

Five Keys Independence HS (SF Sheriff's)

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <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/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](#) 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 SF 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 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 transitional-aged youth and adults in six California counties: San Francisco, Los Angeles, Alameda, San Mateo, 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

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About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
District Name	San Francisco Unified	School Name	Five Keys Independence HS (SF Sheriff's)
Phone Number	(415) 241-6000	Street	70 Oak Grove
Superintendent	Vincent Matthews	City, State, Zip	San Francisco, Ca, 94107-1019
E-mail Address	matthewsv@sfusd.edu	Phone Number	415-734-3310
Web Site	http://www.sfusd.edu	Principal	Mr. Steve W. Good, Executive Director
		E-mail Address	steveg@5keyscharter.org
		Web Site	www.fivekeyscharter.org
		County-District-School (CDS) Code	38684780118141

Last updated: 1/31/2018

School Description and Mission Statement (School Year 2017-18)

Description

Five Keys Independence High operates, in partnership with Community Based Agencies, in virtually every site Five Keys serves. These sites provide individualized education services for students at wide ranging levels in all subjects. Independence High opened along with our Adult School in 2008 but has grown to become our largest school serving upwards of 1000 students each week in six counties: Los Angeles, San Bernardino, San Francisco, San Mateo, Solano, and Alameda.

Five Keys Independence High School is fully accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC).

Mission

Through the use of Social and Restorative Justice principles, Five Keys provides traditionally underserved communities the opportunity to restart their education with 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

Goals

Dramatically increase the education level of students – It is the goal of Five Keys to get all eligible students on a path toward earning a high school diploma by delivering an intensive, engaging, individualized, educational program.

Reengage disenfranchised populations in education and provide credit recovery opportunities for high school dropouts to return to traditional high schools within their school districts – Studies have proven that as time away from school increases, the likelihood of returning to school decreases. By eliminating barriers to education through partnerships with the workforce development community in the city's most disenfranchised sectors, Five Keys can provide the flexibility needed for adult and transitional age youth students to complete their high school education as they participate in Workforce Investment and Opportunity Act (WIOA) Programs.

Enable students to gain practical work skills – Individuals return to crime, in part, because they lack basic skills to be self-sufficient and integrate into mainstream society. One of the goals at Five Keys is to help students acquire basic academic, social, workplace readiness, and vocational skills. Five Keys has established many community partnerships, which assist in preparing our students to be work-ready and to succeed in obtaining and retaining meaningful work.

Increase self-esteem and confidence – Supporting a student's ability to succeed academically will enable pupils to become self-motivated and competent lifelong learners. When they enroll at Five Keys, many of our students are unaware of their potential and do not believe that they can get a high school diploma. The one-course-at-a-time approach, with intensive preparation in each subject, allows students to master the standards in a subject area, which results in successful

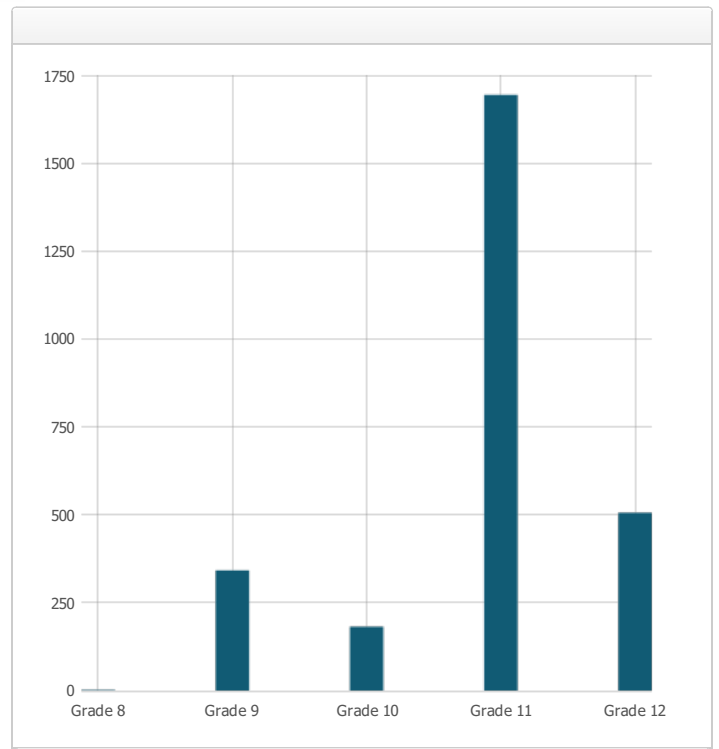
completion of their courses. This success frequently motivates the students to continue their education until they receive their diploma.

Reduce recidivism – There is an enormous body of evidence that links recidivism with lack of education. Studies have demonstrated that recidivism decreases proportionally to the amount of education received during incarceration. In other words, the greater the progress made in education level, the lower the recidivism, even if it is one course at a time.

Last updated: 1/31/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 8	2
Grade 9	342
Grade 10	182
Grade 11	1694
Grade 12	506
Total Enrollment	2726



Last updated: 1/30/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	23.4 %
American Indian or Alaska Native	1.5 %
Asian	2.5 %
Filipino	0.7 %
Hispanic or Latino	60.1 %
Native Hawaiian or Pacific Islander	0.7 %
White	8.6 %
Two or More Races	2.5 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	47.0 %
English Learners	20.3 %
Students with Disabilities	3.4 %
Foster Youth	1.0 %

Last updated: 1/30/2018

A. Conditions of Learning

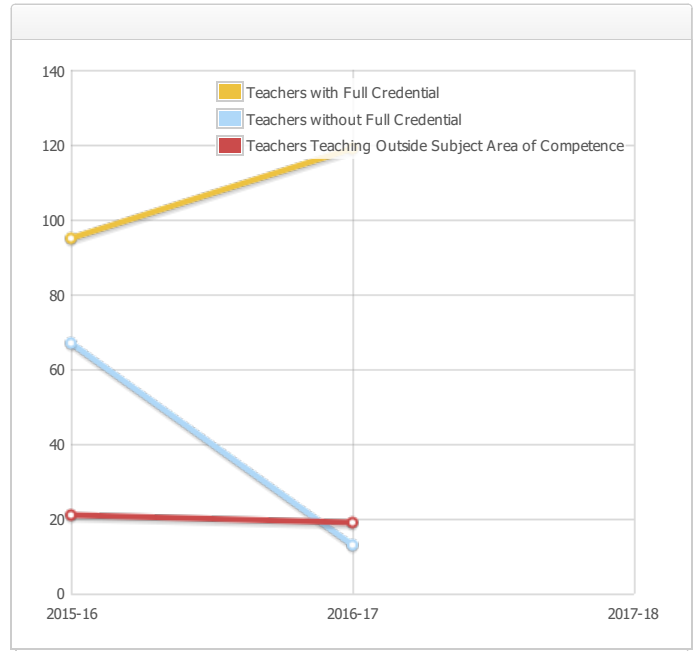
State Priority: Basic

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

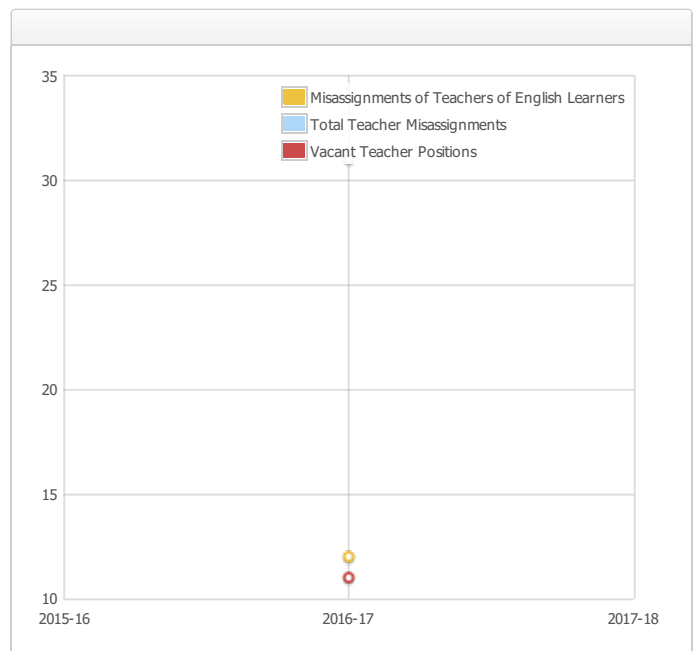
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	95	119		
Without Full Credential	67	13		
Teachers Teaching Outside Subject Area of Competence (with full credential)	21	19		



Last updated: 1/31/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners		12	
Total Teacher Misassignments*		31	
Vacant Teacher Positions		11	



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: 1/31/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 2018

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"> · NewsELA · Stand Out · Plato (Edmentum) · DBQ Project (ELA and Social Science) · Step up to Writing · EngageNY · Lexia · Challenger 	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 for the 2017-18 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 resources for intervention and core math instruction:</p> <p style="text-align: center;">Intervention Resources</p> <ul style="list-style-type: none"> · Breakthrough to Math (New Readers Press) · Keys to Math (Rainbow Resource) · Khan Academy · Applied Construction Math (Pearson) · Pre-Algebra (Glencoe) <p style="text-align: center;">High School curriculum</p> <ul style="list-style-type: none"> · Algebra, Geometry, and Algebra 2 (Holt McDougal) · Plato (Edmentum) · Digital Library 	Yes	0.0 %
Science	<p>Five Keys embraces the notion of integrated science as outlined in the Next Generation Science Standards. This year will be our first year using this approach. Five Keys has a significant annual budget allocation for new classroom and curriculum materials. Further dollars are assigned for new Common-Core aligned texts and materials. A team has been designed to ensure we are meeting the necessary curricular materials for science at all grade levels.</p> <p>In addition to the curriculum we design in-house, our teachers and students use Plato (Edmentum).</p>	Yes	0.0 %
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>	Yes	0.0 %

	<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"> • DBQ Project (English and Social Science) • Digital Library (CAASPP) • World and US History – Patterns of Interaction (Houghton -Mifflin Harcourt) • EngageNY • History Alive, Econ Alive (Teacher Curriculum Institute) 		
Foreign Language	<p>Five Keys serves a diverse population. Many of our students are English Language Learners and some 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 instructional resources:</p> <ul style="list-style-type: none"> · Plato · Stand Out · Lexia · NewsELA · Rosetta Stone 	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 health, prevent disease and avoid or reduce health related risk behaviors.</p>	Yes	0.0 %
Visual and Performing Arts	In addition to the curriculum we design in-house, our teachers and students use Plato (Edmentum).	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: 1/30/2018

School Facility Conditions and Planned Improvements

Five Keys operates in county jails and in partnership with workforce development programs where we operate small independent study learning centers.

Facilities present a unique challenge for Five Keys because of the unique population we serve and where we serve our students. With half our students in the county jails, we have major restrictions on where we teach and the materials available. We are fortunate that San Francisco, Los Angeles, San Bernardino, Solano, Alameda, and San Mateo counties have created classroom space for a significant portion of our in-custody programs: however; many classes end up being taught in rooms intended for other purposes.

At our community learning centers, classroom space varies depending upon the location. For the most part, our partners provide Five Keys with classroom space that is clean, and large enough to accommodate our students' needs for successful completion of SLOs (student learning outcomes). Our teachers and programs are flexible to accommodate non-traditional teaching stations.

Last updated: 1/31/2018

School Facility Good Repair Status

This data is a compilation of the most recent FIT reports from our individual sites. Dates range from January 2017-January 2018. Individual facility reports are available upon request.

Year and month of the most recent FIT report: January 2018

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	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Good
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Last updated: 1/30/2018

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 (School Year 2016-17)

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	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)		0.0%	53%	55%	48%	48%
Mathematics (grades 3-8 and 11)		0.0%	49%	50%	36%	37%

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: 1/30/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1355	--		
Male	791	--		
Female	564	--		
Black or African American	291	--		
American Indian or Alaska Native	20	--		
Asian	18	--		
Filipino	--	--	--	
Hispanic or Latino	639	--		
Native Hawaiian or Pacific Islander	13	--		
White	90	--		
Two or More Races	25	--		
Socioeconomically Disadvantaged	544	--		
English Learners	211	--		
Students with Disabilities	42	--		
Students Receiving Migrant Education Services				
Foster Youth	20	--		

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: 1/30/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1356	--		
Male	792	--		
Female	564	--		
Black or African American	291	--		
American Indian or Alaska Native	20	--		
Asian	18	--		
Filipino	--	--	--	
Hispanic or Latino	640	--		
Native Hawaiian or Pacific Islander	13	--		
White	90	--		
Two or More Races	25	--		
Socioeconomically Disadvantaged	545	--		
English Learners	212	--		
Students with Disabilities	42	--		
Students Receiving Migrant Education Services				
Foster Youth	20	--		

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: 1/30/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)					56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/30/2018

Career Technical Education Programs (School Year 2016-17)

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

- Coding
- Computer Science 1
- Computer Skills
- Computer Technology
- Digital Literacy
- Job Readiness Training
- Math for Work
- Typing

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.

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-responsive 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.

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

The primary representatives of our CTE programs and classes are: Shanley Rhodes, Chris Faucher, Cynthia Scott, Tyler Small, Joanna Hernandez, Patrick Mitchell (Farming industry)

Last updated: 1/31/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1336
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

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

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 (School Year 2017-18)

FKIH is a school working under California Education Code 47612.1 exemptions that allows us to serve incarcerated and non-incarcerated students who have dropped out of traditional high schools; 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.

These measures include:

- Back to School Nights
- Open House events, to which community college and health clinic partners are also invited to inform parents about the programs and services available to their families
- Bilingual staff are available for parent meetings and materials for parents are written and delivered in a language they speak
- Orientation meetings are held to train parents in attendance expectations, graduation requirements, and how to understand their child's transcript
- Parent conferences are held for students with low attendance and/or grades, during which strategies for Social-Emotional Learning and academic growth are discussed
- For those parents unable to come to us, we go to them -- through our Self Determination Project. Classes are offered inside The Bus, a mobile classroom that goes directly into housing developments. Training is offered to parents and students over a meal as they learn together about our Independent Study model.
- For our in-custody students where parental involvement is restricted, we offer an in-custody parent unification model through our graduation ceremonies. Depending on the facility, parents can take photos with their children, hug them, even share a meal with them as they celebrate this significant milestone.

Parents and students interested in receiving more information about organized opportunities for parental involvement should contact the principal assigned to your specific school.

State Priority: Pupil Engagement

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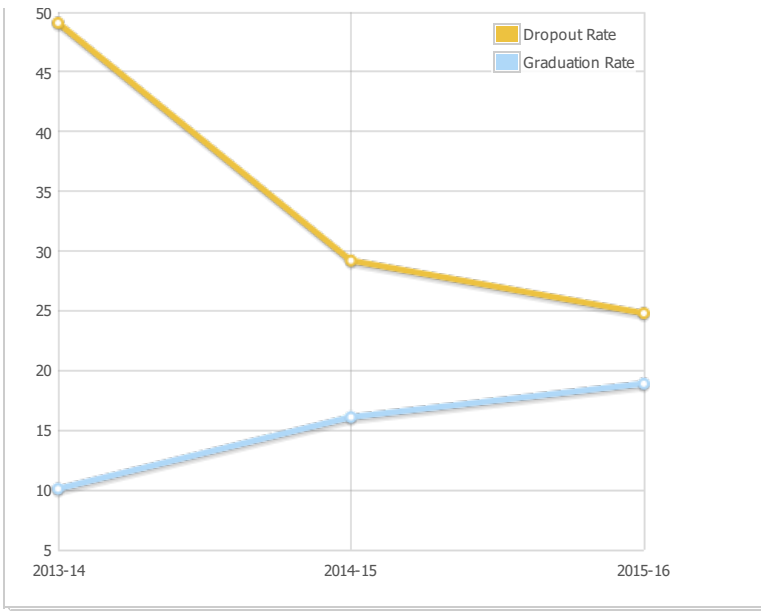
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	49.1%	29.2%	24.8%	7.9%	7.0%	7.6%	11.5%	10.7%	9.7%
Graduation Rate	10.1%	16.1%	18.9%	83.9%	84.9%	86.5%	81.0%	82.3%	83.8%

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



Last updated: 1/30/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	99.7%	89.7%	87.1%
Black or African American	100.0%	82.2%	79.2%
American Indian or Alaska Native	100.0%	85.7%	80.2%
Asian	80.0%	92.7%	94.4%
Filipino	100.0%	88.9%	93.8%
Hispanic or Latino	93.4%	86.4%	84.6%
Native Hawaiian or Pacific Islander	100.0%	91.9%	86.6%
White	89.5%	90.0%	91.0%
Two or More Races	100.0%	87.7%	90.6%
Socioeconomically Disadvantaged	100.0%	92.7%	85.5%
English Learners	100.0%	63.0%	55.4%
Students with Disabilities	100.0%	59.5%	63.9%
Foster Youth	100.0%	87.2%	68.2%

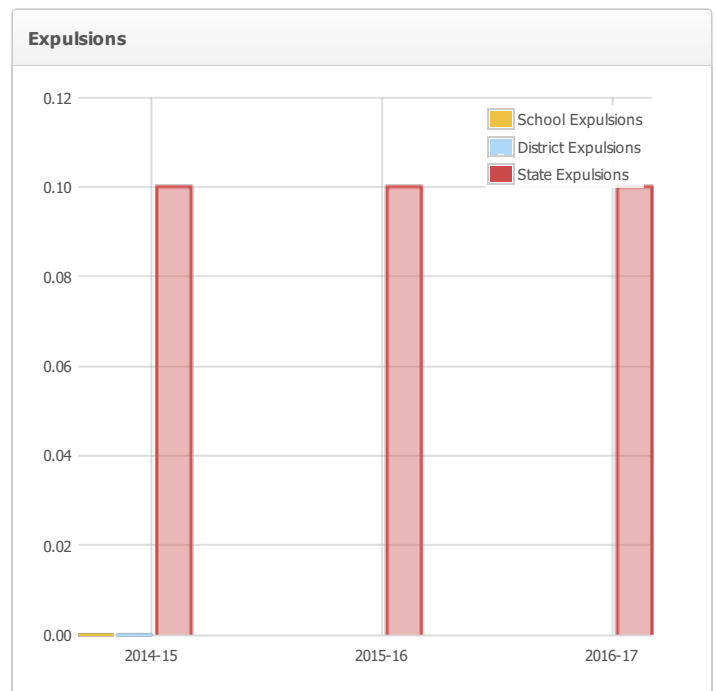
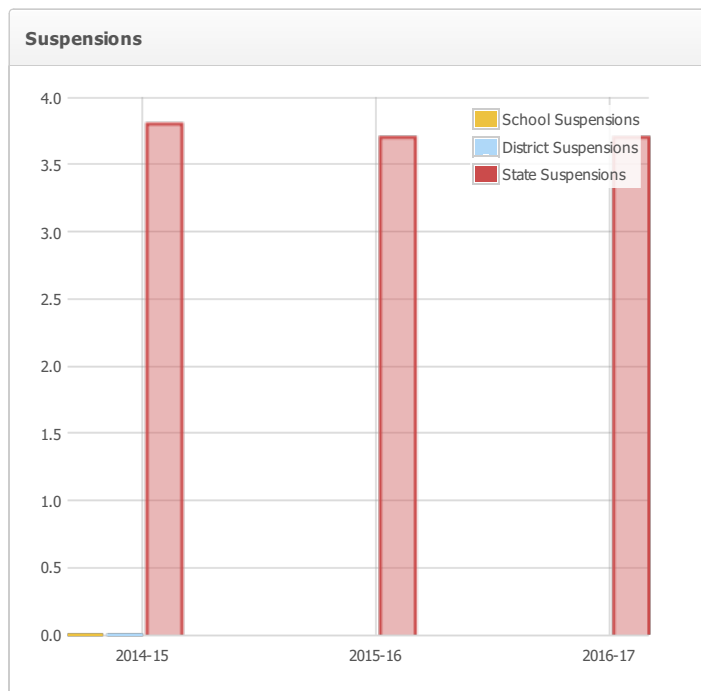
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	--	--	--	--	--	3.8%	3.7%	3.7%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/31/2018

School Safety Plan (School Year 2017-18)

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. 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 the safety plan, Emergency Planning Handbook, and Youth Policies Handbook can be obtained by contacting the Five Keys home office.

Last updated: 1/31/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	43
Percent of Schools Currently in Program Improvement	N/A	69.4%

Last updated: 1/30/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	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	59.0	7	1	8	60.0	15	2	9	61.0	25	3	10
Mathematics	141.0	1	0	5	114.0	6	0	5	93.0	9	2	5
Science	23.0	3	3	1	28.0	6	1	3	42.0	3	3	4
Social Science	113.0	1	1	6	115.0	2	0	7	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.

Last updated: 1/30/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 1/31/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10634.0	\$548.0	\$10086.0	\$61954.5
District	N/A	N/A	\$0.0	\$67537.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/2018

Types of Services Funded (Fiscal Year 2016-17)

Five Keys funding primarily falls into 5 Areas:

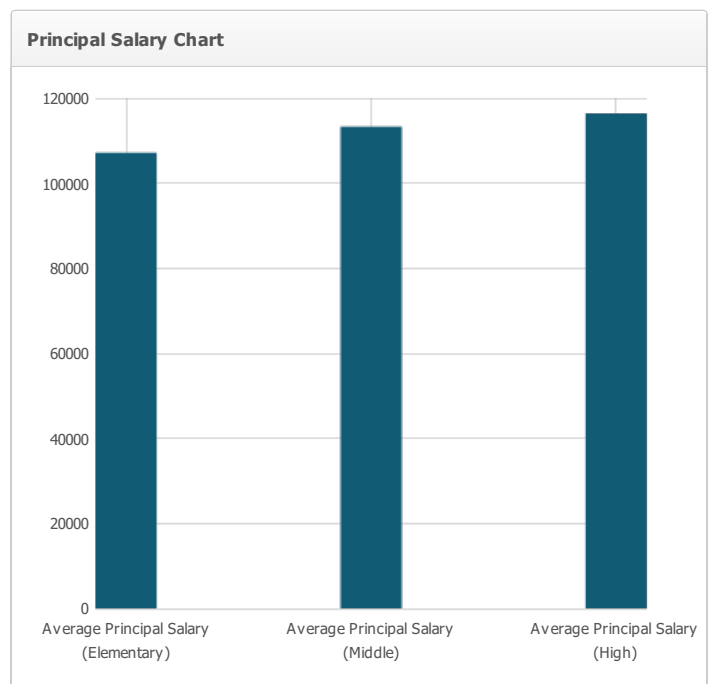
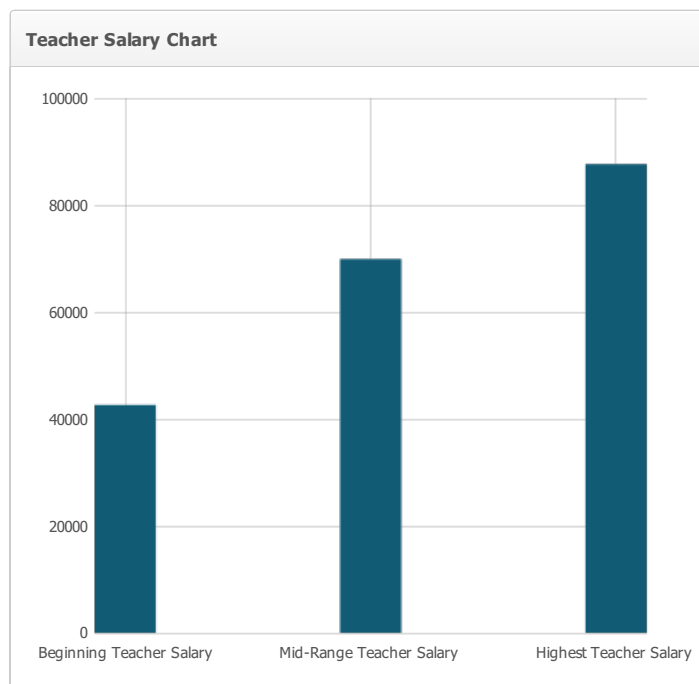
- 1) Local Control Funding Formula – including In Lieu of Property Tax and State Aid: Largest revenue source funds all aspects of the school including: salaries, facilities, book and materials, technology, teaching supplies, ESL / English language development program, professional development, college and career counseling.
- 2) Special Education both Federal and State Funding: covers all cost associated with serving students with IEP 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: 1/30/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,631	\$47,808
Mid-Range Teacher Salary	\$69,913	\$73,555
Highest Teacher Salary	\$87,660	\$95,850
Average Principal Salary (Elementary)	\$107,156	\$120,448
Average Principal Salary (Middle)	\$113,292	\$125,592
Average Principal Salary (High)	\$116,399	\$138,175
Superintendent Salary	\$310,000	\$264,457
Percent of Budget for Teacher Salaries	29.0%	35.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/30/2018

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. This year we added additional staff to provide teacher support, these roles include teacher development coordinators and a director of staff development.

Five Keys staff development focused on the holistic education needs of our students providing staff with training on mental health first aid, social and emotional learning, and culturally responsive teaching and motivation strategies. Teachers also attended workshops that taught them about the various principles of adult learning, literacy development, writing and next generation science standards. These topics were chosen after reviewing our graduation data, tabe scores, and student retention information. Additionally, teachers were surveyed and asked for their opinion on the direction of our school wide professional development days.

In addition to the professional development days, a system was created for teachers to request to attend additional professional development days outside of our provided days. Teachers were also able to request peer coaches. Principals also coordinated learning tours so that teachers could learn from each other "best practices" , teachers were also given designated monthly collaboration time to work with and support each other.

Last updated: 1/30/2018