

# Five Keys Independence HS (SF Sheriff's)

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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.

## Mr. Steve W. Good, Executive Director

Principal, Five Keys Independence HS (SF Sheriff's)

### About Our School

Welcome to Five Keys Schools and Programs!

Here at Five Keys, our goal is to restore communities through education. Our philosophy is that through social and restorative justice principles, we can provide traditionally underserved communities the opportunity to restart their education, focusing on five key areas: Education, Employment, Recovery, Family, and Community.

Our journey began in 2003, when the San Francisco Sheriff's Department established Five Keys as the first charter school in the nation to operate inside of a county jail. Today, Five Keys is a nationally recognized education management (non-profit) corporation that operates accredited charter schools and programs for transitional-aged youth (TAY) and adults at over 70 locations across California. Through our focus on restoring communities through education and other programs that respond to the students' and communities' needs, we are creating safer communities. Five Keys provides a range of educational programs and services including: high school diploma, career and technical education, digital literacy, ESL education, cognitive behavioral therapy, recovery programs, case management, correctional education consulting, and college access to TAY and adults in seven California counties: San Francisco, Los Angeles, Alameda, San Mateo, Santa Clara, Solano, and San Bernardino. Through these efforts, our ultimate vision for our students is that they will develop transferable skills through curriculum and instruction 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.

Thank you for your continued support of our school and mission.

Steve Good

### Contact

Five Keys Independence HS (SF Sheriff's)  
70 Oak Grove  
San Francisco, CA 94107-1019

Phone: 415-734-3310  
E-mail: [steveg@fivekeys.org](mailto:steveg@fivekeys.org)



## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	San Francisco Unified
<b>Phone Number</b>	(415) 241-6000
<b>Superintendent</b>	Vincent Matthews
<b>E-mail Address</b>	<a href="mailto:matthewsv@sfusd.edu">matthewsv@sfusd.edu</a>
<b>Web Site</b>	<a href="http://www.sfusd.edu">http://www.sfusd.edu</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Five Keys Independence HS (SF Sheriff's)
<b>Street</b>	70 Oak Grove
<b>City, State, Zip</b>	San Francisco, Ca, 94107-1019
<b>Phone Number</b>	415-734-3310
<b>Principal</b>	Mr. Steve W. Good, Executive Director
<b>E-mail Address</b>	<a href="mailto:steveg@fivekeys.org">steveg@fivekeys.org</a>
<b>Web Site</b>	<a href="http://www.fivekeyscharter.org">www.fivekeyscharter.org</a>
<b>County-District-School (CDS) Code</b>	38684780118141

*Last updated: 1/31/2019*

### School Description and Mission Statement (School Year 2018—19)

Five Keys Independence High School (FKIH) is one of three accredited public charter schools operated by Five Keys Schools and Programs. It opened along with our Adult School in 2008 but has grown to become our largest school serving upwards of 2,400 students each day in seven counties: Los Angeles, San Bernardino, San Francisco, Santa Clara, San Mateo, Solano, and Alameda.

We exist to serve transitional-aged youth and adults who have dropped out of the traditional education system, both in-custody and in the community, by offering individualized education services through an independent study model. 50.9% of students are in custody and most are over the age of 17, with an average length of enrollment of 66 days. By co-locating within community-based agencies and in-custody facilities, FKIH is able to reach people who might not otherwise restart their education.

#### **Mission:**

Five Keys uses Social and Restorative Justice principles to provide traditionally underserved communities the opportunity to restart their education with a focus on the Five Keys: Education, Employment, Recovery, Family, Community

#### **Vision:**

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

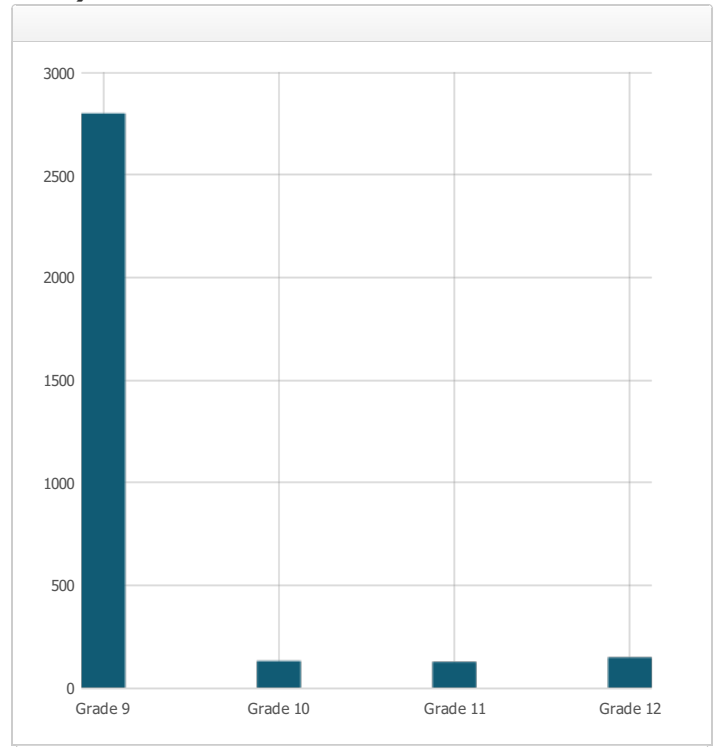
#### **2018-19 Goals:**

1. Engage historically disenfranchised populations to provide accessible and quality educational opportunities.
2. Provide diverse opportunities for students to continue their education through our community sites, career training, and/or college.
3. Maintain an organization-wide culture that integrates restorative justice, social-emotional learning, and other principles that encourage the holistic development of the student, with the intention of increasing social integration into their families.

*Last updated: 1/25/2019*

### Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 9	2799
Grade 10	130
Grade 11	126
Grade 12	148
<b>Total Enrollment</b>	<b>3203</b>



Last updated: 1/25/2019

### Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	22.4 %
American Indian or Alaska Native	1.1 %
Asian	2.5 %
Filipino	0.7 %
Hispanic or Latino	60.9 %
Native Hawaiian or Pacific Islander	1.1 %
White	8.8 %
Two or More Races	2.5 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	47.1 %
English Learners	20.1 %
Students with Disabilities	4.0 %
Foster Youth	0.9 %

## A. Conditions of Learning

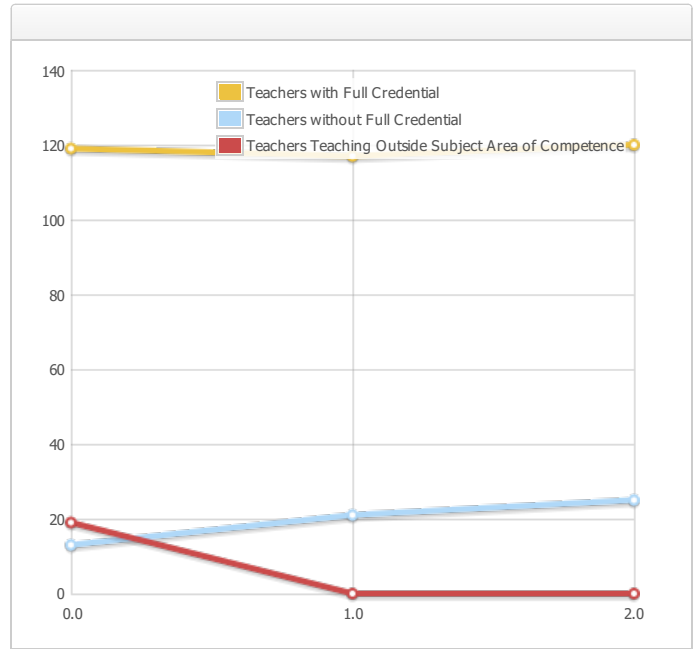
### State Priority: Basic

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

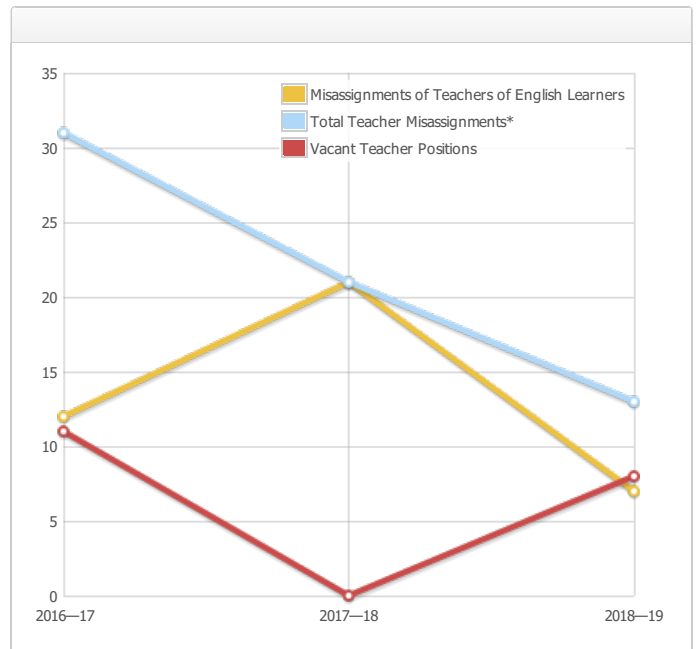
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	119	117	120	120
Without Full Credential	13	21	25	25
Teachers Teaching Outside Subject Area of Competence (with full credential)	19	0	0	0



Last updated: 1/30/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	12	21	7
Total Teacher Misassignments*	31	21	13
Vacant Teacher Positions	11	0	8



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: 1/30/2019

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

### Approach to Curriculum

Five Keys developed an Academic Committee during 2017 school year; the committee's vision is to ensure that all students develop transferable skills through curriculum and instruction that take learning off the page, out of the classroom, and into the 21st century workplace and learning environments.

One of our initial outcomes was to develop an A-G track for student participants interested in matriculating to a 4-year university. In addition, we purchased and developed new curriculum as part of our 21st century approach to learning and in preparation for CAASPP testing.

We are working closely to develop both online and hybrid instructional resources that address core literary strategies for students in grades 9-12. Five Keys allocated significant funding for new classroom textbooks and curricular materials. Additional dollars have also been allocated for teacher development of curriculum and professional development. As part of our approach to Next Generation Science standards we have provided out of classroom opportunities for our content specific teacher leaders. Restorative Justice is one of our signature curriculum programs. Through this program, students are introduced to the elements of the justice system and alternative approaches to restorative practices. This curriculum is a requirement for all students and is considered part of our Advanced English curriculum.

Five Keys serves students from age 16-70 years old. In addition to the wide age span, we also serve a very cultural diverse population. We dedicate significant resources to develop curriculum, including course outlines, teacher guides, grading rubrics and supplemental teaching materials. Teachers routinely design curriculum for our students in independent study. This year, in particular, we are developing curriculum that requires small group instruction and interdisciplinary approaches to project based learning through our independent study classrooms.

As part of our launch into 21st Century learning, our teachers are trained to utilize the Digital Library developed by the California Department of Education and the Defined Stem program which integrates all core content areas in approaching the Next Generation Science Standards.

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>In addition to the curriculum we design in-house, our teachers and students have access to the following instructional resources. Many of these are used for intervention and scaffolding for students falling below grade level and for English Language Learners:</p> <ul style="list-style-type: none"> <li>• NewsELA</li> <li>• Stand Out</li> <li>• Plato (Edmentum)</li> <li>• DBQ Project (ELA and Social Science)</li> <li>• Step up to Writing</li> <li>• EngageNY</li> <li>• Lexia</li> <li>• Challenger</li> </ul>	Yes	0.0 %
Mathematics	<p>Five Keys has determined that each school within our network has sufficient and high quality textbooks and instructional materials in Mathematics. All students are given their own individual standards-aligned curriculum or instructional materials, or both, in core subjects in math.</p> <p>In addition to the curriculum we design in-house, Five Keys will be adopting new common-core aligned curriculum before the end of the 2018-19 school year. These materials are decided by a cohort of teachers from both our academic committee and math content specialists. We are currently using the following instructional materials for intervention and core math instruction:</p> <p>Intervention Resources:</p> <p>Breakthrough to Math (New Readers Press)</p> <ul style="list-style-type: none"> <li>• Keys to Math (Rainbow Resource)</li> <li>• Khan Academy</li> <li>• Applied Construction Math (Pearson)</li> <li>• Pre-Algebra (Glencoe)</li> </ul> <p>High School Curriculum</p> <ul style="list-style-type: none"> <li>• Algebra, Geometry, and Algebra 2 (Holt McDougal)</li> <li>• Plato (Edmentum)</li> <li>• Digital Library</li> </ul>	Yes	0.0 %
Science	<p>Five Keys embarked on a process to increase access to Science for all students. In an effort to develop strategies in STEM. This year, our 11th grade students participated in the Science beta test for the CAASPP administration. It was also identified as a need in our staff and student surveys. Our curriculum now includes a project based approach to science strategies . Our teachers are given access to the CDE Digital Library to develop STEM strategies and common core lessons. Teachers in our Science credential programs are also building science curriculum and all teachers have access increased opportunities for professional development in science content. Currently we offer:</p> <ul style="list-style-type: none"> <li>• Aquaponics curriculum (in-custody)</li> <li>• In-house development project based learning curriculum</li> <li>• Integrated Science and Math course (in-custody)</li> </ul>	Yes	0.0 %

	<ul style="list-style-type: none"> <li>• Online Physics (community sites)</li> <li>• Fossil kit science workshops (community sites)</li> </ul> <p>It is our intent to have a built-out program in the 2019-20 school year.</p>		
History-Social Science	<p>Five Keys believes that history-social science provides a vehicle to ensure cultural approaches to our curriculum Our social science curriculum embeds standards for reading and writing and provides opportunities for students to embrace their heritage and that of their peers. Teachers routinely design independent study courses in their field of expertise and are provided preparation time to develop engaging and relevant content.</p> <p>In addition to the curriculum we design in-house, our teachers and students have access to the following instructional resources:</p> <ul style="list-style-type: none"> <li>• DBQ Project (English and Social Science)</li> <li>• Digital Library (CAASPP)</li> <li>• World and US History -- Patterns of Interaction (Houghton-Mifflin Harcourt)</li> <li>• Engage NY</li> <li>• History Alive, Econ Alive (Teacher Curriculum Institute)</li> </ul>	Yes	0.0 %
Foreign Language	<p>Five Keys serves a diverse population. Many of our students are English Language Learners and soe are fluent in their native language. .All students are served according to their needs. For students with limited English ability, we use research-based strategies to develop their reading, writing, listening, and speaking skills. For students who are fluent in their native language, they are paired with credentialed educators and are given the opportunity to test out through rigorous activities. In addition to the curriculum we design in-house, our teachers and students have access to the following:</p> <ul style="list-style-type: none"> <li>• Plato</li> <li>• Stand Out</li> <li>• Lexia</li> <li>• NewsEA</li> <li>• Rosetta Stone</li> </ul>	Yes	0.0 %
Health	<p>Five Keys serves students in age ranges from 16-70. In California, any minor must take a preventative health class before graduation. Five Keys developed a comprehensive Health curriculum integral to the primary mission of our schools. It provides students with a continuum of learning experiences to develop the knowledge and skills necessary to become successful learners and health literate adults. health literacy is a fundamental part of the school health education program and is essential to the health and wellness of each student. Health Education provides students with the knowledge and skills they need to be healthy throughout their lifetime. The intent of a comprehensive health education program is to motivate students to maintain and improve their social, emotional, and physical healthy, prevent disease, and avoid or reduce health-related risk behaviors.</p>	Yes	0.0 %
Visual and Performing Arts	<p>In addition to the curriculum we design in-house, our teachers and students use Plato (Edmentum).</p>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/30/2019



## School Facility Conditions and Planned Improvements

FKIH operates in county jails and in partnership with workforce development programs where we operate small, independent study learning centers. We do not own any of our sites; all facilities are under the care of our partners. Individual facility reports are available upon request.

*Last updated: 1/25/2019*

## 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

This is the first year we are participating in state mandated standardized testing, due to our "alternative school" status for the past 10 years. We have administered interim assessments during the month of January, and will be administering the summative assessments from April 9 - May 25 of this year. For this reason, at this time we do not have CAASPP test data specific to our school.

The data presented in the tables that follow reflect student test scores from previous schools in which they were enrolled.

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	0.0%	15.0%	55.0%	55.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	50.0%	50.0%	37.0%	38.0%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/25/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	49	66.22%	14.58%
Male	45	33	73.33%	18.18%
Female	29	16	55.17%	6.67%
Black or African American	16	11	68.75%	9.09%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	45	29	64.44%	13.79%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	52	34	65.38%	12.12%
English Learners	16	--	62.50%	11.11%
Students with Disabilities	15	11	73.33%	18.18%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/25/2019*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	49	66.22%	
Male	45	33	73.33%	
Female	29	16	55.17%	
Black or African American	16	11	68.75%	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	45	29	64.44%	
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	52	34	65.38%	
English Learners	16	--	62.50%	
Students with Disabilities	15	11	73.33%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/25/2019*

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/25/2019*

### Career Technical Education (CTE) Programs (School Year 2017–18)

#### Programs and classes offered that are specifically focused on career preparation and/or preparation for work:

- Coding
- Computer Skills
- Computer Science
- Computer Technology
- Digital Literacy
- Job Readiness Training
- Math for Work
- Typing

During the 2018-2019 school year, Five Keys launched a CTE program at one high school site in Los Angeles. While working toward their high school diplomas, participants are trained in the building trades. With the addition of a full-time welding instruction in Spring 2019, the program plans to begin offering certification in structural welding to participants who complete a 16-week course of study.

#### How these programs and classes are integrated with academic courses and how they support academic achievement:

Career and technical education classes serve as real world application of academic skills for our adult and transitional aged students. Students may dually enroll in CTE classes where they earn both elective credits toward high school graduation as well as industry-recognized credentials. Our CTE instructors have the opportunity to collaborate with academic instructors to ensure that core-academic skills are integrated within career readiness and vocational classes, while our core academic classes include real world application to better prepare students for workplace and post-secondary environments. Additionally, students who are incarcerated have opportunities to enroll in soft-skill development courses to improve their likelihood of getting employed and continuing their education upon release.

#### How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students:

Career exploration and job readiness classes are designed specifically for students with criminal justice involvement. English Language Learners have access to all career and vocational programs. Gender-response curriculum/training is provided to all teachers. Specially-designed curriculum is provided for students with a mental health diagnosis and/or dual diagnosis (substance abuse disorder), and curriculum training is provided to teachers. We also provide curriculum specifically designed for populations with mental health needs and developmental training for teachers.

**The measurable outcomes of these programs and classes, and how they are evaluated for effectiveness in attaining those outcomes:**

These programs and classes are evaluated for effectiveness based on:

- Number of achievement certificates to demonstrate progress
- Number of completion certificates obtained
- Level of completion certificates obtained
- Pre and post TABE scores
- High school units earned

**State the primary representative of the district's CTE advisory committee and the industries represented on the committee:**

Shanley Rhodes, Efrain Diaz, Tyler Small, Joanna Hernandez

*Last updated: 1/29/2019*

**Career Technical Education (CTE) Participation (School Year 2017–18)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1301
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	7.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 1/25/2019*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.5%

# 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 area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

Five Keys did not have qualifying students for the California Physical Fitness Test during the 2017-18 school year and received exemption.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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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: 1/31/2019

## 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 school site

### Opportunities for Parental Involvement (School Year 2018—19)

FKIH is a school working under California Education Code 47612.1, an exemption that allows us to serve incarcerated and non-incarcerated students who have dropped out of traditional high schools through our partnerships with the workforce development community. Less than 5% of our students are under the age of 18; for this reason, measures to achieve/maintain parental involvement only apply at our Transitional Age Youth (TAY) sites, which enroll minors in special cases.

At these sites, we seek parental input in decision making by distributing annual satisfaction surveys and conducting meetings to develop individualized instructional plans that parents need to approve. Recent survey results from parents of our southern California TAY sites revealed a desire for increased parent conference time; for this reason, a Parent Conference Night has been added to the annual calendar (in addition to conferences scheduled throughout the year on an as-needed basis). At our northern California TAY sites, parents have indicated that they've struggled to participate in orientation meetings and IEP meetings; plans are in place to develop parent advisories or parent feedback structures in order to identify and remove the barriers that may be preventing parent involvement.

Where parental involvement is not applicable, Five Keys conducts meetings with students' stakeholders and collaborators via our community partnerships. These meetings occur regularly at individual sites, and all partners are brought together at an annual luncheon; our programming decisions are largely influenced by the feedback expressed at these meetings.

Five Keys also values parental participation in programs; a number of measures have been taken to encourage increased involvement. At our TAY sites, bilingual staff are available for parent meetings and materials for parents are written and delivered in a language they speak. We also hold Orientation meetings, Back to School Nights, and Open House events. Monthly calendars are sent to all and progress reports are sent out monthly to parents of minors. San Francisco TAY sites will be receiving on-site support from a community partner who will be training staff on how to teach families to better support TAY. For our in-custody students where parental involvement is restricted, we offer an in-custody parent unification model through our graduation ceremonies.

Parents and students interested in receiving more information about organized opportunities for parental involvement should contact the principal assigned to your specific school. Visit [www.fivekeyscharter.org](http://www.fivekeyscharter.org).



# State Priority: Pupil Engagement

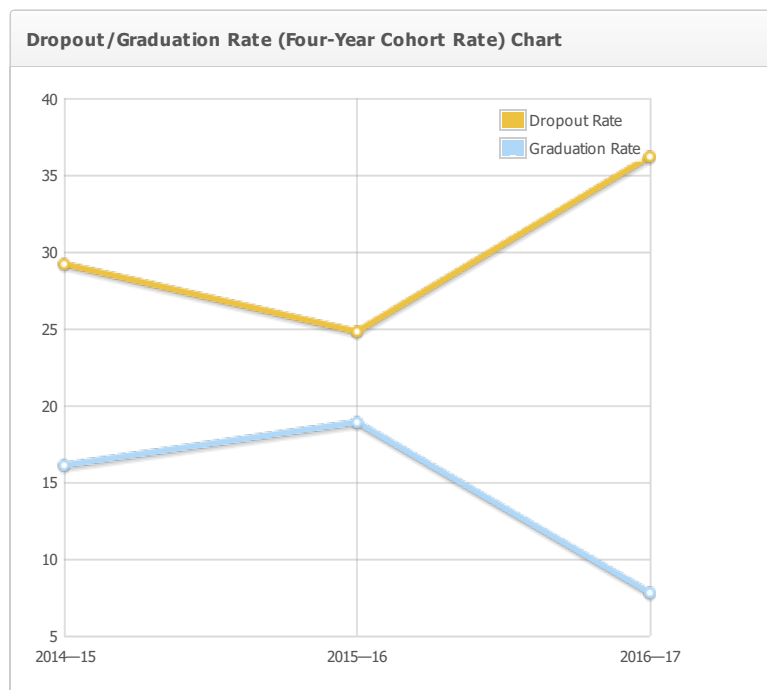
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	29.2%	24.8%	7.0%	7.6%	10.7%	9.7%
Graduation Rate	16.1%	18.9%	84.9%	86.5%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	36.2%	13.1%	9.1%
Graduation Rate	7.8%	73.1%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/25/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	43.5%	83.7%	88.7%
Black or African American	45.3%	68.9%	82.2%
American Indian or Alaska Native	0.0%	71.9%	82.8%
Asian	63.6%	92.8%	94.9%
Filipino	20.0%	85.5%	93.5%
Hispanic or Latino	38.0%	73.9%	86.5%
Native Hawaiian or Pacific Islander	60.0%	91.1%	88.6%
White	59.0%	88.6%	92.1%
Two or More Races	80.0%	92.0%	91.2%
Socioeconomically Disadvantaged	46.6%	88.5%	88.6%
English Learners	47.3%	70.6%	56.7%
Students with Disabilities	66.7%	65.2%	67.1%
Foster Youth	53.9%	74.5%	74.1%

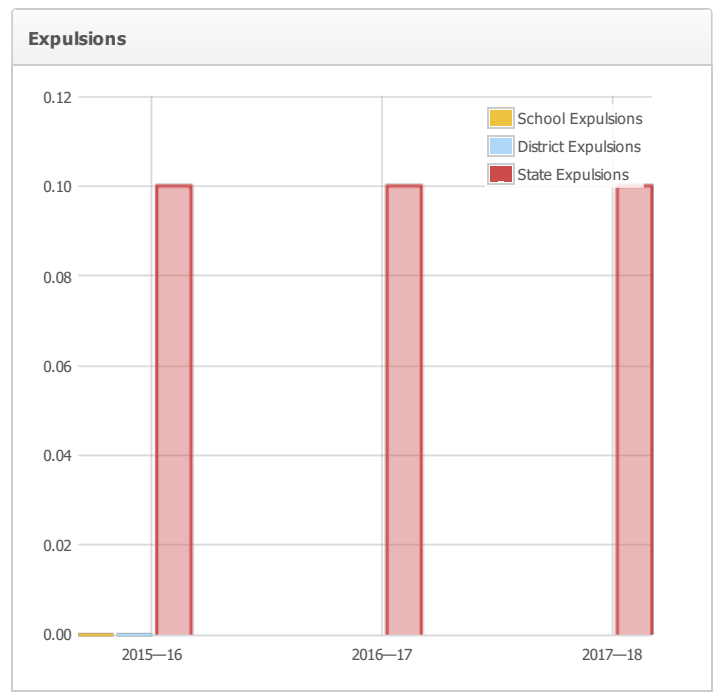
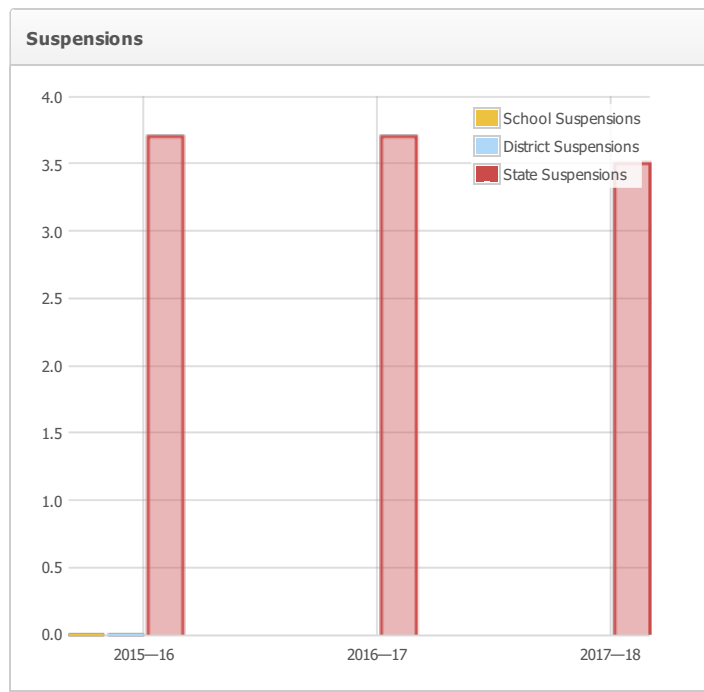
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	--	--	--	--	--	3.7%	3.7%	3.5%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/25/2019

## School Safety Plan (School Year 2018—19)

In the fall of 2016, Five Keys leadership compiled a comprehensive safety plan for all Five Keys schools. Each site contributed an addendum regarding safety specific to the location. This plan is reviewed with all staff and updated annually. Our leadership team also received a safety training from which an Emergency Planning Handbook for Transitional Age Youth (TAY) sites was developed, as well as a Youth Policies Handbook. A copy of these documents can be obtained by contacting the Five Keys home office.

Last updated: 1/25/2019

## **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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	60.0	15	2	9
Mathematics	114.0	6		5
Science	28.0	6	1	3
Social Science	115.0	2		7

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	61.0	25	3	10
Mathematics	93.0	9	2	5
Science	42.0	3	3	4
Social Science	88.0	5	4	7

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	76.0	23	5	14
Mathematics	88.0	15	1	10
Science	35.0	7	1	5
Social Science	120.0	7	1	7

\* 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: 1/25/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)		N/A
Other	4.3	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: 1/30/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	--	\$674.0	--	--
District	N/A	N/A	--	\$71563.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/30/2019*

## Types of Services Funded (Fiscal Year 2017—18)

Five Keys funding primarily falls into 5 Areas:

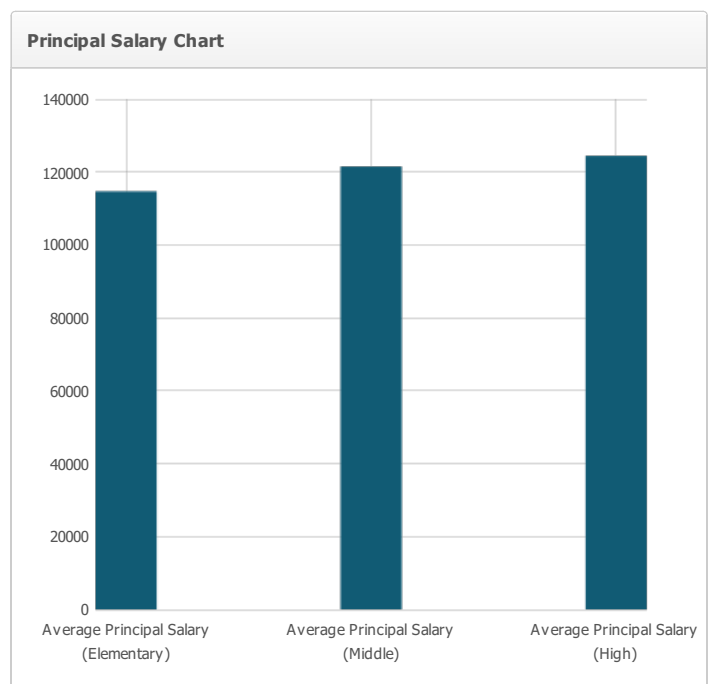
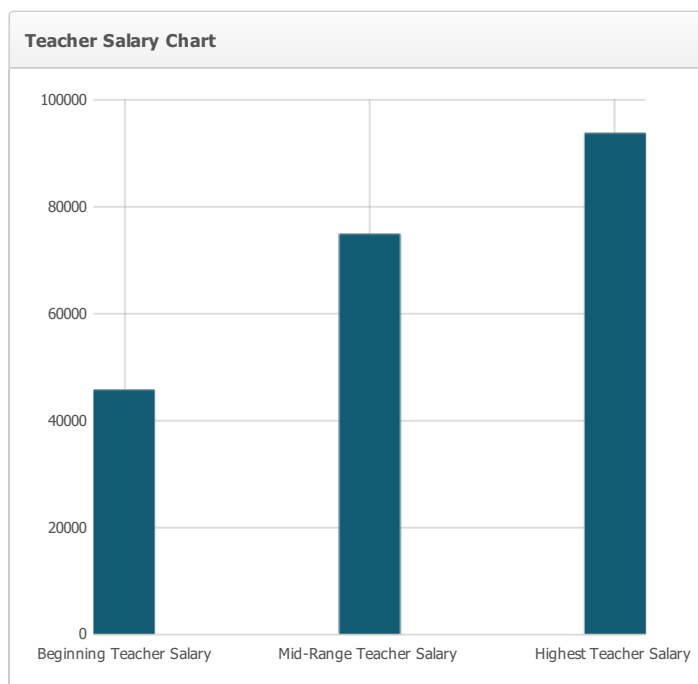
1. Local Control Funding Formula -- including In Lieu of Property Tax and State Aid: Largest revenue sources funds all aspects of the school including: salaries, facilities, books and materials, technology, teaching supplies, ESL/English Language Development Program, professional development, college and career counseling.
2. Special Education both Federal and State Funding: covers all costs associated with serving students with IEPs and administering the special education program.
3. Education Protection Act/Prop 30 Funds: by board resolution 100% go to teacher salaries
4. Local Revenue to support the arts and library.
5. Funding from our parent non-profit to support: College dual enrollment, workforce development and case management.

Last updated: 1/30/2019

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,658	\$47,903
Mid-Range Teacher Salary	\$74,799	\$74,481
Highest Teacher Salary	\$93,655	\$98,269
Average Principal Salary (Elementary)	\$114,693	\$123,495
Average Principal Salary (Middle)	\$121,529	\$129,482
Average Principal Salary (High)	\$124,451	\$142,414
Superintendent Salary	\$310,000	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	7.0%	5.0%

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



Last updated: 1/25/2019





**Advanced Placement (AP) Courses (School Year 2017—18)**

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

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/25/2019*

**Professional Development**

Five Keys is committed to providing quality and ongoing professional development to our teachers through 5 days of professional development, bi-monthly staff meetings, workshops, and mentoring. We also have a training department dedicated to developing both our teaching and non-teaching staff.

The primary areas of focus for staff development are:

- Student Engagement & Retention
- School Culture
- Student Transitions

These areas of focus were determined based on student achievement data, teacher feedback, and the leadership team's self-evaluation of staff meetings and PD, all with a focus on how we can better address student and staff needs, meet our Student Learner Outcomes, and achieve progress as measured by the CDE.

Implementation support for teachers includes peer mentoring/coaching, teacher-principal meetings, staff meetings, and opportunities to attend external professional development events.

*Last updated: 1/25/2019*