail. Today, Five Keys Schools and Programs is a nationally recognized education management (non-profit) corporation that operates accredited charter schools and programs at over 70 locations across 9 Northern and Southern California Counties: San Francisco, Los Angeles, Alameda, San Mateo, Santa Clara, Solano, San Bernardino, Sonoma, and Marin.

There are many qualities that set Five Keys apart from other traditional charter schools, including:

- **The population we serve is made up of transitional-aged youth (TAY) and adults** who are either in the county jail on probation or parole, living in a residential treatment facility, enrolled in a workforce development program, and/or for whatever reason, dropped out of the traditional education system.
- **We bring the school to the student**, with individualized and tailored instruction. Given our target population, 100% of Five Keys students have not found success in the traditional K-12 system. For this reason, we strive to provide an accessible and flexible alternative to mainstream schools. We have an open enrollment policy, allowing students to enroll or complete at any time. We offer traditional, classroom-based instruction and our Intendent Study Program (ISP), which includes small group, individual, and online instruction. Class times vary from site to site to accommodate students' schedules and are held in nearly every type of space, from traditional classroom to in-custody housing units—even a traveling school bus.
- **Our educational approach** is founded on five, equally important keys to success: education, employment, recovery, community, and family. The structure and content of the school aims to bring resources and opportunities for learning in each of these five elements. Examples of this unique approach include: a science class incorporating an understanding of how drugs effect the brain; health unites being fulfilled by taking a parenting class that allows inmates to visit with their children; partnerships with employers to offer transitional employment for credits; and community partnerships that infuse family support into community campuses.
- **The philosophy of restorative justice permeates everything we do**, from classroom management to professional development to the curricula we create. When a crime is committed, the current justice system in the United States emphasized punishment and retribution, which often results in offenders becoming trapped in the revolving door of our nation's jails and prisons. In contract, the principles of restorative justice assert that justice is achieved for all involved (victim, offender, and the community) through the offender's acceptance of responsibility for the harm they have caused, and being given an opportunity to repair that harm. This approach work to return the offender to an empowered, free-thinking responsible individual, rather than internalizing their label as a criminal. They can then contribute to repairing the harm caused to their victims, self, and community. To this end, a formal restorative justice curriculum was written by Five Keys teachers, which all students must complete in order to graduate from Five Keys.
- **We provide a range of educational programs and services to meet students' diverse goals and needs**, from literacy development to college and career preparation, including high school diploma, high school equivalency, career and technical

education, digital literacy, ESL education, cognitive behavioral interventions, recovery programs, case management, correctional education consulting, and college access. Five Keys creates curricula aligned to the state standards and that is relevant and meaningful for our diverse student body. Our instructional methods are trauma-informed, culturally competent, and gender-informed.

Through these efforts, our ultimate vision for our students is that they will develop transferable skills through curriculum and instructional that take learning off the page, out of the classroom, and into the 21st century workplace and learning environments. They will be leaders, advocates, and competitors, making positive contributions within their communities, families, and homes.

Five Keys Independence High School

Five Keys Independence High's classrooms span between community and custody environments. Our community-based classrooms are generally in urban neighborhoods with large concentrations of minority populations, higher than average crime rates, and lower than average education and income levels. We are located in probation departments, job training centers, LGBT and women's centers, youth service centers, foster youth transition centers, and more, which has allowed us to reach people who might not otherwise restart their education. By co-locating within community-based agencies, FKIHS provides students with wraparound services such as case management, mental health counseling, addiction treatment, and job preparation. Among the school's initiatives to increase access to our services is a "moving classroom" bus that is strategically parked in neighborhoods that allow gang-affiliated students to attend school without entering territories that are off-limits. In addition to offering accessibility, flexibility, and comprehensive support services, the school strives to provide a stable and consistent climate for students, which is approached through cultivating a sense of community with staff and among students.

The always-changing patterns of students entering and leaving jail makes program delivery in these settings particularly challenging. Jails (unlike prisons) primarily house individuals who are awaiting trial or who are serving short sentences, so their length of stay may be anywhere from a few days to a year or more. In custody, Five Keys accommodates this wide variance by offering classroom-based courses year-round, in intensive, five to eight-week 'semesters' during which students focus on two subjects at a time to more efficiently earn credits toward a high school diploma. For students who are unable to access classrooms or small group learning through Five Keys Independence High, where teachers meet with students one-on-one to keep their educational plans on track.

Five days of in-house professional development offerings include evidence-based methods aimed at developing a strong connection between students and school. Trainings include awareness of implicit bias, culturally responsive teaching, trauma-informed practices, and Restorative Justice principles. These collective efforts are driven by the school's mission to provide opportunities that will help students overcome the barriers that had previously blocked their success in education.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Growth of E-learning

Building on the success of the prior school year, Five Keys was able to grow e-learning access for students across the school. First, the work done on the LMS (Canvas) during the prior school year, to adapt current curriculum and build out new curriculum, allowed students to enter school with a full circle of personalized learning options. Students were able to enroll in a fully online ecosystem which allow a subset

of students to be able to access Five Keys in a way never done before. In addition, the 21-22 school year saw a large increase in the amount of online curriculum being used for all students. The growth of online learning provided many student with the opportunity for hybrid learning; they are able to access the curriculum at their fingertips no matter where they are but still meet with their teacher in-person to get the one-on-one support needed.

Fidelity of Internal Assessments

In July of 2020, Five Keys transitioned from the Test of Adult Basic Education (TABE) to the CASAS. The adoption of CASAS was made primarily as a result of our approval to be a WIOA Title II program, but it is also a necessary transition to better track student achievement. Since the transition to the CASAS, Five Keys has seen a growth in the number and frequency of students being assessed. This is providing teachers and students with the real-time data needed to better create personalized learning plans. Additionally, as a school, Five Keys is better able to determine the impact of the educational program.

Counseling Department

The 21-22 school year saw the introduction of the school counseling department. The need for school counseling was identified during the 2021 WASC visit to help alleviate some of what independent studies teachers have to hold. The counselors, one for each region, were able to support students with a variety of different barriers that kept them from being able to be successful in school. The role of the counselor was fluid throughout the year in order to be able to best adapt to the the needs of the students. Going into the 22-23 school year, the counseling team will continue this work, reflecting on the data, successus, and challenges in order to continue to make the progam more effective.

Teacher Credentialing

The passage of AB1505 resulted in the need for all charter school teachers to be credentialed. Starting in January of 2021, Five Keys implemented a Tuition Reimbursement Program which provided teachers with \$15,000, or \$15,500 for those pursuing a science or math credential, to return to school to obtain a preliminary credential. 92% of teachers with an adult education credential are now actively working earning their preliminary credential with about 8 of them completing their credential this past school year and starting the induction process to clear their credential in the 22-23 school year.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Academic Progress

The average length of enrollment is only about 60 days which is not enough time to make real academic progress. Additionally, most students are earning less than one credit per week which, depending on the number of credits needed for graduation, could greatly extend their timeline to graduation. It is necessary to acknowledge the progress of students due to many factors including the high levels of transiency,

Five Keys must work to address these glaring differences through curriculum, instruction, and assessment. While unit completion and progress towards graduation is an important measure of student success, it is somewhat misaligned to the students Five Keys serves and the goals of the school. Many students are juggling families, work, and other barriers in addition to earning units or working towards an equivalency certificate. Integrated into student academic progress is the stalling growth for students who are below grade level in reading and math, especially those who are below a 7th grade level. This group of students makes up the largest percentage of students who are not matriculating to potential graduates and are not making overall academic progress. While Five Keys has designated curricula for teachers to support students below grade level, students who do not move academically are not being provided specific interventions and support. The implementation of an effective multi-tiered system of support with a process for identifying students and providing tiered interventions is needed to ensure this subgroup of students progress academically

College and Career Readiness

Despite the work that has been done to increase access to dual enrollment and career technical education pathways, Five Keys college and career indicator remains low. Moving into the next three years, Five keys must be more deliberate about ensuring the our programs match the requirements set by the state while also meeting the needs of our students. This means the creation of more CTE pathways and stackable credentials which are aligned to hiring outlooks as well as provide more explicit dual enrollment options for students from the beginning of the enrollment.

Subgroup Identification and Performance

Five Keys serves a very diverse student population. As our program has involved, our accountability to all of the subgroups we serve has not. Continuing our work from last year, Five Keys needs to do a better job of identifying students and their eligibility for subpops to better disaggregate the data and provide more specific services for these populations.

School Culture

The last 2 years have been hard for educators and especially for Five Keys. The ongoing pandemic disproportionately affected black and brown people and as a result, disproportionately affected the students Five Keys serves. Teachers and staff carried this vicarious trauma along with their students. While working to continually adapt to serve students, it came at a price to the school culture. New initiatives were being rolled out regularly, and not always with a lot of notice. Teachers were doing everything they could to serve students and it has been exhausting. On top of all of this, due to the ongoing lack of access to students in jails, Five Keys ADA is substantially lower than projected and we had to move forward with lay offs. A combination of all these factors has really taken a toll on the culture of the school and the relationships between teachers and leaders. School culture and the rebuilding of of trust, must be an area of focus for the 22-23 school year so that we can rebuild together.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Five Keys has elected to keep the same three goals that have guided our work over the past three years. This allows us to continue our focus on the aligned metrics and continue to improve outcomes for students.

Key Actions & Services:

- Barrier Removal: Five Keys has allocated funding to help remove barriers for students returning to school including food, transportation, clothing.
- Counseling: Five Keys has allocated funding to build out a comprehensive counseling program that will provide academic and broad counseling services. The primary focus for the counseling department will be foster youth, homeless students, socioeconomically disadvantaged students, English learners, pregnant and parenting students, and struggling students.
- Teacher credentialing: Five Keys has allocated funding and staffing to support teachers who hold an Adult Education credential in getting their K-12 credential
- CTE and Dual enrollment support: To ensure that students have access to college and career options, funding for staffing has been allocated to support Goal 3.

Engaging Educational Partners

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Teacher and Staff: Surveys: climate and curriculum, feedback on prior year LCAP and proposed LCAP's actions and services
Parents and Students: Climate Survey
Other stakeholders (partners) : Survey

A summary of the feedback provided by specific stakeholder groups.

Teacher and Staff:

- Continuing Credentialing Support
- More feedback, coaching, and evaluation from principals and other leaders
- Less time with administrative tasks related to independent studies and more time teaching

Parents and Students:

- Need more academic services (i.e. tutoring)
- More support with wrap-around supports and barrier removal
- More access to college and vocational classes

Other stakeholders (partners) :

- Regular communication around data, especially around shared students progress

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

- School leader coaching program
- Continuation of counseling program
- Continuing barrier removal
- New student information system to remove the need for duplication of data collection and lessen the administrative load for teachers

Goals and Actions

Goal 1

Goal #	Description
1	Provide a high quality and comprehensive instructional program

An explanation of why the LEA has developed this goal.

The foundation of any school is its instructional program. This is especially true for Five Keys as the students we serve have a lot more at stake. This broad goal was developed to focus the work of the instructional program in improving academic outcomes for all students.

Measuring and Reporting Results

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023	Year 3 Outcome 2023-2024	Desired Outcome for 2023–24
Students will earn one unit a week for each week they are enrolled	X	25% Baseline			50%
% of students enrolled for the whole marking period will earn 2 or more units	45%	56%			75%
Students who are below a 12th grade level in reading will increase at least one (1) Educational Functional Level the academic school year in a benchmark assessment.	9%	52%			70%
Students who are below a 12th grade level in math will increase at least one	9%	48%			70%

(1) Educational Functional Level within the academic school year in a benchmark assessment.					
% of 11th grade students will demonstrate a performance level of Standard Met and above on ELA CASSPP	21% (18.19)	Waiting on state test scores			28%
% of 11th grade students will demonstrate a performance level of Standard Nearly Met and above on Math CASSPP	12% (18.19)	Waiting on state test scores			20%
% of 11th and 12th grade students will demonstrate a CAST performance level of Standard Nearly Met and above	75% (18.19)	Waiting on state test scores			82%
% of English Learners will reclassify annually	15%	8%			22%
% of English Learners will have an overall performance of Level 2 and above on annual ELPAC	85%	Waiting on state test scores			95%
All students have access to and are enrolled in a broad course of study	100%	100%			100%

All students have access to Common Core aligned curriculum	100%	100%		100%
% of misaligned teachers	30%	30%		10%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development - Teachers	Equip teachers to provide a rigorous academic program and provide opportunities to attend ongoing professional development conferences Professional development that is aligned with the organization's goals and that is informed by data is incorporated into bi-monthly staff meeting <ol style="list-style-type: none"> 1. 5 all-staff professional development days are held annually focused on the implementation of the school-wide action plan 2. All new hires attend a minimum of 3 days of new hire training 3. Continue to utilize teacher evaluation process to increase consistent feedback 	\$400,000	Y
2	Teacher Mentoring and Support	Provide teacher induction Program for eligible teachers	\$25,000	Y
3	Instructional Support	Implementation of a variety of practices focussed on instructional support for all teachers <ul style="list-style-type: none"> • Teacher walkthroughs • Teacher coaching programs • Formation of teacher-led academic departments 	\$300,000	Y
4	Professional Development - Admin	<ol style="list-style-type: none"> 1. All leaders take part in a year-long professional development program focused on developing the capacity and leadership skills of principals. 2. Attend external PD conferences such as Restorative Justice, CEA (Correctional Education Association), CCIS (California Consortium for Independent Study), CSDC (Charter School Development Center), etc. 	\$300,000	Y
5	Teacher Credentialing	A designated credentialing team to support teachers pursuing their K-12 credential	\$100,000	N
6	Curriculum Access	<ul style="list-style-type: none"> • Increased technology access for students including chomebooks/tables and hotspots/mifis 	\$200,000	Y

		<ul style="list-style-type: none"> Retention of curriculum writers and editors to continue to increase the courses/curriculum available to students Canvas licensing and support 		
7	Supports for English Learners	<p>Implementation of the ELD plan:</p> <ul style="list-style-type: none"> Designation of an ELD Coordinator Fidelity of assessments for English Learners New curriculum Revision of existing curriculum to better integrate ELD standards and SDAIE strategies. 	\$10,000	Y
8	Student Support	Teachers develop individual plans with each student based on their educational/vocational goals, and conduct one-on-one meetings on a weekly basis, monitoring student learning outcomes and ensuring that progress towards goals is on track	\$2,000,000	Y
9	School Improvement	<p>School improvement team</p> <ul style="list-style-type: none"> Creation of Departments and department leads Quarterly meetings for data analysis and planning 	\$100,000	Y

Goal 1 Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to the ongoing pandemic and continued lack of access to students in the jails, some of the estimated actuals were lower than budgeted due to the need to utilize some of those allocations for teacher and staff pay and benefits.

An explanation of how effective the specific actions were in making progress toward the goal.

Overall, Five Keys has seen an increase in all of the metrics for this goal. When implemented with fidelity, these actions will continue to see progress towards reaching the three-year goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Metric Change: Students will earn 1 unit a week for each week of enrollment
- Desired Outcomes: Change to local benchmark outcomes (CASAS) to match the growth seen this school year

Goal 2

Goal #	Description
2	Provide students with a positive and safe school environment which promotes student retention, recovery, and reintegration into families and communities

An explanation of why the LEA has developed this goal.

This broad goal was developed to focus on student retention through the lens of school culture and holistic supports for students. This includes the integration of restorative justice, socioemotional learning, and equipping students with the skills needed to stay on a pathway to continued learning.

Measuring and Reporting Results

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023	Year 3 Outcome 2023-2024	Desired Outcome for 2023–24
% of 12th graders will receive their high school diploma within the school year in which they enroll. (DASS Cohort Graduation Rate)	83%	62% Final numbers will be calculated in August			90%
High school equivalency pass rate	50%	34 students passed all portions of the GED			70%
Average Length of Enrollment for Community Students (New Metric)	XX	60 days <i>Baseline</i>			90 days
Attendance Rate (New Metric)	XX	29% (P2) <i>Baseline</i>			60%
Chronic Absenteeism	60%	60%			<15%
Suspension/Expulsion	0%	0%			1%

School Culture – Teachers	All indicators of positive school culture are 75% or higher on a school culture survey for teachers	All indicators of positive school culture are 75% or higher on a school culture survey for teachers			All indicators of positive school culture are 75% or higher on a school culture survey for teachers
School Culture – Staff	All indicators of positive school culture are 75% or higher on a school culture survey for teachers	All indicators of positive school culture are 75% or higher on a school culture survey for teachers			All indicators of positive school culture are 75% or higher on a school culture survey for staff
School Culture – Students	All indicators of positive school culture are 75% or higher on a school culture survey for teachers	All indicators of positive school culture are 75% or higher on a school culture survey for teachers			All indicators of positive school culture are 75% or higher on a school culture survey for students
Facilities in good repair	100%	100%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Retention	Hire student retention specialists to support in the retention and re-engagement of all students, with a specific focus on minor and transitional aged youth.	\$150,000	Y
2	Counseling	Provide academic counseling to students and provide interventions for students struggling academically or facing barriers to school enrollment.	\$350,000	Y
3	Students Supports and Barrier Removal	Provide supports for students so they can attend school (including but not limited to) <ul style="list-style-type: none"> ● Transportation ● Food ● Clothing ● Other school supplies 	\$60,000	Y

4	Student Learning Plans	<p>Teachers utilize universal learning plan template with each student based on their educational/vocational goals, and conduct one-on-one meetings on a weekly basis, monitoring student learning outcomes and ensuring that profession towards goals is on track.</p> <ol style="list-style-type: none"> a. Unit completion b. Attendance c. Retention d. Re-engagement of withdrawn 11th and 12th graders e. Assessment scores and gains (CASAS, CAASPP, ELPAC) 	\$0 (see goal 1)	Y
5	Professional Development - RJ Focused	<p>Continue to implement Restorative Justice (RJ) curriculum and practices to promote a positive school climate and provide students with conflict resolution and anger management skills. Practices include:</p> <ol style="list-style-type: none"> 1. Ongoing for RJ training and professional development for all-staff who wish to attend 2. Implementing RJ practices into student classes and staff meetings/professional development 3. 5 units of RJ embedded in graduation requirements including offering RJ as an elective curriculum for students with lower TABE scores 4. Integrating Resotorative Justice principles and practices into all curriculum 	\$75,000	Y
6	Professional Development	<p>Provide professional development and ongoing support for teachers in alignment with the needs of students, including but not limited to:</p> <ul style="list-style-type: none"> ● Creating cultural relevant curriculum ● Mental health ● Social Emotional Learning (for minors, TAY, and adults) 	\$10,000	Y

Goal 2 Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

While no student retention specialists were explicitly hired, there were team members added to the Student Services team who focused on retention. Additionally, the operations coordinators and and managers collaborated closely with teachers and principals around students recruitment and retention.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to the ongoing pandemic and continued lack of access to students in the jails, some of the estimated actuals were lower than budgeted due to the need to utilize some of those allocations for teacher and staff pay and benefits.

An explanation of how effective the specific actions were in making progress toward the goal.

The action that had the biggest impact on the overall metrics and goals was the emphasis on barrier removal. Students at Five Keys face a wide variety of barriers to re-enrolling in school, and then being able to stay. By focusing on the removal of these barriers, Five Keys is able to keep students enrolled longer and make more progress towards graduation.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Modified metric - Move from community site retention to attendance percentage and student length of stay

Goal 3

Goal #	Description
3	Students will be college and/or career ready

An explanation of why the LEA has developed this goal.

An important facet of Five Keys' program is ensuring that students are prepared for successful transitions after program completion. This goal is designed to ensure that the supports for students' next steps starts while they are still enrolled.

Measuring and Reporting Results

Metric	Baseline 2020-2021	Year 1 Outcome 2021-2022	Year 2 Outcome 2022-2023	Year 3 Outcome 2023-2024	Desired Outcome for 2023-24
% of high school diploma/equivalency completers will meet the "Prepared" performance level under the State College and Career Indicator	2%	2%			60%
% of students will be dually enrolled in college	1%	5%			20%
% of students will complete a CTE pathway or 3 CTE courses	8%	2%			20%
% of pupils will successfully complete an A-G diploma	<1%	<1%			10%
X% of all graduates will report being prepared for college and/or career	New Metric	Survey data currently being collected			75%

X% of all community graduates will reports active employment and/or enrollment in a post-secondary program at the time of graduation	New Metric	Survey data currently being collected			50%
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Actions

Action #	Title	Description	Total Funds	Contributing
1	College and Career	Provide training and support for teachers, counselors, and other staff who support students on <ul style="list-style-type: none"> • Dual Enrollment Option • CTE Pathways • Post-secondary transitions and supports 	\$20,000	Y
2	College and Career	College and CTE Team <ul style="list-style-type: none"> • Hire a Director College and Career • Hire 2 assistant directions - one to focus on college/dual enrollment and the other to focus on CTE/Workforce Readiness 	\$250,000	Y
3	CTE	Hire and retain CTE teachers in alignment with existing and future CTE pathways	\$500,000	Y
4	Post-Five Keys Success	Develop, implement, and analyze the data for post-Five keys surveys	\$50,000	Y
5	A-G Implementation	<ul style="list-style-type: none"> • Professional Development for teachers, administrators, and counselors to improve A-G completion rate • Hiring of a third counselor whose caseload will include all A-G and four-year focused students • Offering tutoring and extended learning hours to ensure students have access to the academic support needed to successfully pass A-G courses • Increase access to A-G courses by providing more options for students to access courses through e-learning platforms and through synchronous in-person classes • Write “on-ramp” curriculum and other curricula that develop the skills necessary to be successful in A-G courses • Create a system to track A-G student progress 	\$300,000	Y

Goal 3 Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the implementation of many of these actions were not completed. While there were individuals working on many of the actions and metrics embedded in this goal. there ws ano

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to the ongoing pandemic and continued lack of access to students in the jails, some of the estimated actuals were lower than budgeted due to the need to utilize some of those allocations for teacher and staff pay and benefits.

An explanation of how effective the specific actions were in making progress toward the goal.

Due to not be implemented with fidelity, it is hard to measure the impact on the actions had on making progress towards the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Actions were added in order to increase A-G completion

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,375,494	\$356,324

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10%	0%	\$0	10%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The needs of the identified sub-populations were first considered in the writing of this LCAP. When looking at the needs of those population, we looked at how there might be overlap in needs between sub-populations and overlap with the broader Five Keys population. With this information, actions for the entire school were created. While not all Five Keys students are in identified sub-populations, many have similar needs when accessing education and the broad actions were created to make a high school education more accessible for all students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

- Counseling referrals prioritized for sub-populations
- General student supports-transportation, food, clothing, and other needs to help remove barriers and stigmas with attending school
- Professional development focused on providing better educational experiences for students in the sub-populations
- Better collaboration with partners who have more experience providing meaningful results for students in identified sub-populations

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:80	[Provide ratio here]
Staff-to-student ratio of certificated staff providing direct services to students	1:45	[Provide ratio here]