VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

This report represents the findings of the evaluation team that visited

SFSD FIVE KEYS CHARTER SCHOOLS
70 Oak Grove Street
San Francisco, CA 94107

April 6-10, 2015 (San Francisco)
April 12-15, 2015 (Los Angeles)
ACS WASC Postsecondary Manual, 2013 Edition

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Chapter 1 — Introduction
Institutional, Community, and Student Characteristics
Briefly summarize the most critical information from the institutional, community, and student characteristics that impacts the institution.

Five Keys Charter Schools operates multiple sites (currently 42) in northern and southern California; they note:
The San Francisco Sheriff's Department Five Keys Charter School (FKCS) is a charter management non-profit corporation that operates three public charter schools within the San Francisco Sheriff's Department (SFSD): FKCS – providing site-based, full day classes in a group setting for currently incarcerated men; Five Keys Independence High (FKIH) – offering independent study in the jails as well as community settings to men and women unable to attend a full school day on site; and Five Keys Adult School (FKAS) – serving incarcerated women and men able to participate a site-based full school day.

In addition to six jail locations, the school has numerous satellite campuses in partnership with community based organizations (CBOs) and city agencies throughout San Francisco and Los Angeles including the Adult Probation Department. In September 2012, Five Keys launched a Los Angeles division, opening a jail-based school at Pitchess Detention Center and several LA community satellite sites in partnership with Workforce Investment Act (WIA) workforce agencies.

Five Keys primarily targets adults that are either in the county jail, on probation or parole, living in a residential treatment facility or enrolled in a workforce development program. During the 2013-2014 school year, Five Keys served 9,528 students, comprised of 11,419 enrollments with an annual ADA of 1,416.

To accommodate the wide variance of students awaiting trials, classes are offered year-round with intensive, five or six week 'semesters', allowing students to earn credits more quickly and succinctly – targeting the areas of study needed to graduate. This enables students to earn credits toward a high school diploma while awaiting trial, serving time and upon release from custody.

Five Keys offers a standards-based curriculum of the core subjects – language arts, math, social science, science – as well as vocational, arts and language courses. Programs are specifically designed for students as they prepare for re-entry and work. Courses target students at their current reading and math levels, with curriculum designed to meet the needs of students at varying levels of literacy and numeracy.

It is typical for a student to start school at Five Keys Adult School or Five Keys Charter School, then move to different jail location, transfer to Five Keys Independence High (FKIH) for independent study work, and then be released and continue at Five Keys Independence High School (FKIH).

Five Key Charter School

Five Keys' flagship site at San Bruno, San Francisco County Jail 5, serves approximately two hundred students daily through classroom based instruction. FKCS has been in operation since the school's inception. In addition to a traditional high school curriculum, class offerings include: computer skills, literacy / basic skills class, ESL, restorative justice, parenting and substance abuse and recovery.

Because students enrolled in FKCS are often re-housed to sections of the jail without site-based classes, FKIH operates parallel to FKCS to provide student-inmates continuity with their education. In October 2009, Five Keys extended the school day into the early evening, offering case management, substance abuse programs, violence prevention and re-entry programming.

Five Keys' newer site-based programs at Pitchess Detention Center operate full-day classes at two jail sites (Pitchess South and Pitchess NCCF). These programs are modeled after the San Francisco site, with classes at various levels combining traditional high school classes with electives addressing the comprehensive re-entry and social-emotional goals of the students.

Five Keys Independence High School

Five Keys Independence High expands access in the jails and reaches the post-release community by serving incarcerated students who do not have access to classroom based instruction, students who want to accelerate credit, working students, and those enrolled in residential treatment or job training programs.

In this program, students meet with a teacher at least weekly as they complete the independent study courses needed to earn a high school diploma or work on credit recovery. Students with too few credits to realistically earn a high school diploma work on basic skills in preparation for the GED. While students have weekly appointments with the instructors, they have access to daily classes. Schedules vary and most sites offer daily tutorials and classes. Students may attend structured classes on a variety of subjects and complement these with tutoring and independent work.

The Independent Study program is structured in accordance with California Department of Education requirements for Independent Study programs. The partnerships allow the school to structure programs that support and complement the goals of partner organizations and give students a better chance of long-term success.

Five Keys Adult School

Five Keys Adult School operates very similarly to FKCS and was initially established to operate an identical program at a separate jail facility. Currently, Five Keys Adult School encompasses the SFSD women's facility in County Jail 2, the Keys to Change Program Pod at County Jail 5 and the Back on Track Program in the LA PDC South Jail. In addition to providing educational opportunities to students for a high school diploma or GED, there is an equal emphasis on wrap-around (support) services. Beyond the traditional high school curriculum, class offerings include substance abuse and violence prevention, career preparation, and restorative justice (a required course that raises awareness of the impacts of crime on victims and the community).

The model is different than the traditional classroom based instruction, in these programs the instructors teach all of the classes in the inmate housing units versus students leaving the housing area to attend classes. By making this shift, Five Keys has been able to reach more students who previously were unable to access education while incarcerated.

Until school year 2014/2015, Five Keys Adult School was the only one of the three schools that operated year-round and provided both classroom based instruction and independent study during the summer. Beginning in 2014/2015 all three schools operate year round in all locations.

The primary data for Five Keys is its recidivism rate. Five Keys shows a recidivism rate of 25% lower than the California state average.

Student Demographics
Five Keys students represent people who are or have been incarcerated. Some attend as a result of being mandated by parole agents, probation officers, or the courts. Others are minors who have been expelled from district schools, those living in group homes, or high school dropouts. Still others attend on a voluntary basis through word-of-mouth referrals.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
African American	48%	49%	38%	37%	31%
Hispanic/Latino	26%	23%	25%	27%	24%
White	14%	16%	10%	14%	10%
Asian	5%	6%	3%	3%	3%
Pacific Islander	2%	2%	2%	2%	2%
Filipino	2%	2%	1%	1%	1%
Mixed ethnicity	2%	7%	0%	0%	0%
Native American	1%	1%	21%	16%	29%
Male	65%	69%	78%	82%	71%
Female	35%	31%	22%	18%	29%
Incarcerated	78%	64%	58%	61%	52%
Community-based	22%	36%	42%	39%	48%

Age range 16* to 58 years *Minors 16 years and above who have been expelled from a school district

Attendance and Enrollment

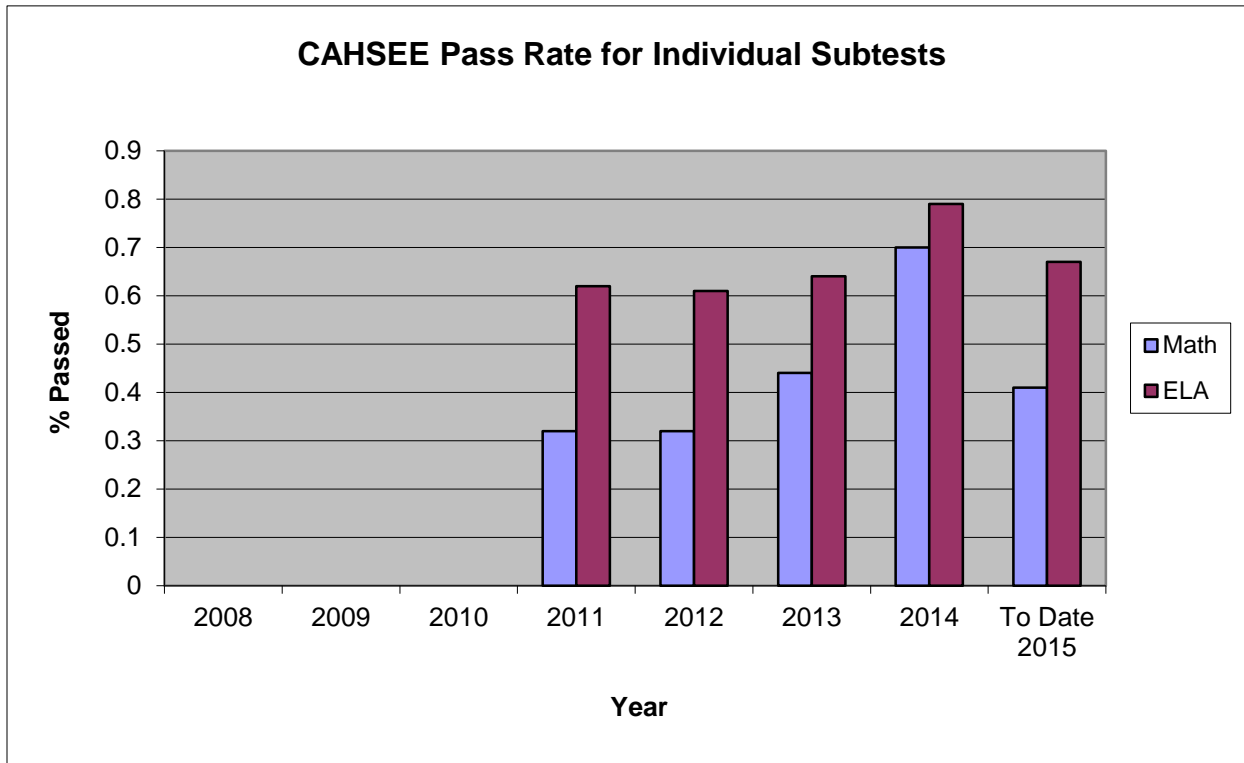|	2006	2011	2012	2013	2014	2015*
ADA	191	583	983	1216	1416	1488
Ttl Enrolled	2658	5340	2277	1839	11419	6341

*(to 12/31/14)

Student Learning Data

TABE –Grade Level Increases

	2010-2011	2011-2012	2012-2013	2013-2014 pen/paper	2013-2014 adaptive	2014-2015 pen/paper*	2014-2015 adaptive*
Avg. # tested	399	1396	2022	2601	738	1659	291
% Reading Post-tested	8%	30%	23%	19%	23%	25%	13%
Avg. Score	5.9	5.34	5.26	6.67	6.68	6.87	6.84
% Math Comp Post-tested	13%	30%	23%	18%	22%	25%	12%
Avg. Score	5.0	4.82	4.73	5.07	5.45	5.22	5.53
% Math Applied Post-tested	10%	30%	19%	12%	22%	22%	11%
Avg. Score	5.6	5.3	5.29	5.61	5.84	6.41	5.98
Language % post-tested	8%	na	na	na	na	na	na
Avg. Score	3.1	na	na	na	na	na	na
% who gained	49%	59%	%	54%	62%	5.5%	53%
Avg GL increase	2.40	2.26	2.35	2.11	5.5	1.92	1.79

CASHEE

	2010-2011	2011-2012	2012-2012	2013-2014	2014-2015 (to 12/14
Took Math	514	325	264	235	116
Passed Math	165	105	116	165	57
% Passed Math	32%	32%	44%	70%	49%
Took English	473	242	194	274	102
Passed English	293	148	124	216	77
% Passed English	62%	61%	64%	79%	75%
# Took CAHSEE:	584	404	310	266	158
# Passed CAHSEE:	229	110	104	152	57
% Passed CAHSEE:	**39%**	**27%**	**34%**	**57%**	**36%**

CAHSEE Pass Rate for Individual Subtests

Chart: CAHSEE Pass Rate for Individual Subtests — % Passed by Year (2008–To Date 2015), showing Math and ELA.

Year	Math	ELA
2011	0.32	0.62
2012	0.32	0.61
2013	0.44	0.64
2014	0.70	0.79
To Date 2015	0.41	0.67

General Education Development test (GED) Pass Rates

Goal-85% of students taking a GED sub-test will pass.

	2010-2011	2011-2012	2012-2013	2013-2014
Passed GED	13%	23%	22%	29%
Graduate	83	106	112	114

Annually, 50% of 12th graders participating in school for more than six months receive a high school diploma or certificate of completion.

Common Summative Assessments/Common Formative Assessments

Five Keys does not have any other comparable data at this time. It is a goal in their Action Plan.

Technology Access and Literacy

70% of students will have access to technology and demonstrate technological literacy as measured by relevant class enrollments student and staff assessments. Note: computer and technology access is limited and in some cases prohibited in the jail environment; nonetheless, it is the school's goal to integrate technology into the environment for the majority of students

Employability

70% of students remaining in school for a minimum of two months will have access to a vocational training or employability-related course.

Recidivism

The recidivism rate for FKCS high school graduates from 2003 to 2010 was 44 percent (CDCR recidivism rates for that time period averaged close to 70 percent.)

School-Wide Learner Outcomes (SLO)

Test of Adult Basic Education (TABE) Grade Level Increases

Students will increase their reading and math grade levels as evidenced by pre and post TABE scores in reading, math computation and applied math. Specifically:

- 70% of students with at least 30 hours of English instruction will increase their reading levels by a minimum of 0.5 of a grade level. English instruction includes all non-math specific courses.
- 70% of all students receiving at least 30 hours of math instruction will increase their computation and / or applied math grade levels by a minimum of 0.5 of a grade level.

Achievement of Academic Credit

Students will accomplish measurable gains in high school-level courses as evidenced by completion of coursework and corresponding course assessments. Specifically:

- Five Keys Charter & Adult Schools

90% of Charter School students attending class will complete 1 academic credit weekly (5 days of attendance consecutive). Gains are measured through course-based, subject-specific assessments, which adhere to state standards and are administered twice weekly.

- Five Keys Independence High School

70% of FKIH students will complete one academic credit every two weeks (10 days of attendance). Gains are measured through course-based, subject-specific assessments, which adhere to state standards and are administered at the completion of each unit.

Unique Aspects of Five Keys

The Five Keys

The school's approach to education 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.

A Restorative Justice Curriculum

The principles of restorative justice assert that crime and conflict inflict harm and that individuals must accept responsibility for repairing that harm. The current justice system in the United States emphasizes punishment and retribution. Restorative justice is the backbone of the Five Keys approach, a formal restorative justice curriculum was written by Five Keys teachers.

Chapter II. Progress Report on Key Issues since the Previous Self-Study
5 Keys Charter Schools is completing their first full visit after their initial visit in 2012.

Action Plan Key Issue #1:
Increase services for students with low levels of literacy (below 7th grade). Plan to increase literacy levels for students below a 7th grade reading and writing level.

School's procedures for the implementation and the monitoring of the Action Plan
Changes: Responsibility for literacy services has been given to the directors of the Northern and Southern California campuses and to the Director of Curriculum Development.

Goal #1: Site-based literacy classes for incarcerated students.
In June of 2012, Five Keys began identifying students with TABE reading levels of less than a fifth grade equivalent. Teachers from other high school subject areas were assigned to the class on a rotating basis each semester. Teachers and students appreciated the separation of lower level readers from high school classes. Data did not show an increase in reading readiness. A credentialed special education teacher with training in reading development for adults was hired to staff the literacy class. Numeracy skills were also added to the curriculum. Cohort participants then showed significant and widespread reading and math gains on post-tests. Specialized, site-based classes for students with lower than a 5th GE are now standard in SF and LA, and are staffed by qualified instructors.

Goal #2: Implement community-based literacy and ESL classes.
Several community sites were identified to offer specialized classes for beginning readers. The school currently provides two level-specific literacy classes in the community and has LA and SF sites with classes exclusively for ESL students. All classes are run by teachers with reading intervention training and / or ESL credentials.

Goal #3: Obtain grants to purchase literacy resources and supplies.
Five Keys has been awarded four grants to improve resources for literacy development:-one for curriculum development, one for age-appropriate library books for beginning adult readers, one for Common Core implementation, and one that provided tablets for incarcerated students that leveraged reading and writing development software.

Goal #4: Create in-house literacy courses aimed at 2nd - 6th grade readers.
Five Keys teachers and the Director of Curriculum Development have written a combined total of 26.5 units of in-house literacy courses since the implementation of the Action Plan. The courses are comprised of units targeting Common Core-ELA foundational skills, life skills, and English composition.

Goal #5: Create course structure and progression for low-level learners.
In 2014, Five Keys applied compulsorily reading level prerequisites for every ISP course. 5 Keys reports that there is still a need to increase these course units. 5 Keys would like to work further with connected content a progressive line of study. There is no formal mechanism for assessing writing and rely on teacher expertise. The majority of units focus on reading development.

Goal #6: Train key staff on evidence-based interventions for beginning readers.
Key staff members have been trained in "Applying Research in Reading Instruction for Adults" and Learning to Achieve. The Director of Curriculum Development and a teacher were certified by the Institute for Multi-Sensory Education in teaching reading using an enhanced Orton-Gillingham method.

Goal #7: Select research-based, normed assessments and train staff in their use.
A research-based tool was selected for four of the major reading skills (phonemic awareness, decoding, fluency, and comprehension). Moreover, a reading level screening tool (the San Diego Quick) and a writing assessment rubric were selected. A team of teachers and assistant directors from SF and LA were trained.

Goal #8: Purchase an on-line reading system to support beginning readers.
Five Keys purchased Lexia Learning for beginning readers, Rosetta Stone for English language learners, and Spark 3000 (a differentiated, whole-language reading and writing program).

Goal #9: Build the in-house special education program.
Five Keys was contracting for special education services. The contractors had high turnover, were expensive, and were difficult to consistently schedule. Five Keys transferred from SFUSD to El Dorado County Charter SELPA, increasing capacity through additional funds, in-depth consultation on policies and individual cases, and extensive training for key staff. In 2013, Five Keys hired a special education director and a team of in-house instructors. A therapist was also hired. Youth with IEPs and 504s receive richer services that are integrated with mainstream programming.

How progress on each key issue has impacted student learning
Overall, Five Keys is confident that beginning readers have a much improved range and depth of service than they did three years ago. There were essentially no specialized literacy classes or assigned teachers before the implementation of the action plan. Today, there are specialized literacy classes in the jails along with ESL and literacy classes in the community, staffed by qualified teachers and supported by a vibrant special education department. Classrooms are equipped with digital and print resources, and widespread training has increased teacher capacity to serve beginning readers. A diverse assessment portfolio allows for the diagnostic identification of reading challenges, leading to individualized plans for remediation. In large part, the infrastructure needed to facilitate reading and writing gains is in place.

Action Plan Key Issue #2:
Expand Vocational Opportunities for Five Keys Students.

1. Expand and strengthen partnerships with Workforce / WIA-related community-based organizations.
2. Offer in-house work readiness and sector-specific vocational courses.
3. Partner with City College and other CBOs to bring contracted vocational programs into the jails.
4. Hire staff to connect students directly with job opportunities.

Response to each Action Plan Key issue and how each action step has been completed
Goal #1: Expand and strengthen partnerships with Workforce / WIA-related community-based organizations.
Five Keys focused on maximizing access to San Francisco and Los Angeles' rich workforce development (WIA) systems. WIA programs in these cities include numerous free job training programs, workforce center. The school introduced its new learning centers in connection with a workforce center, providing free education on site and leveraging WIA services for all students.

The goal was to integrate educational programs with the entire workforce system so that academic services and employment opportunities have a shared vision and goals, and so that all students have equal access to opportunities throughout the entire system.
Over the past three years, Five Keys has applied for and received funding for three Workforce Investment grants which include resources and integration of vocational and academic curricula.

Goal #2: Offer in-house work readiness and sector specific vocational courses.
For incarcerated students without access to community-based job training, the plan focused on diversifying course offerings to include sector-specific job preparation and general job readiness classes to increase employability post-release such as: a gardening program combined science, math, construction and horticulture skills with jail-based farming, a bicycle repair certificate course and a vocational cooking classes. These training courses have been supplemented with a general career exploration course.

Goal #3: Partner with City College and other CBOs to bring contracted vocational programs into the jails.
Five Keys has partnered and contracted with existing training programs in the community to bring their classes to the jails. Examples include Hollywood Impact, Digital Storytelling, and a business planning and entrepreneurship course. Five Keys continues to expand collaboration with City College of San Francisco. To date, classes have focused on introductory courses. In LA, community college certificate courses are available to graduates and seniors through a correspondence in-jail program.
In May of 2014 Five Keys took over a Career Technical Education. The Career Technical Education program offers many courses in vocational training. The Career Technical Education program is a WASC accredited program and in the future we will be seeking to transfer the accreditation to Five Keys Charter School.

Goal #4: Hire staff to connect students with job opportunities.
For community-based students, workforce sister agencies are available to connect students with training programs and employers. For incarcerated students, however, individual job counseling has not been available. Five Keys has aimed to hire counsellors. Two new managers have extensive workforce and job placement experience. Many participants leave jail with a job secured and waiting for them.

Chapter III: Evaluation of the School's Response to the ACS WASC Postsecondary Criteria

ACS WASC Postsecondary Criterion 1: Institutional Mission, Purpose, and Objectives
The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide Learner Outcomes (SLOs) are developed and reviewed annually to ensure that they are current and relevant.

Indicator 1.1: The school has a statement of mission that describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning.

<u>Ways in which the mission statement reflects the school's commitment to high levels of student learning:</u>

In 2014, Five Keys Charter School revised its mission statement to the following:

Five Keys Charter Schools' mission, revised in 2014, uses Social and Restorative Justice principles to focus on five key areas of support for the incarcerated and underserved in San Francisco and Los Angeles: education, employment, recovery, family and community. The extent to which each site is able to develop all five areas appears limited only by external factors, such as limited visiting in particular parts of jails, or movement of students from one incarceration facility to another.

This mission reflects the school's commitment to high levels of student learning by acknowledging that their students come from communities that have been largely underserved.

<u>How the school established learning programs and services that are aligned with its mission and that match the needs of its student population</u>

Five Keys' three schools, accessible at different jail sites and in the community, align the mission with the programs offered. The schools have been authorized by the San Francisco Unified School District, and approved by the California Department of Education to operate as California public schools in jails and community programs.

The **Five Keys Charter High School** provides excellent educational opportunities to students leading to a high school diploma. In addition to the core curriculum courses, a number of elective classes including parenting, addiction and recovery, and vocational courses are available. There is academic and re-entry counseling at the Charter High School which assists students moving from incarceration to the community.

The **Five Keys Independent Study School** provides excellent educational opportunities to students with a clear pathway for a high school diploma or GED certificate. Independent study courses, also known as "ISP packets" allow students to complete work when direct instruction classes are not available. Additional credits are given for work experience.

Five Keys Adult School operates at a separate jail facility. Classes take place directly in inmate housing. The excellent housing unit based programs emphasizes high school diploma/GED and wraparound services. As with the Five Keys High School, elective credit is given for wraparound services such as violence prevention, substance abuse, and restorative justice.   The Visiting Committee was duly impressed by the instruction and curriculum in this program.

What documents does the school have that proves that the institution is legally authorized by the state or appropriate government agency to grant credits, certificates, or diplomas?

In accordance with California Education Code 47600 the "Charter Schools Act of 1992", Five Keys' three schools have been authorized by the San Francisco Unified School District, then subsequently approved by the California Department of Education to operate as California public schools permitted to operate under the California Education Code 47612.1 Five Key has operated as a California nonprofit public benefit corporation (501c3) since 2003.   The Visiting Committee was able to review impressive and extensive documentation of all legal documents found in a well-prepared Google drive provided to the committee.

Most recently, in 2011, Five Keys Charter Schools received a five-year reauthorization from the San Francisco Unified School District Board of Education to award high school diplomas and operate GED preparation classes. The Board of Education authorized a Workforce Investment Act (WIA) exemption in which Five Keys is able to offer a high school education with K-12 resources to students over the age of 19 through partnerships with WIA entities and One Stop sites. Five Keys was awarded Outstanding Charter School for 2014.

Indicator 1.2: The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

Who was involved in the development of the mission statement and how was it accomplished?

The development of the school's current mission statement was part of an overall process used to create a strategic plan for 2014-2017. This current mission statement is the third version of the mission, which was initially developed in 2003 and revised in 2009. A variety of stakeholders, including teachers, administrators, board members, formerly incarcerated individuals and community partners, reviewed and advised on the revision of the Schools' mission, and action plan. Board members and community partners assisted in the development of the school's revised mission statement. The mission is communicated to constituents through printed materials, posting in classrooms, and through the web site.

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.

How is the mission statement communicated to the institution's constituents?

The mission statement is communicated to the school's students, teachers, support staff, community partners and the board of directors via their printed material, web site, staff meetings and their email groups. In addition the mission statement is posted in many of their classrooms. The mission statement and SLOs are embedded into the curriculum of Five Keys at this point.

How often is the mission statement reviewed and revised in order to maintain relevancy and effectiveness?

The development of the school's current mission statement was part of an overall process used to create a strategic plan for 2014-2017. This is the third version of the mission, which was initially developed in 2003 and revised in 2009. There is no formal annual review by all stakeholder of the mission statement, but rather the organization lives by their vision. It is reviewed formally as reapplication for charter or other documents are put into process for renewal or updating.

Who is involved in this review and revision process?

The strategic plan that was developed in 2014 had a core planning team made up of a diverse group of stakeholders. The team included Five Keys board members, formerly incarcerated individuals, the San Francisco Sheriff, various members of the SF Sheriff's Department, Five Keys teachers and administration, and representatives from collaborating partner organizations. These groups reviewed the mission statement. There is a need for a more formal annual, on-going revision and review of the schoolwide Action Plan by all stakeholders and that information disseminated to all stakeholders. The mission and Strategic Plan are reviewed frequently by the leadership of Five Keys.

The Strategic Plan is an excellent document to guide Five Keys with much specificity and all Action Plans should follow the Strategic Plan in order that Five Keys is working under the concept of "one umbrella" for an action plan.

Indicator 1.3: The institution's mission statement is central to institutional planning and decision-making activities.

How does the school consider its mission and SLOs in its planning and decision-making activities?

Evidence of the role that the 5 Keys mission is utilized in decision-making can be seen in the variety of sites and programs that are available and community partnerships that have been developed. As the curriculum is designed to meet the needs of individuals, the greatest emphasis seems to be on the educational improvement of the students, with additional services being provided by Five Keys or their partners. The mission statement and the SLOs seem to be a combined, on-going union. There is evidence of SLOs embedded in the curriculum by virtue of the belief and goals of the organization. The mission statement and SLOs are used in tandem.

What evidence does the school have to support the use of the mission statement and SLOs in planning processes?

The most recent evidence Five Key has for evidence is their new three to five year plan (Strategic Plan) that outlines their strategy for improving instruction and student outcomes. Part of the process involved taking a critical look at the schools' strengths and weaknesses with their mission in mind and then utilizing this comparison to develop a roadmap for improvement. As stated above the mission statement and SLOs have been joined together.

How is analysis and review of the institution's mission and achievement of SLOs related to the revision of the schoolwide Action Plan each year?

To establish a context for the strategic plan that outlines Five Keys' goals for the next three to five years, the school's committee first articulated its beliefs and the values that underlie the intent and vision for the school. The goal was to make explicit the underlying "drivers" of the mission of the school to make sure that it reflects the institution's core values and to avoid "mission-drift" or other dissonance.

The new mission statement explicitly identifies two specific points about their students that were not stated in the original: "underserved communities" and "restart their education". This is significant because it implies the additional challenges with serving this population. Moreover, the new mission declares directly that the School will focus on the "Five Keys". These changes are the "drivers" for their decision-making.

Indicator 1.4: The institution establishes Schoolwide Learner Outcomes that identify the broad global goals for all students based on current and future student learning needs.

How were the SLOs developed and how are they measured?

Five Keys' Schoolwide Learner Outcomes were developed after the school's initial WASC visit during the 2011-2012 school year. They are largely measured through data collected from OASIS, their Student Information System. The SLOs/mission statement also coincide with the "Five Keys" that describe the services and support they aim to provide to their students: Education, Employment, Recovery, Family, and Community.

How do faculty members integrate these SLOs into their lesson planning?

Five Keys faculty members integrate the mission statement/SLOs into their programs and sometimes in lesson planning. The mission statement/SLOs are apparent in program locations visited. Improving the education levels of students is a primary factor for all observed faculty. The faculty members are very experienced, very good teachers, and carefully placed into jails and community sites in which their particular skills can be utilized.
For example, many programs assist two groups of students, those who are seeking a diploma and employment, and employees at the site who need to improve their English skills.

How are all stakeholders connected to the SLOs?

Each group of stakeholders is familiar with the SLOs, and even if individuals in each group are not connected directly with measuring or meeting the objectives, they are aware of the importance.

How is each Schoolwide Learner Outcome measured?

Five Keys cites nine examples of how they feel Schoolwide Learner Outcomes are measured: Test of Adult Basic Education (TABE), achievement of academic credit, California High School Exit Exam (CAHSEE), General Education Development (GED), graduation rates, student satisfaction survey, technology access and literacy, employability, and recidivism.

Indicator 1.5: The school demonstrates the incorporation of current research-based ideas into learning programs to ensure that the institution's overarching goals (SLOs) are current and relevant.

What is the process used to evaluate current educational literature and integrate new ideas that address current and future student learning needs?

Professional development is woven into the ongoing meetings of both administrators and teachers. The Visiting Committee saw evidence of all of their professional development and current educational literature in their Google drive. Recently hired directors, such as in Special Education, Curriculum and Assessment have up to date knowledge of current literature and ideas. The directors work together to prepare information to present to the teachers. They also pay teachers for their time to develop materials in their areas of expertise.

Teachers meet at least once a month during the school year and for a week in the summer. Five Keys staff indicate that the professional development has focused on current research on effective curriculum and instruction, such as the incorporation of Common Core standards into the student assignments. This professional development is also used as a time to discuss how to differentiate teaching and learning strategies in order to meet current and future student needs.

Shifts in state or federal educational policies help to dictate the literature the schools use to integrate new ideas. Current state policy has established the new Local Control Funding Formula (LCFF). The LCAP will be implemented throughout the 2014-2015 school year. It is the goal of the school to have state and local priorities implemented into the Five Keys revised Action Plan, and to also have them reflected in their SLOs through an ongoing process.

What process is used to look at student learning data results to see what needs current students have and explore what new ideas might be useful to address these needs?

While a very difficult task for any school with a student population that is as mobile (entering and exiting all the time) as the student population at Five Keys, there is a need for a systemic process for all staff to review results of learning data.

There are little data results (except TABE, some CAHSEE, and survey results) due to mobility that are used to inform curriculum, instruction, and assessment. Five Keys does have a priority of further developing a stronger assessment system. The Regional Directors meet with the Assistant Directors on a regular basis to review the needs of the sites and students. Five Keys will have to think outside of the box to find some assessment pieces that will help further guide instruction and curriculum.

On a monthly basis, the Five Keys Executive Director and the management team discuss and may determine which teachers need to be moved to facilitate the needs of the schedule, which sites need to increase or reduce class offerings, or which sites (specifically community sites) are viable places to continue educational services. Five Keys Assistant Directors and Regional Directors meet bi-annually, at a minimum, with Community Partners to identify successes and areas of need.

To what extent does the regular review and revision of SLOs include discussion based on current educational research?

While there has not been recent revisions to the wording or assessment of the SLOs, in discussions with the WASC Visiting Team, the staff indicates that the SLOs will be revised in the near future. The recently hired directors are in the process of reviewing all instruction, curriculum and assessment methods in depth, using current educational research data for Five Key students and those of other students in similar programs. Evidence of current educational research topics were examined by the Visiting Committee.

How does the review of profile data impact the review and revision of the SLOs?

At this time, the review of profile data rests at the leadership level. Teachers are asked to join the review process according to their areas of expertise.

How does the achievement of SLOs connect to the school-wide Action Plan?

The Five Keys school-wide Action Plan, incorporated into the Five Keys Strategic Plan, addresses four major themes: (1) literacy development, (2) a structure for an in-house Special Education program, (3) workforce/employer partnerships, and (4) vocational training for current students.

In turn, the mission statement/SLOs are tied to Five Keys student success, both academically and in their post-secondary endeavors.

Indicator 1.6: The school has a process in place to regularly review the courses and programs offered so that the needs of the community are met.

How does the school use annual profile data to evaluate course and program offerings?

Each five or six week semester, the Regional Directors meet with the Assistant Directors to review the changing needs of the campuses.

At this time, they also consider feedback from the students and the community partners around emerging needs. Prior to these meetings, the Assistant Directors meet with their teachers to look at student progress, TABE score increases, credit attainment and other student needs at each location. Prior to the start of each semester, teachers revise course descriptions and course availability at particular locations. Instructors consider 1) courses which have been made available to students recently 2) student credit needs 3) student literacy and numeracy levels based on TABE scores and performance and 4) high student interest. This feedback from teachers is key in developing new semester schedules. Courses are most often designed around high-level interest and employability demands.

<u>To what extent does the school gather input from current students and the community at large to determine future course and program offerings?</u>

Five Keys is committed to creating programs to meet the needs of their students and community partners. Five Keys uses Student Satisfaction Surveys to gather input from students on an annual basis. The "Student Action Form" is utilized by incarcerated students to communicate their concerns or suggestions to teachers, operations and Administrators. An example of staff using student input is the addition of courses such as Parenting, Restorative Justice and Re-entry courses into the academic program.

Five Keys Administrators and Teachers meet regularly with Community Partners to identify successes and areas of need. One observed example is the coordination between the Five Keys teachers and other community partners who teach employment training courses in technology. Teachers have coordinate to make sure that all of the students leave the programs with both a high school diploma and employable job skills.

Institution's Strengths and Key Issues for Criterion 1
Strengths:
The WASC visiting teams concurs with Five Keys on the following strength:

1. The three charters (FKCS, FKAS, and FKIH), operate under the umbrella of one school, which has allowed Five Keys to effectively create learning programs and services that are aligned with the school's mission and matches the needs of their diverse student population. The Schoolwide Action Plan, established in 2012, updated for 2015, complements the Student Learner Outcomes and supports the needs of each unique yet interlocking charter.

Key Issues:
The WASC visiting teams concurs with Five Keys on the following key issues:

1. There is a need for regular revision and review of the school-wide Action Plan needs to occur annually, and that information needs to be disseminated to all stakeholders.

2. Due to the nature of the ever changing student body, data-driven decision making is limited by collection procedures and effective and consistent analysis, thereby making it challenging to use the data to revise the SLO's, the organization's strategic plan and learning goals for students (i.e. school profile, reporting, etc.). Specifically, math and reading pre- and post-assessments (TABE, Lexia Program) need to be administered to larger numbers of students in order to verify the effectiveness of basic skills curriculum.

Suggested Sources of Evidence

- Strategic Plan
- Graduation rates
- SARC
- List of programs and ISP packets
- Board Policies
- Self-Study Report
- Instruction Focus Group Meeting
- Meetings with teachers, staff, students, and administrators
- Classroom observations

ACS WASC Postsecondary Criterion 2: Organizational Infrastructure and School Leadership

Criterion 2: Organizational Infrastructure and School Leadership
The school utilizes the contributions of leadership throughout the organization to provide for ongoing improvement. The organizational structure and roles of governance are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness. The governing body enables the administrator/director to implement policy and lead the school effectively.

Indicator 2.1: The school has clearly defined roles of governance that provide for ethical and effective leadership and results in ongoing improvement of the school.

How do the organizational structure and job descriptions promote efficiency and impact school improvement?

The Five Keys leadership team has been involved in an ongoing process of self-reflection as necessitated by continuous growth over the past seven years. Through this ongoing process, including the development of their most recent strategic plan (2014-2017), they have identified key positions and an organizational structure needed to help them realize their mission and vision. Job descriptions have played a large role in the development and growth of their schools. Over the past seven years, they have reviewed job descriptions for key personnel to maximize efficiencies within the school at both the school site level and the central office. During their strategic planning sessions, the team of teachers, administration, management and community partners had the opportunity to collectively review and refine job descriptions. As a result, they shifted certain responsibilities to fill gaps and identified new positions to make Five Keys more efficient and supportive of their students and staff. The Visiting Committee saw evidence of this in Five Keys Google drive.

How does the governing body implement its requirements for employment?

The Executive Director of the school reports the number of vacancies to the Board of Directors at each board meeting. The governing body of Five Keys delegates the daily operations of the school to the Executive Director, who works with the management team and Human Resources department to develop detailed job descriptions and to implement a hiring system. This includes the completion of a hiring requisition form that lists the position, justification for the hiring, and the financial impact. Once approved, Human Resources thoroughly reviews applicant qualifications including work history, credentials, education and belief in the schools' mission and vision. After a comprehensive interview process, recommendations are made to the Deputy Executive Director to move forward with a formal offer of employment.

<u>To what extent does the governing body handle policy issues and long-term planning while allowing the administrator/director to oversee the day-to-day operations of the school?</u>

The Board of Directors provides input and approves all school policies. The Board was also directly involved in the strategic planning process, with the Board President attending all planning meetings and all Board members attending at least one strategic planning session. At Board meetings throughout the six month-long strategic planning process, the entire Board reviewed and offered input to the monthly updates. All agendas and minutes are posted and the VC saw evidence of this in the Google drive.

<u>How does the governing body support the school leadership and hold them accountable without micromanaging them?</u>

The Executive Director provides a written summary of the schools' operations at each Board meeting, including enrollment, test scores and the schools' financial situation. The Board provides direction and guidance into the schools' operations.

Additionally, the Executive Director receives an annual review of his performance. There is appropriate professional autonomy give to all to complete their jobs.

<u>To what extent does the governing body demonstrate honesty and integrity in its relationships with stakeholders, other schools or agencies, and with its own local community members?</u>

The Board of Directors is directed in its operations and its actions by FKCS corporate bylaws, which are consistent with the terms of the Charter, the Charter Schools Act, and all other applicable laws.

All Board meetings are open public meetings subject to the Brown Act, and all Board members with one exception hold high-level positions with public agencies. Five Keys prides itself on the membership of the Board of Directors, which includes: the Sheriff of San Francisco County, a San Francisco City Attorney, the Director of Women's Services for the Sheriffs, the Director of Animal Care for the City of Oakland, a former Sheriff's Attorney, a current Adult Probation manager and an ex-offender. This is a very high profile Board of Directors who, as individuals, have built careers on transparency and integrity.

Indicator 2.2: The leadership of the school creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement for students.

<u>To what extent does the administrator/director effectively lead the school as both a visionary and academic leader?</u>

In 2007, when Executive Director Steve Good was hired, Five Keys had approximately 175 students, 13 teachers, was out of compliance with state testing requirements, was headed for serious financial problems and lacked the most basic of student information systems and a comprehensive curriculum.

Today, Five Keys, through all of its excellent and admirable programs, has over 3,000 students, 34 different community partners, 170 teachers, develops the majority of its own curriculum, has secure financial reserves and is completely compliant with all state reporting and testing. To accomplish this, the Five Keys leadership team prides itself on integrity being one of our operating principles. Further, the Executive Director encourages open and diverse opinions from the management and teaching staff. He believes that the ability to express contrary opinions makes the agency stronger and more open to new ideas. The Executive Director and Deputy Executive Director are astounding leaders. Any agency would be lucky to have their guidance.

<u>To what extent do school leaders effectively guide the school toward school improvement?</u>

School leadership holds regular meetings to review the school programs and partnerships across the state. To make the school more effective in guiding the school toward improvement, the school is divided into several departments headed by a director to guide improvement. These departments include: Curriculum Development, Transitional Aged Youth, Workforce Education, Special Education, Instruction, Human Resources, and Northern and Southern Regions. Additionally, staff meetings, professional development and collaborative planning time have been established to ensure constant self-reflection and improvement. The directors of each area are equally as impressive as the Executive and Deputy Executive Directors.

As a staff, they fully recognize and appreciate this, and as such have focused on the customer service aspect of their school to not alienate their students once again. Their teachers are their greatest assets, and through their collective bargaining process, they have strengthened their relationships with the teachers through an open and transparent approach to bargaining. In fact, school leadership and teachers have co-presented at two conferences on the effectiveness of their collaborative approach to bargaining. Because their entire education model is based on leveraging community and government partners, they place a great premium on being the best partner they can be. As a result, Five Keys has grown from one partnership in 2008 to over 34 in 2015, operating in three counties and being highly sought after by many other jurisdictions.

Staff feel that they are supported by school leadership and have recently hired a position to support the math instructors in developing Common Core curriculum. BTSA providers, job shadowing and two weeks of training help to get newly hired teachers on board and moving in the right direction.

The Visiting Committee was extremely impressed by the professionalism and dedication of all school leaders involved in Five Keys. From the Board members, to the Executive Director, his administrative staff, the teachers, the aides, and the classified staff, all collaborators in the Five Keys vision are impressive and highly admired.

<u>To what extent do the faculty and staff display that they are motivated by school leaders to bring focus to student learning and school improvement?</u>

Teacher commitment and motivation is ever obvious in every site. The Visiting Committee was motivated by Five Keys' leadership. Faculty and staff strive to bring focus to student learning is apparent everywhere.

Teachers also demonstrated motivation to bring focus to student learning through the implementation of award ceremonies for students' increased TABE scores in reading and math. In these ceremonies, students who have demonstrated gains are presented with a certificate for academic achievement. Teachers, administrators and facility leaders acknowledge student learning gains upon the completion of post TABE testing, every 10-12 weeks.

At their community sites the teachers lead monthly assemblies to recognize students achievements, the teachers take leadership roles and present during their staff development meetings best practices and specific learning strategies, Open House events to share students' achievements with community stakeholders and families, are done by the students so they can get exposure to the community.

Bi-monthly site based meeting as well as regional meeting, are held to focus discussion best practices and system wide issues/concerns. At Pitchess, Independent Study instructors meet each Friday afternoon for these same discussions.

Indicator 2.3: The school's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.

To what extent does the school include all stakeholders in the regular evaluation of the school as a whole?

Through several measures, the school's governance body regularly reviews stakeholder input in the evaluation of programs. These include the collaborative process that the Board undertakes through strategic planning, stakeholder surveys in developing the Local Control Accountability Plan, the accreditation self-review process, and annual public review of the schools through independent audit.

How do stakeholders have a voice in decision-making processes?

The strategic plan that was developed in 2014 set the direction and major policy initiatives for the school for the next three years has a core planning team of diverse groups of stakeholders.

Additionally, ongoing collaborations and meetings with their partners, staff meetings and administrative meetings to solicit feedback help to serve as opportunities for input into the schools' policies and operations. The Executive Director takes feedback from these meetings to the Board of Directors when larger policy discussions are under consideration. Additionally, Board meetings are open to the public, and public comment is welcome on every agenda item.

How does the school widely communicate the results of regular evaluations and use them as the basis for school improvement?

The Board of Director's strategic planning process is an open and transparent process that engages all stakeholders in a review and evaluation of the programs through written surveys from teachers and students, and reports from directors.

The Board members use the information to develop the school's strategic plan. Five Keys would like to further communicate results with its constituents.

<u>What process does the school use to evaluate its organization, governance structures, and decision-making procedures?</u>

There are two tracks that the school uses for evaluating their governance and decision making procedures: 1) At least once a year, the Executive Director, Deputy ED and Head of HR meet to review the agency's organization chart and each chain of authority and decision making. In these meetings, each position is reviewed for strengths and areas of growth. Based upon these reviews, the changes to the governance structure are drafted for Board review. 2) The Board of Directors then reviews the recommended changes to the governance structure and approves or disapproves the new organization chart and any new positions. An example of this process led to the hiring of their Director of the Northern California Region. After reviewing all management, teacher and administrative positions, the Board determined that the efficiencies in their Southern CA region could be gained in Northern CA by changing the governance structure.

Criterion 2.4: The school has an established infrastructure of policies and procedures that provides stability and consistency for all institutional programs, activities, and events.

<u>To what extent does the school document its policies and procedures in a Policy Manual?</u>

Five Keys has a thorough policies and procedure manual that is updated annually by the HR team. Additionally, the teaching staff is also governed by the collective bargaining agreement that is negotiated with the San Francisco Unified School District teachers union. The district union has agreed to procedures, such as teacher evaluations, that correspond to the unique needs of Five Keys. Through interviews the VC found that there were some members that wished to have more information on the policies and procedures. The VC was able to examine all documents through the Google drive.

Unit members covered by the collective bargaining agreement include all certificate employees, including but not limited to teachers, counselors, and program coordinators. Certificated employees excluded from the agreement include management, supervisory, confidential, day-to-day substitutes, and others. There were some concerns about the extended length of the school year recently as it relates to less time off.

For classified staff, working conditions including employee evaluation are covered in the policies and procedures handbook.

<u>How do written policies guide decision-making processes?</u>

Given the unique environment that Five Keys operates within, nearly all of the decisions require compliance with other agencies policies and / or must be in accordance with the law and charter documents that govern their schools.

How does the organizational infrastructure support all academic programs, activities, and events so that students are able to achieve Schoolwide Learning Outcomes?

The schools' organizational chart is reviewed at least once annually to ensure that the structure of the programs is supportive of their mission and student outcomes. This includes working with their teachers and support staff to develop systems and structures that support staff and students. An example of ongoing improvement would be the recent revision of the organizational chart and job descriptions.

How often does the school review and update its Policy Manual?

The policy and procedures manual is updated annually and when a new collective bargaining agreement goes into effect. Policy changes are distributed to all staff immediately, covered in all staff training and the policy and procedures manuals are updated.

How do faculty, students, and staff members have established mechanisms for providing input into institutional decisions?

Assistant Directors conduct team meetings on a monthly basis to discuss program and faculty needs with teachers. Team meetings are an opportunity for teachers to discuss and provide input on program specific issues. This information informs Assistant Directors of faculty input and allows them to include the information in reporting to the Regional Director.

A written survey is collected from students to provide data for program input. Five Keys is in the process of moving surveys to Survey Monkey for students at community sites.

To what extent is the creation of new policies as well as the decisions made based on current policies done in a transparent and ethical manner?

Major policy decisions that affect working conditions are negotiated with the teachers union. Administration and Human Resources go to great lengths to ensure that decisions that impact staff are transparent and ethical. The Board of Directors reviews all policy decisions for approval. Five Keys prides itself on encouraging divergent opinions and debate to make sure other ideas are considered before important decisions are made. There is current discussion about the extended school year. The transparency and ethics by which Five Keys operates is one of their many outstanding features.

Strengths:
The WASC visiting teams concurs with Five Keys on the following strengths:

1. Clearly defined policies and procedures.
2. Strong collaborative working relationship with the San Francisco Unified teachers union.
3. The addition of a Human Resources Department
4. Training guides and procedures for new employees

In addition, the WASC Visiting Team cites:
5. The new position of assistant directors as a strength. The teachers identified the Assistant directors as leadership that they felt were very knowledgeable and accessible to them.
6. The Executive Director, Deputy Executive Director and all directors and leaders are remarkable.

Key Issues:
The WASC Visiting Committee concurs with the Five Keys on the following key issues:
1. There is a need to solicit more input and collaboration from support and administrative staff to identify areas where increased efficiencies would result in better service provision to the students.

In addition, the WASC Visiting Team would suggests:
2. That systematic practices be put in to place to elicit greater input from current and future students.

Suggested Sources of Evidence
- Strategic Plan
- Graduation rates
- SARC
- List of programs and ISP packets
- Board Policies
- Self-Study Report
- Instruction Focus Group Meeting
- Meetings with teachers, staff, students, and administrators
- Classroom observations

ACS WASC Postsecondary Criterion 3: Faculty and Staff
The school employs qualified personnel to support student learning programs and services to ensure institutional effectiveness. Personnel are treated equitably, evaluated regularly, and provided opportunities for professional development that impact student learning.

Indicator 3.1: The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and SLOs.

To what extent are the school's personnel sufficiently qualified to guarantee the integrity of programs and services? What methods does the school use to assure that qualifications for each position are closely matched to specific programmatic needs and aligned with the school's mission?

The school's personnel was the outstanding feature at Five Keys. The professionalism and dedication of all teachers met is truly to be admired. ***Any "regular" school would be lucky to employee the Five Keys teachers due to their current research-based knowledge and their passion for helping the Five Keys student to be successful.*** Board members, administration, teachers, and classified are truly the center of Five Keys' success. The hiring of a new Director of Human Resources helped bring about protocol developed, in which teachers are aligned to teach in their credentialed areas only (or elective credit classes) or were mandated to obtain a credential within a specified timeframe. For FKIH, teachers are only authorized to assign credits in the subjects designated within their credential. A supervisor or teacher who has credentials in other subject areas verifies and approves other credits when taught by non-credentialed teachers. Teachers with multiple subject credentials or designated adult credentials are actively recruited. Adult school defines "qualifications" based on appropriate training, experience, and/or credentialing the teacher may not necessarily have a state-issued credential when they are hired. They are generally required to obtain a credential within 60 days of being hired.

New Hire training has also been developed to equip new faculty. Five Keys now requires all substitute instructors to hold a 30 day substitute credential from the California Commission on Teacher Credentialing and provides them with quarterly trainings.

The alternative school model for Five Keys is such that teachers with prior teaching experience have fared better than teachers whose teaching career began at Five Keys. The leadership team is exploring the idea of adopting a minimum level of teaching experience as a requirement for employment due to the nature of the mostly incarcerated student population, a teacher must be seasoned.

How does the school determine the number of faculty and staff members needed to meet the learning needs of all students?

The school's Average Daily Attendance (ADA) helps to determine the number of faculty and staff members needed to meet the learning needs of all students.

Indicator 3.2: The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

<u>Who is involved in the hiring process and to what extent is there transparency in the advertisement for open positions?</u>

The manager who oversees the open position, representatives from Human Resources and other managers with whom the position may interact are all involved in the hiring process. All positions are posted online on an applicant tracking system (ATS OnDemand) All open positions are posted.

<u>To what extent do job descriptions accurately reflect position duties, responsibilities, and employer expectations?</u>

Job descriptions are given to all new employees with their offer letter so that expectations are clear.

<u>By what means does the school verify the qualifications of applicants and newly hired personnel?</u>

All new teachers have their credentials verified, references checked and past employment verified.

Indicator 3.3: The school develops personnel policies and procedures that are clearly communicated to all employees.

<u>What processes and manuals does the school use to develop and publicize its personnel policies?</u>

Policies, procedures and the employee handbook are all posted on the Intranet. Additionally, new policies are distributed in person, reviewed at staff meetings, and sent via email. All substitutes are given policies, procedures and employee handbook. This information is also covered during quarterly substitute meetings.

<u>How does the school ensure that it administers its personnel policies and procedures consistently and equitably?</u>

Managers receive ongoing training from the Director of Human Resources on how to administer policies and procedures consistently. Additionally, all managers are enrolled in online training to learn the legal implications and consequences of handling personnel issues and decisions in an inconsistent way. All disciplinary actions are reviewed by the regional directors and also by Human Resources as needed. All terminations are reviewed by the Director of Human Resources and by the Executive Director prior to the action.

To what extent does the school have a written code for professional ethics for all personnel and communicate expectations to them?

A written code for professional ethics is included in the employee handbook. An ethics training regarding the specific ethical issues that arise from working in a jail and with at-risk students has been developed for all personnel and will be presented annually and to all new employees.

What are the school's provisions for keeping personnel records secure and confidential? How does the school provide employees access to their records?

Personnel records are locked in a file cabinet in the locked HR office. Employees may request access to their records at any time. They can receive a photocopy of their file, or review the file under the supervision of Human Resources.

Indicator 3.4: The school assures the effectiveness of its faculty and staff members by evaluating all personnel systematically.

To what extent does the school establish written guidelines for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities?

The school has written guidelines for evaluations, articulated through the collective bargaining agreement with the teachers' union. Performance reviews are generally conducted annually. All performance reviews are completed in writing by a supervisor or manager. Managers are trained to provide regular feedback to employees. Managers provide feedback based on expectations provided in the employee's job description. Managers use a schedule that works for them to check in with their employees, ranging from once a week to once a month. There are plans to enact performance evaluation forms and guideline reviews.

How is the evaluation process built on a collegial spirit that fosters growth and improvement?

The evaluation process is based on the California Standards for the Teaching Profession. The evaluation process asks teachers to self-reflect and identify areas of strengths and weakness. Teachers use teaching standards and rubric to evaluate self on the teaching standards. After this reflection, teachers identify areas for improvement. Supervisors look for evidence of each of the teaching standard being met during a formal evaluation. Supervisor and teacher work together to identify goals for teaching and learning.

For non-teaching staff, the managers encourage a spirit of open communication, growth and improvement by checking in with their staff regularly and giving feedback in a timely manner.

The process of conducting performance reviews for teachers is occurring, but it is a time consuming process. In future contract negotiations the goal is that the process becomes increasingly more simplified. There has been a process through contract negotiations to develop a strong teacher evaluation process that leads to improvement in job performance while at the same time is not too cumbersome.

By what methods does the school define "effective teaching" in its evaluation process? How is that effectiveness judged?

The school defines effective teaching in accordance with the California Standards for the Teaching Profession. Effective teaching is judged by a collaborative process of informal and formal observations and rubrics are used to evaluate the effectiveness of teaching on each teaching standard. The process is collaborative because the instructors and administration review goals and objectives for each teacher individually, with the larger goal of helping the teacher grow as an educator.

Who does the annual evaluations of employees and are the results of such evaluations documented and shared in follow-up meetings with the employees under review?

Direct supervisors conduct the annual evaluation of employees. The results of such evaluations are documented and shared in follow-up meeting with employees under review. The school is continuing to develop managers' skills in giving regular feedback and additional training regarding formal performance evaluation. There has been more than a year of working with the managers and training them to provide regular, relevant feedback to their employees, instead of waiting for an annual performance evaluation.

What process is in place to assure that evaluations lead to improvement in job performance?

In addition to formal evaluations, informal teaching evaluations are conducted weekly. Direct feedback is given to teachers using an informal evaluation form. Student engagement, student assessment, cooperative learning and high expectations for student performance both written and verbal across curricula are areas of observation during informal observations. Teachers are given feedback and discussion to identify areas of improvement and areas of success. For on-teaching staff, the managers and the employee together set job-related goals (SMART) for the next 12 months.

Indicator 3.5: Faculty members take ownership of student progress toward achieving stated Schoolwide Outcomes.

What are the roles of teachers and other staff members in the development of SLOs?

FKCS's Schoolwide Learner Outcomes were developed by the leadership team that participated in the school's initial WASC visit in 2012. Since then, teachers and other staff members have worked to meet the mission statement/SLOs but have not participated in any further development of what has already been established.

How often do faculty members meet to discuss SLOs and analyze student learning data to ensure that students are achieving SLOs?

Mission statement/SLOs are formally reviewed irregularly. Faculty members meet bi-weekly but the overt discussion of and use within the curriculum and instruction addressed SLOs minimally.

By virtue of the curriculum being designed "in house", the SLOs are embedded in the curriculum. There has been an increased emphasis on student learning data and how they relate to SLOs.

<u>What are the measures used to show student attainment of SLOs and how are these measures monitored?</u>

The challenge for measuring SLOs are that it is more difficult to measure SLOs because of the SLOs reaching into the work force. The average length of enrollment at FKCS is between 25-60 days. Measuring growth, recidivism, GED passing rates, graduation and CASHEE rates proves challenging. The school agrees that there is a need for more efficacy in collecting pre and post data to measure growth. The school has examined CASHEE data and has implemented strategies to raise the CASHEE passing rates. Five Keys does not have an effective way to measure attainment of their SLOs.

Indicator 3.6: The school provides all personnel with appropriate opportunities for professional development.

<u>To what extent does the school plan professional development activities that are connected to student learning needs?</u>

Five Keys is committed to providing professional development to teachers in bi-monthly staff meetings. Instructional strategies are presented to teachers by supervisors or peers at each meeting. Areas of concentration are identified by supervisors or staff from peer or informal observations of classroom instruction. In addition, teachers are invited to present "Best Practices" at each staff meeting. Teachers identify areas of student learning needs and use staff meeting time to present the strategies they have found empowering to their learners. Non-teaching staff are provided with ample online and in-person training opportunities in job-related courses. The school stated a desire to design a long-range professional development plan, as well as increased professional development opportunities. The VC Chair was impressed by the documentation of topics present to the Five Keys teachers.

<u>To what extent does the school provide funding for professional development opportunities?</u>

Five Keys strategic plan and budget indicate that they have adequate funding for professional development expenses.

<u>How does the school ensure meaningful evaluation of professional development activities?</u>

Feedback is solicited from the staff on the quality and efficacy of the professional development activities by way of surveys and evaluation forms. On-line surveys are sent after professional development opportunities. Five Keys staff are encouraged in multiple ways to give feedback both anonymously and directly to administration.   Five Keys is piloting a common planning team involving teachers and an instructional coach. This department team meets to facilitate the growth of a collaborative Common Core aligned curriculum and standardized assessments for each math course offered.

<u>What impact do professional development activities have on the improvement of teaching and learning? How does the school evaluate that improvement?</u>

PD days are driven by instructor feedback, schools data, and changes to state mandates, all with the goal of improving teaching and learning. The Visiting Team had discussions with the leadership team and the teachers about the very little use of student data. It must be understood that data as most educators know it is not as easily found within the justice educational system. Five Keys does desire to come to agreement about what kind of data would still be useful even if it is not enter and exit data from the same student. Focus groups, observations and teacher feedback in measuring improvement are in place. Informal and formal observations of instruction provide teachers with feedback and lead to dialog of areas of success and need for improvement.

Indicator 3.7: The school regularly evaluates all non-teaching support staff members and provides direction and support for improvement of their skills.

<u>What process is in place for the regular evaluation of all non-teaching personnel?</u>

Five Keys attempts to create an effective performance management philosophy and program that includes both regular feedback and formal performance evaluations.

There is training for the managers to provide regular feedback to employees, making sure that when an issue arises, it is handled and addressed immediately.

<u>To what extent are job descriptions and duty expectations regularly reviewed and revised to meet the current needs of the school?</u>

Job descriptions and duty expectations are reviewed and revised on a regular basis, as the needs of the school constantly change.

<u>How is the support staff included in meetings and processes (as appropriate) to engage them as important stakeholders in the learning programs of the school?</u>

Five Keys holds staff meetings, on the second and fourth Wednesday of each month. Many of the meetings are reserved exclusively to teachers, to discuss instructional, assessments. Support staff also meets separately to address training needs, operational issues, and changes to student services guidelines and to evaluate the support services systems.

Strengths:
The WASC Visiting Committee concurs with Five Keys on the following strengths:
1. Five Keys has a comprehensive Employee Handbook that outlines school policies, procedures, expectations and detailed job descriptions.
2. The hiring process is uniform and streamlined since the formation of the Human Resource Department during the 2013-2014 school year.
3. Assistant Directors have participated in ongoing training on the skillful and relevant use of formal performance evaluations of teachers. Assistant Directors provide staff with regular, relevant feedback to employees using informal evaluation forms, one on one check-ins with employees and documented conversations.

Key Issues:
The WASC Visiting Committee concurs with the Five Keys on the following key issues:

1. There is a need to simplify the process of conducting performance reviews for teachers.
2. There is a need to explore the idea of adopting a minimum level of teaching experience as a requirement for employment so that all teachers are readily equipped with the skills necessary to be successful in the Five Keys challenging (because of the student population) environment.

Suggested Sources of Evidence
- Strategic Plan
- Graduation rates
- SARC
- List of programs and ISP packets
- Board Policies
- Self-Study Report
- Instruction Focus Group Meeting
- Meetings with teachers, staff, students, and administrators
- Classroom observations

ACS WASC Postsecondary Criterion 4: Curriculum
The school demonstrates a conscious effort to support student learning through the development of a challenging, coherent, and relevant curriculum that allows all students the opportunity to reach Schoolwide Learner Outcomes (SLOs). The school's curriculum reveals its mission and SLOs and connects directly to current student learning needs. The school pursues current, research-based curriculum development information to keep its programs relevant and effective.

Indicator 4.1: The school has a documented curricular map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations.

Overview of curriculum / course structures

Five Keys' students enroll with academic levels ranging from pre-literate to college-ready. The school and the students aim to increase their reading, writing and math levels while progressing towards high school completion. The vast majority of these adult students have short-term goals related to finding employment, enrolling in job training and going to college. Five Keys' curriculum reflects the diversity of its students' skill levels and integrates students' vocational and academic goals. Curriculum and course offerings target three academic levels:

• ESL& Literacy for native and non-native English speakers (pre-literate to 4th grade equivalent/GE)
• Adult Basic Education for those building vocational skills and high school readiness (5th - 7th GE)
• High School Completion for students working towards graduation and college (8th GE and above)

Upon entry, all students receive counseling related to their current reading and math levels. Skills and current high school credit standing, is used to create an individualized education plan or map to graduation. Unlike typical high schools, every student has a different path and course of study based on their interests, levels and needed credits.

Five Keys does not use traditional curricula maps with pacing guides. Instead, individual plans identify the courses needed by each particular student, along with the reading and math levels to be obtained to take those classes. Most subjects include course choices for students.

How does the school list all courses and provide course outlines and objectives for all stakeholder groups?

Five Keys' selection of courses is designed to guarantee options at all three levels.
Independent study: A course catalog listing all independent study classes is given to students and other stakeholders. The catalog includes a brief description of each course, the amount of units earned upon completion, and the required reading and math levels. A more detailed curriculum guide is available for teachers, which includes information about how to match students with specific courses.

While Five Keys collaborates about which and what order class work will be taken in partnership with students, it is imperative that all teachers ultimately make the professional decision to maximize student development and empower stronger teaching practices in the classroom as many of their other colleagues have chosen to do. The Visiting Committee observed that there was a variance in excellent instructional practices amongst teachers. Focusing on best practices by all could allow teachers to teach multiple students who are all lacking in one particular subject all at the same time, and use specific teaching strategies that may enhance instruction; such as pair-share, white-boards, and group collaboration to responses, allowing for more in depth and critical thinking from students.

For site-based jail programs, a full course catalog is not given to site-based students. Students select morning and afternoon classes that they want and/or need to take. Academic counseling is available for any student wanting advice.

Students at the ESL or Literacy levels in the jail who are beginning readers (both English Language Learners and native speakers) are assigned to cohorts based on their levels.

To what extent does each course have clearly defined learner

The course outlines include information on learner outcomes in:
• The goals and objectives of the course
• The standards/goals addressed, which were visible at each lesson to all students in Southern California
• The organization of the class by subject
• Teaching methods
• Learner outcomes / key assignments

How is institutional resource allocation connected to curriculum development needs?

Financial and other resources are dedicated to the unique life experience and diverse cultural heritage of the students. Teachers have opportunities to create independent study courses in their field of expertise. Other teachers can use the materials for their classes, ensuring that courses taken in multiple locations across extended periods of time are somewhat standardized. As discussed during the visiting, this is one way that Five Keys might further gather data which is difficult to gather. Foundation grants subsidize curriculum development of this kind. All teachers wanting to develop new courses are paid for additional preparation; staff meetings and professional development related to curriculum allow for additional sharing and generation of curriculum content.

The director of curriculum development and the curriculum developer were dedicated to creating new curriculum. In addition to curriculum development, Five Keys has an annual budget allocation for new classroom and curriculum materials. Teachers proposing new classes can request text books, first-source materials and curricula to support their courses.

Teachers reported that they wished Five Keys would allocated a sum of money to teachers allowing for a budget with which teachers could use at their discretion towards their classrooms, student curriculum, and/or technology integration.

Indicator 4.2: The school regularly reviews curriculum in order to ensure that the content taught in the classrooms is accurate and relevant.

To what extent does the school have a curriculum review cycle in place that includes as many stakeholders as possible?

Course content for site-based (classroom-based) and ISP courses are reviewed on a yearly basis as an entire staff. There are some site-based classes that do not have ISP equivalents. For this reason, ISP and site-based curriculum is reviewed separately. Course outlines, and materials used, for each site-based class are reviewed every semester by assistant directors and faculty. Course offerings are reviewed based on how popular the class was and how successful students were in the class. Courses with poor turn out or poor results are reviewed carefully to see if changes in instruction or content are needed.

The director of curriculum development and the curriculum developer are responsible for ongoing review of curriculum, including writing an annual curriculum development plan. The plan is developed based on feedback and requests from students, teachers and partner agencies. The current demographics of the student body also greatly influence the plan. The review identifies which existing modules need to be re-written or modified and what new courses are priority. The review process takes into account the following factors:
• Survey results from students, teachers and partner agencies could be held more frequently.
• Demographic data from the previous year
• Student learning levels and gains
• Enrollment numbers and popularity of an existing course
• State standards and curriculum frameworks
• Changes in education policy and standards
• Emerging evidence regarding education best practices
• Site-based curriculum review

Course outlines, and materials used, for each site-based class are reviewed every semester by assistant directors and faculty. Course offerings are reviewed based on how popular the class was and how successful students were in the class. Course with poor turn out or poor results are reviewed carefully to see if changes in instruction or content are needed. All courses could potentially benefit from this same process.

To what extent does the curriculum review process result in written conclusions that are used to make allocation decisions?

In general, reviews of site-based curriculum do not result in formal written conclusions that lead to allocation decisions. Instead, assistant directors request funding for materials after teacher meetings and course outline review. Requests for new materials result in a review of the requested materials to ensure Common Core and State standard alignment before purchase.

<u>What processes are in place to ensure that learning materials are providing accurate and up-to-date information to students?</u>

The course outline review process is used to ensure learning materials are accurate and up-to-date. In addition, text-books were reviewed for Common Core compliance in 2013 and some replacements were made and work has begun to further that work. The units developed for use in the classroom are rigorous and relevant. The topics are very well suited and interesting to the student population that Five Keys serves.

<u>To what extent are all teachers involved in the curriculum development process</u>?

Students and teachers drive curriculum design; the academic freedom and innovation of the teachers plays an essential role in curriculum development. Many courses are initiated (or dropped) as the result of student requests and feedback. The curriculum writing team routinely includes one or more teachers who are writing curriculum on a rotating basis. A review team, including teachers, selects the best proposal, and the teacher works on developing new curriculum for a five to six week period. New units are presented at staff meeting and go to a review committee for suggestions and feedback. When new curriculum courses are scheduled to be developed by the curriculum writing team, teachers are interviewed and surveyed to gather input. Often, new curriculum is piloted with a few ISP students in a classroom, and modifications are made based on results. Teachers are encouraged to design individual learning projects based on personal student interests and long-term ambitions.

<u>How does the curriculum reflect the school's mission and how does it connect to the school's SLOs?</u>

Five Keys has multiple mission-related goals that influence curriculum.
SLO's:1. Increasing students reading, writing and math skills to a high school level, and
2. Implement high school subjects for graduation. In addition to meeting these academic goals through state frameworks and recognizing shifts needed for common core standards, the school integrates the Five Keys mission goals that are education, employment, family, community, and recovery.

Curriculum reflects reading, writing and math goals
In the past several years, curriculum was designed to increases basic skills. Literacy classes were created in custody and at community sites. The new classes provide intensive instruction in the literacy development for native speakers with learning challenges (such as learning disabilities and brain injuries) and English Language Learners that have developed a foundation of oral fluency. Foundational math curriculum is integrated into the literacy classes using materials with low Lexile levels.

Beginning readers now have classes and excellent age-appropriate materials to begin building literacy and numeracy skills. The improvements in this area have addressed the previous WASC goal of increasing services for students with basic skill needs. Curriculum reflects high school graduation goals.

The ability of curriculum to move students towards graduation is easier to measure than literacy goals, and learning outcomes reflect significant success in this area. Curriculum is standards-based and is regularly reviewed. Completion rates are on target for current SLO objectives. Furthermore, 12th grade students with more than 3 months of instruction have close to 100% graduation rates. A remaining goal is to revise all existing units to ensure Common Core standards are met across subject areas. Work has begun in this area.

Curriculum reflects the five keys
The goal of integrating the five keys, which also represent their SLOs (education, employment, family, community, and recovery) into curriculum is a work in progress. Success in this area includes the availability of parenting classes and the offering of CTE courses.

How often is the entire school curriculum evaluated for relevancy in light of changing student demographics?

The entire ISP curriculum is formally reviewed annually for relevancy, including consideration of the changing demographics. This includes targeting new courses for development based on emerging needs. Site-based evaluation is more formative, with teachers and directors suggesting classes based on student feedback or evident need. The VC reviewed many units and was impressed with the rigor and relevance of the curriculum.

Indicator 4.3: Students have access to texts, learning materials, and information resources that are sufficient to meet the course learning objectives.

To what extent does the school provide texts and/or learning materials in a timely manner at the beginning of each semester?

Teachers are given paid time after classes to prepare their classrooms. In jail settings, pupils are not permitted to have many materials outside of the classroom. As a general rule, site-based classrooms are equipped with the necessary materials on the first day of the semester.

For ISP students, providing the needed materials is a challenge for Five Keys. Independent study courses are started and completed at different rates and on different schedules for every individual. An industrial photocopier was leased to reproduce course readers and workbooks.

To what extent does the school provide sufficient library resources, or access to such resources, to support classroom instruction?

Incarcerated site-based pupils are not permitted access to a library that is separate from their classroom. Incarcerated ISP students meet with teachers in the cells or pods (cell block area), with no library access. Instead, classrooms are stocked with resources materials. Every classroom has a computer, and many have internet access. While students are not permitted to access the internet alone, a teacher may facilitate the use of on-line resources. Print dictionaries and reference materials specific to the subject area are kept in locked cabinets in the classrooms. Five Keys teachers expressed a desire to fund "mini-resource libraries" for each teacher at each site.

Community-based learning centers have a lot more access to library resources. Instead of creating costly print libraries at each site, resources are dedicated to computer labs.

<u>How does the school make learning labs, computer labs, etc. available to students to support their learning needs?</u>

Computer literacy remains a barrier to college and career readiness for a large number of Five Keys students due to the restricted access required by law enforcement. The subsequent purchase of mobile lap top carts means that most site-based students have at least some periodic access to computers in their classrooms. All community sites have full computer labs or a few computers for students to use. Despite the increased availability, student surveys show largely unchanged levels of computer use, which fall below the SLO goal of 70%.

Jail restrictions account for some of the lack and access of use. The school has an interest in increasing technology usage. The population of inmates, calculated into the student to computer ration, which cannot have access should remain apart in the data/ratio evaluation to better reflect their current practices, in addition, additional technology could be divided to the remaining sites.

<u>How does the school support the quality of its instructional programs by providing technology and other learning resources that are sufficient in quantity, currency, and variety to facilitate educational offerings?</u>

In the fall of 2014, Five Keys launched a pilot project to bring Verizon 4G tablets into the jails. The project puts tablets in the hands of incarcerated students in independent study, site-based classes and program pods. The goal is to provide a more dynamic and diverse curriculum to students when they are not with an instructor. Although inmates are not permitted internet access, the tablets include on-line learning programs with simulated or restricted on-line access. In addition to a range of existing on-line education programs (including vocational certificate courses), the tablets can be loaded with learning tools that students usually do not have outside of the classroom. These include calculators, dictionaries, videos, accessibility features and chat access to teachers for study support. Selected Five Keys curriculum has been loaded onto the tablets, allowing immediate access to those courses.

The pilot has several interrelated objectives. The first is to dramatically expand the selection of courses available to students. The second is to provide learning assistance and supports through accessibility tools and other programs. A third means is to provide an alternative platform for Five Keys courses that are currently print-based. The transfer of courses onto tablets allows for more multi-sensory activities and immediate feedback to be integrated into independent study courses.

Outside the jail, Five Keys has focused on adding on-line learning options to supplement and support learners. Lexia Learning (for literacy), KET's Fast Forward (for GED preparation) were systematically added to community learning centers with plans for more to come.

Strengths:
The WASC Visiting Committee concurs with Five Keys on the following strengths:
  1. Teachers, students and other stakeholders have input into course content and review.
  2. Resources, including dedicated staff, variety of locations, and the freedom for teachers to develop courses and/or materials for self and others are impressive.
  3. Innovation of tablet usage to help access technology to some inmates.

Key Issues:
The WASC Visiting Committee concurs with the Five Keys on the following key issues:
  1. There is a need to continue to align curriculum with Common Core State Standards.
  2. There is a need for Math and reading pre and post-assessments to be administered to larger numbers of students in order to verify the effectiveness of basic skills curriculum.
  3. There is a need for technology and computer access to be further integrated into the curriculum to meet SLO's and enhance learning opportunities as appropriate.

Suggested Sources of Evidence
  - Strategic Plan
  - Graduation rates
  - SARC
  - List of programs and ISP packets
  - Board Policies
  - Self-Study Report
  - Instruction Focus Group Meeting
  - Meetings with teachers, staff, students, and administrators
  - Classroom observations

ACS WASC Postsecondary Criterion 5: Instructional Program
The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve Schoolwide Learner Outcomes and course objectives. Faculty members are given ongoing training in various instructional strategies that allows them to address the varied learning styles of students in their classrooms.

Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses.

How does the school measure the quality of instruction in its classrooms?

Five Keys measures the quality of instruction through informal observation of teachers, the formal evaluation process and examining the quality of assessments created by teachers. Teachers who need support in improving the quality of instruction are given a plan of improvement or are encouraged to participate in specific on or off site professional development opportunities.

The Visiting Committee noticed that the quality of instruction given to ISP and the Adult School students varied. There was a marked difference between the Northern California sites and the Southern California sites. Lessons were individualized however, there was a need for better teaching practices in the classroom; for example, this will allow teachers to teach multiple students who are all lacking in one particular subject all at the same time, and use specific teaching strategies; such as pair-share, white-boards, and group collaboration to responses and/or circular critiquing of independent work, allowing for more in depth and critical thinking from students. These practices were in practice and more evident at the Charter schools at the jail sites and even more so in Southern California.

How do faculty members keep current in instructional strategies and methodologies in their areas of expertise?

Faculty members are kept current in instructional strategies and methodologies through presentations shared by peers or members of the leadership team during staff meetings or all-day professional development trainings. Teachers are selected to present their "Best Practices" to their peers in bi-monthly all- staff meetings. Assistant Directors provide instructional strategies in their weekly "Monday Memo" emails to their staff. Five Keys has also hired outside presenters to share instructional strategies and methodologies, with limited success. The Visiting Committee encourages Five Keys to continue to seek instructional practices from outside resources and best teaching practices. Sharing best practices with each other in both Northern California and Southern California is encouraged.

Indicator 5.2: The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

<u>What opportunities for dialogue are provided for faculty members to discuss student learning needs and pedagogical approaches</u>?
Prior to the 2014-2015 there were informal discussions about student learning needs and pedagogical approaches. There were also staff meetings and professional development sessions that allowed faculty members to present instructional strategies with each other. This year, staff has benefitted from the implementation of presentations and small group meetings with an instructional coach and the Special Education director. The instructional coach and Special Education director have provided staff with presentations on instructional strategies specific to success of students of all learning abilities. Small group meetings have included dialog around cooperative learning strategies and instructional strategies for students with Individualized Education Plans (IEPs). Common planning time is still in its early stages.

<u>What teaching strategies and methodologies are commonly used?</u>

According to the compilation of data from recent informal class observations, as well as the Visiting Committee observations, the teaching strategies and methodologies most commonly used are lecture-based for ISP and Adult School, the Visiting Committee witnessed the Charter school starting to apply other teaching practices such as group discussion, graphic organizers/worksheets, and videos. Research of varied teaching skills, where teaching practices can be further developed through researched-based methodology such as, cold calls, randomized selections of student responses, pair-share, and group responses (checking for understanding) would be beneficial. The Visiting Committee observed several Common Core strategies implemented in the Los Angeles site based and community settings.

<u>To what extent are teachers given support in developing differentiated teaching strategies to ensure that all students' needs are addressed?</u>

Five Keys has struggled to find adequate professional support from outside entities in the form of differentiated instruction due to the unique challenges of the school locations both in custody and in the community. By the nature of Five Keys all classes have to be differentiated due to the wide variety of levels and learner needs. The presenters introduced differentiated teaching strategies that lacked a focus on adult learners, the complexities of a jail environment, or the challenges of teaching independent study. Five Keys would like to continue to seek out specialists, as well as to use their own talented staff to work through and share successful strategies.

<u>To what extent have faculty members discussed the relationship among teaching strategies/ methodologies and student performance</u>?

The faculty has expressed an interest in learning more ways to meet the needs of their students. Teachers would like further/continuing support in incorporating strategies that could directly lead to student improvement on summative assessments.

Indicator 5.3: The school is actively engaged in integrating new technology into the instructional program of the school.

<u>To what extent does the school have a team in place to review technology advances in instruction and how it can be adapted and used effectively in the school?</u>

The school does not have a fixed team in place to review technology advances in instruction. Five Keys has one IT Specialist. Technology is an identified area of growth by the school.

<u>To what extent does the school have policies in place to govern the acceptance of credits earned through outside online programs?</u>

The school does not currently have policies in place to accept credits earned through outside online programs, unless a student has obtained those credits through another school, and then later transferred to Five Keys.

<u>How are faculty members trained to use technology more effectively in their own classrooms?</u>

Five Keys instructors are trained to implement the use of laptop carts, document cameras and projectors in their classrooms. Teachers participating in the pilot tablet program received training prior to the rollout of the pilot program. There was additional training provided two months into the pilot with a focus on how to utilize the tablets more effectively to enhance the delivery of instructional information.

Teachers were trained individually by APDS staff in order to examine the learning objectives that are common in each teacher's classroom, discussed best practices for technology in the classroom, including the SAMR paradigm for lesson design, and began a conversation about specific means to integrate technology into each teacher's practice. As with all beginning training with technology, staff expressed a desire for more training.

<u>To what extent does the school offer online learning options or virtual classroom experiences for students?</u>

There is much work to be done in terms of offering online learning options or virtual classroom experiences for students. Currently, select community sites offer Lexia, FastWeb a GED prep class. The tablet pilot program is also offered at select jail sites in San Francisco, which replicates the experience of online learning through a secured server. AZTEC software is used to meet students individualized needs through computer based instruction in all areas of instruction. Community site programs have benefited from the use of KAHN Academy for assistance in Math instruction. Five Keys cancelled its contract with Edmentum in 2012, but with the company's overhauling of the Plato program, the school is putting plans in place to offer some of the Plato online courses, Summer 2015.

Strengths:
The WASC Visiting Committee concurs with Five Keys on the following strengths:

1. Empowering teachers to both formally and informally train and assist each other.
2. The implementation of the tablet pilot program.
3. In-custody ISP teachers have found strategies to increase reading and math levels.
4. Informal and formal dialog between teachers and the instructional coaches allows teachers to identify the very specific needs of students and their environment.

Key Issues:
The WASC Visiting Committee concurs with the Five Keys on the following key issues:

1. There is a need to express the daily instruction's clear connection to rigorous academic standards and Schoolwide Learner Outcomes to give focus to the classroom.
2. There is a need to implement Common Core State Standards at all levels of the school.
3. There is a need for additional training in interactive teaching strategies and differentiated instruction in order to help to meet all learner needs.
4. There is a need to evaluate technology integration and instructional practices as it has presented some challenges in certain locations.

Suggested Sources of Evidence
- Strategic Plan
- Graduation rates
- SARC
- List of programs and ISP packets
- Board Policies
- Self-Study Report
- Instruction Focus Group Meeting
- Meetings with teachers, staff, students, and administrators
- Classroom observations

ACS WASC Postsecondary Criterion 6: Use of Assessment
The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs, and student learning levels. The institution recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school. Assessment is used to measure student progress, to modify learning approaches, and to carry out institutional planning and ongoing school improvement.

Indicator 6.1: Clear learning outcomes are developed for each course so that success can be measured and students who are struggling can be identified and helped.

How are core competencies and specific learning outcomes developed for every course?

For FKCH and FKAS, teachers write course descriptions. The descriptions include the core competencies and specific learning outcomes for each course, which are based on the California State Standards and Common Core State Standards. Teachers in FKIH use school designed curriculum that is currently being revamped by the Curriculum Team for the Independent Study Program (ISP). The packets/units are analyzed through a scope and sequence framework, in which core competencies and specific learning outcomes are identified. The VC read through many of these units and was impressed.

How are courses regularly evaluated in regard to depth, breadth, rigor, and sequencing?

Site-based courses are submitted by teachers to the Assistant Directors for discussion and approval. The course outline includes the standards addressed, the sequence of topics, instructional methods, materials used, and assessments given. Samples of site-based student work at each achievement grade level (A, B, C, D and F) are periodically kept by the teacher for supervisor and peer review, of which all teachers had available for review by the VC.

For independent study courses, teacher time is spent unpacking the state/common core standards and curriculum frameworks, and mapping out curriculum before the course is written. Prior to a new course being created, teachers submit a proposal to a review committee. The proposal is evaluated for depth, breadth, rigor and sequencing and is subject to change based on committee input. For courses written by the director of curriculum development, teachers with credentials in the given subject area are consulted (along with materials from other established sources). Partner schools who use Five Keys' curriculum also contribute to course evaluation.

Some grading rubrics are created and used for ISP courses, along with weighted assessments based on the depth-of-knowledge needed for various assignments. Student samples for each ISP unit are kept and evaluated during file reviews and case conferences. Use of rubrics and consistency among teachers would strengthen outcomes for all students.

The school dedicates staff meeting and professional development time to deepening the rigor of instruction and curriculum to meet state and common core standards for all students. For example, teachers participated in a week-long, in-house conference during the transition to Common Core standards. Professional development has been provided for teachers of 2014 GED Test Prep.

New teachers receive support in meeting depth and rigor through BTSA, where course materials and outlines are written and reviewed jointly, and peer teacher observations are conducted.

An infrastructure is in place for course evaluation and revision, and resources have been dedicated towards evaluating courses; nonetheless, Five Keys has set significant goals in this area that they report are not yet fully met. For example, each independent study course has been reviewed against the criterion in this area, and a curriculum writing plan has been written. There are several courses that are waiting to be redone.

<u>What improvements to courses and programs have occurred as a result of analysis of learning data?</u>

During the 2013-2014 school year, Five Keys examined: test scores and pass rates for TABE, CAHSEE and GED, the results of student satisfaction surveys, and samples of student assessments based on Depth of Knowledge (DOK) and Student Growth Objectives. Analyzing these various forms of learning data has begun and has informed some improvements to courses and programs. Teachers are beginning to align learning objective and assessments to the Depth of Knowledge. Teachers have identified specific skills needed to increase TABE and CAHSEE scores and have infused them into daily instruction. The Visiting Committee did not observe Common Core strategies in place at all sites.

Indicator 6.2: The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for change based on assessment results.

<u>To what extent do the administration and faculty frequently meet to analyze student learning data and use results to improve the educational program of the school?</u>

For 2014-2015, administration and faculty have met five different times to analyze student data, as part of the WASC self-study. Each time, the administration and faculty focused on different forms of data: TABE test scores, CAHSEE pass rates, high school completion rates, GED pass rates, and the results of student satisfaction surveys. Five Keys has identified Assessment Analysis as an area of growth. The Visiting Committee observed that a more frequent systemic approach to assessment would enhance the students' outcomes, the curriculum, and the instruction. This is/will be a difficult task due to the movement (entering and exiting) of the students.

The focus groups identified the need for increased consistency in pre and post testing for the TABE as well as on-gong common formative assessments and common summative assessments. For site based teachers, this data prompted a discussion and action plan to assist in administering pre and post TABE tests to increase the consistency in assessments. In custody ISP teachers identified post testing as a major weakness and have created a post-testing schedule for in custody programs. TABE score gains are acknowledged with a certificate or achievement for students. Re-entry and community sites use TABE tracking sheets as part of weekly reports to ensure that community/reentry students are post-tested with TABE every 10-12 weeks of instruction.

In view of much of the data being difficult to collect because students leave the program without notification, consistent assessment points during coursework might be considered.

TABE reading and math results are part of the instruction discussion but there is not enough data gleamed from the inconsistent results due to constant mobility of the students. Student's Individualized TABE Reports are now more readily available for teachers via the SIS. Teachers share their most effective lessons and track student TABE gains as a tool to drive instruction. TABE score data also engaged most ISP teachers in conversations around ISP curricula and the need for lower level literacy materials. Teachers also reference the ISP curriculum guide more frequently before assigning students work.

Analysis of the CAHSEE pass rates helped teachers identify areas of need in instruction. Faculty identified a need for increased rigor in math courses in order to better prepare students for the Math portion. As a result, a Math Instructional team has been organized with an emphasis on streamlining instructional standards for specific courses and implementing CAHSEE material into instructional objectives.

The analysis of TABE and CAHSEE data also highlighted a need for additional staff to oversee these assessments. A result of this data analysis was the addition of the Assessment Coordinator position that was added to Five Keys in 2014.

The TABE has also been used to help screen students who are eligible for the CAHSEE and GED. While the CAHSEE used to be offered to any interested student, administration and faculty found that students with a minimum score of 7.0 on the TABE were better qualified to sit for the CAHSEE. Since there are so few pieces of data that can be used to assess students, the possible testing of CAHSEE for all students might help to inform instruction by analyzing the clusters found in CAHSEE regardless of perceived levels. As a Pearson Testing Center Five Keys pays for students to take the GED. The school also used the TABE as a way of screening which students will most likely do well on the practice tests and ultimately be successful in passing the test.

Schoolwide, the current GED pass rates and the small number of students eligible for the test have brought up questions about whether the new GED is appropriate for Five Keys students or whether another high school equivalency test should be offered for students for whom the GED is no longer a realistic option. Some sites are offering HiSet.

The results of the student satisfaction surveys have been used to improve the educational program of the school, the surveys collected during the 2013-2014 school year indicated that 87% of the students surveyed have an overall satisfaction with the school.

What changes have faculty made in teaching methodologies or instructional strategies to improve learning as a result of learning data analysis?

As a result of learning data analysis, teachers have identified student engagement and high expectations as key elements to increased learning. With the adoption of "Teach Like a Champion" teaching techniques, teachers have high expectations for their learners and focus on 4 areas of instruction, 1)Right is right, 2) Format Matters, 3) Everybody Writes and 4)100%. Student engagement has increased with the implementation of some cooperative learning groups. Teachers need to continue to use and be trained in varied teaching methodologies. Teachers have received training in the effective use of cooperative learning by administration and their peers. Teachers are selected to present their "best practices" at each staff meeting.

CAHSEE pass rates in Mathematics were identified by faculty as an area for growth. The organization of the Math Instructional Team is a direct result of this data analysis and is a pilot program. The Math Instructional Team is working to standardize assessments and incorporate test material into courses at each grade level to better prepare students. In addition, specific classes have been developed and are being offered that focus on a narrower grouping of students between 4th and 6th grade level equivalency for math computation. This very has resulted in positive gains both in student self-report and in TABE score increases.

How does the school document the conclusions it reaches when analyzing student learning data so that recommendations can be made to address key issues?

Areas of need were given to management and together with the teacher teams, the Assistant Directors created an action plan to address each area of need. The managers have documented progress with assigned action items and will evaluate the effectiveness of their action plan with further data analysis. An example of an action item is the school-wide TABE testing schedule.

How are assessment results integrated into the school's teaching and learning process with a focus on individual student learning?

Teachers use staff professional development to collectively analyze a variety of student work, assessments and rubrics. Teachers identified students to observe and record learning progress and assessment scores. ISP teachers use Individualized TABE reports for each student to identify learning areas needed by students. This data informs teachers for direct instruction. This data is also used to create the students' individualized learning plan.

How are the results of data analysis connected to the schoolwide Action Plan so that student learning needs are the driving force of the school?

Data analysis (although difficult to gather) is a major focus of the Action Plan/Strategic Plan. School administrators use unit completion and number of graduates in addition to TABE gains and post-test results, CAHSEE/ GED pass rates to identify areas needed for instructional growth.

How are assessment results evaluated with school SLOs in view?

The goals of the five keys are paramount in the minds of the teachers and their instruction. In the past year, the WASC self-study process has been the driving force for Five Keys in evaluating student assessment result with regard to SLOs. This process has led to teachers and directors looking at student formative and summative assessment data to drive student decisions and professional development. Additionally, The school reports that the Local Control and Accountability Plan, Strategic Plan, charter renewal (2016) and the School Accountability Report Card (SARC) will continue the focus on the role of assessment in reviewing SLO's. The Visiting Committee agrees with Five Keys' findings that more consistent evaluation of assessment results is needed.

Indicator 6.3: Student learning data analysis is used to make institutional changes that enables students to reach educational goals and achieve academic success.

How often do the administration and faculty meet to talk about student learning levels, assessment results, etc.?

Assistant Directors meet weekly or bi-monthly with their staff. These meetings provide an opportunity to for the administration and faculty to discuss learning levels and assessment results including CAHSEE results and post TABE gains. The Visiting Committee agrees with Five Keys' findings that more consistent evaluation of assessment results is needed
To what extent do faculty members use formative and summative assessment results to modify learning and teaching approaches?

Teachers are committed to teaching each student and identifying accommodations necessary to assist each student in reaching their potential. Most teaching is done individually with each student and the student's packet. Teachers across the system use varied assessments to ensure that students with different learning styles are able to participate. These varied assessments need to be more systematically applied in daily operations at all sites. Some of these assessments include presentation, debate, role play and projects in which the student must test a theory or idea. Teachers are beginning to use common planning time with other instructors to discuss their successes and challenges within their teaching discipline.

How has the analysis of learning data impacted the instructional program of the school and improved learning levels for students?

Over the past three years, the analysis of learning data has begun to impact the instructional program of the school and has improved learning levels for students. TABE scores have been used to place students in classes that are appropriate for their reading and math levels or learning packets/units. Instead of classes or units/packets being offered to students, based on teachers' discretion, there are more strict policies around what students can have access to, based on an analysis of their individual test scores. The ISP curriculum guide outlines necessary TABE scores for students to find success in each particular course.

How does the school use assessment results to evaluate the effectiveness of the programs and courses it offers?

TABE results provide a view of the schools' achievements in reading and math. Five Keys would like to further develop primary assessments used to evaluate individual course success and the VC concurs that on-going assessment will increase learner outcomes. Site-based students earn academic credit by demonstrating their mastery of the standards on two assessments per unit (weekly), and some ISP students complete some end-of-unit or project-based assessments to earn credit.

Teachers keep an electronic grade book. Assessment methods and results are reviewed in staff meetings, during professional development, and in teacher evaluations. Appropriate, action plans are made with individual teachers to adjust course content and structure when assessment indicates low student attainment. A more systematic look at course-specific data for ISP and English and math outcomes is needed and a part of future plans.

Indicator 6.4: Assessment results are reported regularly to all stakeholders so that accountability can be maintained and that student learning remains the focus of the school.

How often are student learning results reported to appropriate stakeholder groups, i.e. governing body, faculty, and community members? How is this done?

The School Accountability Report Card is a public document available to stakeholder groups, as it is reported to California Department of Education and posted on the CDE website. However, since SARC data is a year old, Five Keys may want to publish more timely data by publishing more current data found in the SPSA and LCAP. Student data results are presented to the Five Keys Board of Directors, at the monthly management meetings and to teachers and support staff at staff meetings.

What processes are in place to use learning data analysis as a way to identify students who require additional help?

Typically, students who score a 5.0 or lower on the TABE are designated as students needing support in literacy and/or numeracy. These students are referred to the Special Education team by either a teacher or an administrator, for further investigation/screening.

How are learning results reported to the community at large?

Various methods are used to convey results and acknowledge success, including certificate celebrations in class as a way to formally acknowledge the student's hard work, along with validating and acknowledging the teachers whose students show significant gains in grade level equivalencies at staff meetings. Little is in place to report to stakeholders outside of Five Keys. There is a website.

Indicator 6.5: The school relies on assessment results for institutional planning, Action Plan revision, and resource allocation.

<u>Who is involved in the institutional planning of the school? Are all stakeholders represented?</u>

As also stated in Section 8, with the implementation of the Local Control Accountability Plan, the Common Core implementation, along with the new strategic plan adopted in 2014, Five Keys solicited input from a broad group of stakeholders including students, community members, faculty, board members and administration. Assessment data, along with the school's demographic profile, was included in the development of these plans. Five Keys would like to solicit more input from students
<u>How often is learning data analysis used to assess the relevance and appropriateness of course offerings at the school?</u>

Learning data is beginning to be used as to assess course offerings. Each semester, class offerings are based on student needs. For example, if there are a high number of ABE students, class offerings will be reflective of this need. For IS students each course assigned is based upon their individual academic need.

<u>To what extent does the governing body and administration make financial allocation decisions based on the analysis of learning data?</u>

At staff meetings, the directors of instruction and curriculum work with the teaching staff to review student performance data. These meetings generate information and ideas that are reviewed at management meetings where recommendations are made for investing financial resources. Similarly, with other identified priorities, management meets on a regular basis to review progress in these areas and develops recommendations for additional action or resources as necessary.

Recommendations from management are then reviewed by the executive director for the financial impact and a recommendation is made to move forward or not. If board approval is required, the item is placed on the agenda for the next meeting. Additionally, in February, the executive director begins developing the next year's annual budget. This process involves projecting the next year's revenue, reviewing prior year expenses and working with staff through the process mentioned above to tie financial resources to the schools' priorities.

<u>In what way has the assessment of learning data resulted in the modification of the schoolwide Action Plan?</u>

Examples include the goal of increasing student access to technology resulted in allocation of Common Core funds to technology and the school leasing 135 tablet computers. The goal of increasing GED passing rates, and the subsequent change to the new computer based GED test led the school to examine other high school equivalency options such as the HiSET. And, the goal of reducing recidivism brought changes to some of the in custody programs by looking at "evidence based practices" such as elective offerings.

Strengths:
The WASC Visiting Committee concurs with Five Keys on the following strengths:

1. There is a system for placing students in appropriate classes. The ISP curriculum guide is aligned with TABE scores to ensure that students are assigned appropriate independent study curriculum courses, based on TABE thresholds.

2. The Math Instructional Team is working to standardize assessments, incorporate test material into courses at each grade level and increasing rigor in the higher level math courses to better prepare students which will result in increased Math CAHSEE success.

3. Five Keys recognizes that Data-driven decision making is beneficial and beginning to influence placement, student support structures, and analysis of best practices (i.e. decision to use HiSet vs. GED testing in community sites). A main source of growth assessment are student's TABE results.

4. Faculty and supervisors work together in creating and revising classes and courses.

Key Issues:
The WASC Visiting Committee concurs with the Five Keys on the following key issues:

1. There is a need to continue to write and rewrite curriculum.
2. There is a need for teachers to be able to benefit from conferences and student work case sharing on a consistent basis.
3. There is a need to continue expanding data-driven decision making and analysis of best practices.

Suggested Sources of Evidence

- Strategic Plan
- Graduation rates
- SARC
- List of programs and ISP packets
- Board Policies
- Self-Study Report
- Instruction Focus Group Meeting
- Meetings with teachers, staff, students, and administrators
- Classroom observations

ACS WASC Postsecondary Criterion 7: Student Support Services
The school recruits and admits students who are able to benefit from its programs. Student support services address the identified needs of students and create a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The school systematically assesses student support services using faculty, staff, and student input and other appropriate measures in order to improve the effectiveness of these services.

Indicator 7.1: The school provides sufficient student support services that enhance the learning environment and encourage the achievement of Schoolwide Learner Outcomes.

What specific support services are provided to the students by the school?

The support systems (wrap-around services) are another outstanding feature within the Five Keys system. Due to the population served by Five Keys, Five Keys employs and has sought out support services that are greatly needed for students. The students face obstacles such as homelessness, unemployment and addiction recovery, along with incarceration and re-entry-related challenges. Collaborations with community-based organizations, sheriff's departments, and treatment programs successfully provide, the wrap-around services necessary for the students to be successful in school. Continuing to further and enhance these services is part of the Strategic Plan.

Each site has a different set of services based on that agency's target population. Students are encouraged to enroll at the particular school site that best meets their needs. Five Keys experiences a correlation of success between the excellent support and excellent educational services with student retention and academic success.

For in-custody students, the respective sheriff's departments leverage much of the needed support services. Volunteer programs also contribute. The vast majority of students leaving custody are assigned a probation or parole officer who coordinate comprehensive re-entry services. Five Keys, then, concentrates on reentry supports for the students with more intensive needs than the partners can provide, and on the educational, vocational and social assistance that is missing from the broader system.

Currently, a holistic reentry website is being built to better streamline the process of finding and receiving services upon release. A printed, re-entry resource guide is currently made available to students. A mentorship program is also under development matching volunteers from the community with students leaving jail.

In addition to services available to all general education students, qualified special education students may be provided with 1:1 specialized academic instruction. There is systematic collaboration with special education and general education teachers and classes are offered to students who need intensive, target instruction by a special education teacher that is open to students with or without an IEP. The VC was delighted to hear of gratitude from many of the students.

<u>To what extent does the school offer financial aid counseling, learning resource assistance, academic counseling, personal counseling, technology support, and health services?</u>

All Five Keys programs are free, including books and learning materials, so no financial aid counseling is needed. Graduates are connected with the financial aid office at community colleges and with public benefit workers who can provide financial subsidies.

All independent study students receive individual academic counseling from their teacher on an on-going basis and, at some sites, from administrative staff in charge of enrollment. For incarcerated students in site-based classes, group academic counseling is given each semester. Seniors receive additional individual counseling every semester, where their progress is monitored.

Independent study students in the community have access to partner-provided technology support, as well as one-on-one tutoring with their ISP teacher. Personal counseling and health services are provided through partner agencies. Resources are identified for students to receive low cost computer or internet access based on socio-economic status. Students can access instructors via email plus the instructors have time outside class where individual students can come in and seek additional help.

For the special education population, financial aid awareness is part of college awareness services. These services are provided by the mental health counselor or the student's special education case manager. Together with the student, they will discuss the process for applying for community college, filling out the FAFSA, taking the student to City College of San Francisco to tour with them and having them meet with the EOPS office.

<u>By what means does the school assure the quality of its student support services?</u>
The quality of support services is mostly conducted through staff evaluations, recidivism studies of graduates and student surveys. The VC had the opportunity to speak with many grateful students.

<u>How does the school demonstrate that these services support student learning?</u>

Work is needed in finding hard data driven proof of demonstrated success. Success is mostly measure empirically and by the number of contacts, staff evaluations, and surveys. Additionally, the school must succeed in post-testing a greater number of students so that literacy and numeracy gains can be used to measure support and academic service success although difficult because of high student mobility.

<u>How is information regarding student services shared with students so that they know all the options available to them?</u>

Student Services are published on all Five Keys Charter materials. The availability of housing pods with intensive support services is reviewed upon entry to the jail.

Students may request or be referred to a reentry coordinator, who secure housing and treatment slots prior to release whenever possible. For students who are eligible for special education, the IEP team has a more formal process to discuss options and resources available to students.

Indicator 7.2: The school designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success in the transition to further education or employment opportunities.

How does the school develop, implement, and evaluate counseling and/or academic advising?

Teachers and site coordinators receive on-going training in how to advise students about their academic needs and options. Given how dispersed students are, the teachers in community sites are supported in being the academic advisors. Individual study plans and maps-to-graduation are written and tracked for ISP students. For special education students, IEP meetings serve this purpose. Progress on IEP goals is closely monitored to evaluate the appropriateness of the goal and gains.

There is no formal process for evaluating counseling and academic advising beyond staff evaluations, student surveys and some data review.

How does the counseling or academic advising program assist students directly with their transition to advanced educational opportunities or connection to employment opportunities?

Five Keys' connection to the Workforce systems in both LA and San Francisco are of benefit to the students. Designated staff works with in-custody students to connect them with job training programs and employment opportunities. For community students, the staff connects students with vocational partners, and teachers integrate vocational goals into the individual plan (including earning elective credits through work experience). Incarcerated students have access to co-enrollment or post-graduation enrollment into further education, and teachers work with graduates on next steps. All special education students' IEPs include Individual Transition Plans that contain post-secondary academic and career related goals.

What professional development opportunities are provided to school counselors or advisor?

Counseling staff have attended a broad range of conferences and trainings over the past several years. These include Restorative Justice courses. The SpEd department has a book club where a variety of topics from leadership to finding patterns in human behavior are explored. There are regularly scheduled special education department meetings and the team meets to case conference with each other outside of meeting times.

Indicator 7.3: The school provides support for all students from the recruitment and admissions phase to the successful completion of the school program of choice.

Marketing, community awareness, recruitment of new students

Members of the support staff screen phone call inquiries about the school or greet potential students when they drop in to community sites to ask questions about the school. Support staff give literature about the school (brochures, flyers, etc.) so students can explore their options in terms of convenient locations and academic programs offered. At most of the community sites the students are not mandated to attend school, so reaching out and marketing to students becomes more important in those settings. Five Keys provides outreach to the families who come to visit their loved one in the jail with information about how they can access their education as well. Outreach takes place at community events, workforce and education fairs, and community partner meetings as well as networking and direct outreach via partners who provide the school access to their clients who are in need of educational services. All staff members actively reach-out to students. The Visiting Committee even observed the executive director share his business card with an inmate and the county jail who would be leaving the jail within the next three days. Other employees were equally as helpful and kind.

Due to the structure of the partnership with the Sheriff Department in San Francisco and Los Angeles, all inmates who do not have their high school diploma who are in certain housing units are funneled into the school programs. Additional orientations in the remaining housing units are conducted regularly. This is how inmates who are otherwise locked in their cells initiate enrollment with Five Keys. Periodic outreach and information sessions are given to incarcerated students about the availability of community sites and continued education post-release.

Transitioning new students into the school

The intake and orientation process for school is similar for community in-custody sites. A member of the support staff meets with student to provide an overview of the services, which includes gathering information about that student such as contact information, previous school experience, and transcript request authorizations. All incoming students complete TABE testing to assess current skill levels. During this intake process, the support staff confers with the student and gathers important information that may not be apparent from the intake paperwork.
After assessment and intake, students are matched with the appropriate site and classes. Student enrollment takes one to three working days only (with the exception of come LA jail sites that maintain waitlists). Site-based students receive individual academic counseling to select classes (an in some cases participate in an orientation class), and ISP students meet with teachers individually to make their study plans.

Providing meaningful learning experiences for students

As reentry students, pupils want to know how many units they have completed before Five Keys and how long it will take to graduate. ESL and beginning readers want to measurable success. For this reason, the school strives to analyze transcripts as soon as possible.

Wherever possible, and the ultimate goal, the curriculum has real life application. The school balances both traditional academic needs with real life, contextualized opportunities. Examples include the reading and writing elements embedded in the parenting and restorative justice programs.

The currently low proportion of TABE post-tests (due to the nature of students leaving and entering the program through choice or by mandate of the state), a lack of retention rate tracking, and an absence of methodology to track outcomes against individual goals makes evaluation of meaningful learning challenging. A goal of the school is to more deeply evaluate how meaningful student's experiences are by tracking outcomes against their stated goals (for example: increased literacy and numeracy, progress towards graduation, and placement into employment and further education). This may look different than in traditional manners. Instead of individual students' outcomes (because the student is not enrolled long enough) being evaluated; it might be a necessity to evaluate curriculum and instruction through on-gong evaluations of the coursework (the weekly assessments in each unit over one particular unit) that Five Keys offers.

<u>Assessment of success in years that follow to ensure that the students reach their desired outcomes?</u>

Five Keys, as most schools, has not yet developed a system for tracking the success of students in the years that follow, to ensure that those students reached their desired outcomes. However, as the school has connections with community partners, many of whom are agencies looking to employ Five Keys students, Five Keys does hear success stories of how former students are doing after they completed their education. Some even come back to volunteer as guest speakers either at graduation or within some of the program, to show current students examples of successful Five Keys graduates. It was impressive to the VC to meet such fine graduates of the Five Keys system-a prior incarcerated graduate now serving on the board, another staff member who is working at Five Keys after graduating from the Five Keys program and from college are two examples.

<u>To what extent does the school have clear admission policies in line with its mission that guides student admission?</u>

Five Keys has an open enrollment and open exit policy. Students start when they want and complete whenever they meet graduation criteria. The admission criteria are specified in the charters and reflected in the policy and procedure manual. Non-discrimination practices are also outlined, and a policy is in place for enrolling minors. No student that meets the age criteria, is not a high school graduate, and is not already enrolled in a high school, is turned away.

<u>To what extent does the school provide students with information on school policies and procedures that clarifies expectations that impact them?</u>

Upon enrollment, all students sign a classroom rules and expectations form as part of the enrollment process. Independent Studies students receive a course catalog that includes policies and procedures. Additionally, they sign a master independent study agreement. This agreement outlines the expected time commitment on behalf of the student and the students.

In the near future, special education students will receive a FAQ sheet regarding services, 504's, and AB 216 eligibility. This information will also be posted on the school's website.

<u>How are students given counseling regarding the completion of their program so that they stay on track and successfully meet their goals?</u>

Student complete a map-to-graduation with their teacher soon after entry into the program. This may take place on the initial visit if the individual has been a student before and the school has a record of where they are academically. In the event that the student is brand new to Five Keys, the teacher will go over basic graduation requirements and map out an initial plan that based on the assessment information and the student's recollection of what high school classes they successfully completed. Upon receipt of the student's transcript from previous schools, the records are analyzed to determine the remaining units needed to graduate. At that point the teacher and student complete a formal map to graduation - a plan to attain their GED or diploma, and /or increase literacy and numeracy if necessary. As students take classes if they are at risk of failing that class the teacher gives them a 'notice of improvement' that lays out the work the student will need to complete or re-do in order to receive a passing grade for that course. These are given to students mid-semester so that there is ample time to get back on track in that class.

Indicator 7.4: The school regularly evaluates student needs in order to provide support services that increase the likelihood of success for all students.

<u>How does the school research and identify the learning support needs of its student population and provide appropriate services and programs to address those needs?</u>

For minors, initial meetings with parents, guardians and referring agencies identified needs. For adult students, the identification of needs is a partnership. The availability of the support services is prioritized, with adults being encouraged to ask for referrals. Case management in program pods uses individual counseling to identify needs. As part of the self-study, staff looked closely at the demographics of students and surveyed current pupils to identify wide-spread needs (such as foster-care involvement and histories of child abuse). These findings have influenced the action/Strategic plan.

Special Education students are identified through self-reporting during the admissions process, referrals from teachers based on performance, or through transcript information. Upon admission, students are interviewed and given a learning style survey and all available special education records are reviewed. IEPs are reviewed and updated at least yearly. In addition, students who qualify for special education services are provided with a review of eligibility and additional psychoeducational testing as needed to determine continued eligibility for services at least once every three years.   Currently the special education department is in the process of developing a Student Success Team who would be the first line of defense in the future to help determine possible academic interventions.

To what extent does the school offer appropriate extra-curricular and co-curricular programs (whenever possible) that meet the needs of its constituency?

Due to the nature of the school's collaborations there are often co-curricular programs that students are eligible to participate in since they are co-enrolled in the partner agency as well. In the jail setting there are some programs and classes that augment what students get through Five Keys. In both cases these are not programs offered by Five Keys, but rather they are provided to the students by partners. There has been discussion about extra-curricular activities (such as a prom) for high school aged, non-incarcerated students.

How are online services and services at off-site locations evaluated?

Currently Five Keys does not offer any online services with the exception of certain course curriculum that is offered on-line by restricted access.

How frequently does the school evaluate student support services and revise what is offered to meet current student needs?

Student support services are evaluated and revised on an ongoing basis to meet the student needs. These are addressed in monthly management meetings as well as in the strategic planning process and our student satisfaction survey also provides valuable information in that regard. The Special Education support services are reviewed and revised as needed based on a student's academic progress and teacher observations. IEPs are reviewed and updated at least once yearly for each student receiving services.

Indicator 7.5: The school maintains student records permanently, securely, and confidentially with provision for secure backup of all files.

How does the school publish and follow established policies for release of student records?

Five Keys follows the privacy requirements in the Family Educational Rights and Privacy Act of 1974 (FERPA). Requests for records or information need to be written and authorized by the adult student or the authorizing holder of their educational rights. All staff are trained and made aware of the policies regarding student release of information and records at initial hire and on an annual basis thereafter. Records are only shared within the guidelines of FERPA.

To what extent are there institutional policies in place that govern the maintenance and security of student records?

Five Keys follows CDE guidelines for the maintenance of all student records. Five Keys maintains locked security cabinets with student records. Digital records are maintained in the SIS.

To what extent are all student records kept in a secure location and protected from fire damage or loss?

Student records are maintained in locked filing cabinets in a locked office. There are also electronic versions of the most recent records maintained in the student information system.

Indicator 7.6: Institutional information is easily accessible to all stakeholders and prospective students and is free from misrepresentation or false promises.

To what extent does the school provide a catalog for its constituents with precise, accurate, and current information?

A catalog of all classes and other basic information is provided to each student enrolled in an independent study program. In addition, the website contains a great deal of information that is available to the public and the board of director meetings are governed by the Brown Act and are open to the public as well.

How does the school clearly identify where publications with policies and procedures can be accessed?

All publication policies are available on the intranet and school site locations. Each year, policies and procedures are reviewed with all staff.

How does the school assure that accepted students can benefit from the program they enter?

The program is unique in that Five Keys serves people who have left high school before graduating. By reviewing prior transcript, test results, age and educational goals Five Keys develops educational plans that are unique to each student with different educational outcomes.

How does the school document the accomplishment of the intended outcomes?

The school maintains a student information system that tracks all student outcomes. Additionally, Independent study students each have a file that is maintained by their primary instructor. The file contains Work Progress Reports, samples of student work, educational goal, attendance record and student progress notes. The action plan/strategic plan for the coming WASC cycle will focus on ensuring that students not only can benefit but do benefit from the Five Keys program. This will be achieved by monitoring student gains against their stated goals, and putting into place practices that enhance and measure student gains.

Strengths:
The WASC Visiting Committee concurs with Five Keys on the following strengths:

1. Frequent and continued review of policies and procedures to ensure that adequate, relevant and effective support services are being provided.

2. A growing student information system to meet the schools' unique requirements for record keeping.

Additionally, the Visiting Committee adds:
3. The action plan/strategic plan for the coming WASC cycle will focus on ensuring that students not only can benefit but do benefit from curriculum and instruction at Five Keys. This will be achieved by monitoring student gains against their stated goals and putting into place practices that enhance and measure the student gains.

Key Issues:
The WASC Visiting Committee concurs with the Five Keys on the following key issues:

1. There is a need for more frequent review of student outcomes with the students. A goal of the school is to more deeply evaluate how meaningful student's experiences are by tracking outcomes against their stated goals (I.E.: increased literacy and numeracy, progress towards graduation, and placement into employment and further education).

2. There is a need for post-testing a greater number of students so that literacy and numeracy gains can be used to measure support and academic service success.

3. There is a need to attempt to conduct exit interviews for graduates.

4. Continue to place emphasis on the action plan/strategic plan that will focus on ensuring that students benefit from all instruction and curriculum.

Suggested Sources of Evidence
- Strategic Plan
- Graduation rates
- SARC
- List of programs and ISP packets
- Board Policies
- Self-Study Report
- Instruction Focus Group Meeting
- Meetings with teachers, staff, students, and administrators
- Classroom observations

ACS WASC Postsecondary Criterion 8: Resource Management
Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The school plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

Indicator 8.1: The school has sufficient resources to offer its current educational courses and programs.

Has the school stayed within budget for the past three years?

Since 2008, Five Keys has had a positive budget surplus each year, increased the increasing school reserves from $1,647,803 in 2010 to $3,540,288. This increase in reserves is necessary and often used in order to provide an adequate cushion for deferrals and delays in state and contract payments which impact cash flow.

What evidence is there that the school has sufficient revenues to support educational improvements?

As stated above, each year Five Keys has strengthened its financial position by increasing its reserves and retained earnings. Grant funding and county contracts with San Francisco and Los Angeles have played a significant role in strengthening the schools' position by leveraging resources which had created efficiencies within the agency. In the past three years, Five Keys has received $75,000 from the Cal Wellness Foundation, $400,000 from the Mayor's Office, and a large $5,000,000 contract with Los Angeles. Other than several cost savings measures that were put in place, no actual evidence of change in efficiencies was observed.

How does the school review its mission and goals as part of the annual fiscal planning process?

With the implementation of the Local Control Funding Formula and the accompanying Local Control Accountability Plan, along with the new strategic plan adopted in 2014, the board of directors and strategic planning committee review financial plans with regard to their mission and goals. An example of outcomes from those reviews are a new mission statement and a set of goals for the next three years that align with the funding model.

Indicator 8.2: The school operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.

To what extent are clear financial operating procedures in place with appropriate checks and balances?

Five Keys has adopted a set of financial policies with the necessary safe guards and procedures that have been thoroughly vetted by a third party, independent auditor. In practice a more informal process is utilized as indicated by support staff.

What do the annual audit statements reveal about the integrity of the school's financial management?

Since 2008, Five Keys' annual independent financial and state compliance audit have revealed sound financial management. The school has received a clean audit report each year with no deficiencies or weaknesses over internal controls and compliance.

To quote the 2014 Audit, "Five Keys Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its state programs for the fiscal year…".

How does the school provide timely corrections to audit exceptions and management advice?

Five Keys has never incurred an audit exception.

To what extent does the school regularly review financial policies and practices and adjust to changing needs and conditions?

Financial policies are reviewed annually by the board of directors, and when needed to comply with various San Francisco and Los Angeles contracts the school receives funding from. Primarily an initial function of the CEO.

How does the school report regularly to all stakeholders with financial updates and decisions?

At the monthly board of directors meeting, financial statements and projects are regularly agenized for review and public comment. All board actions are agenized and open to public input.

To what extent are there sufficient reserves in place to respond to emergencies and budget shortfalls?

Five Keys monthly payroll and expenses approximate $1 million. To ensure that they are able to meet monthly obligations in light of state deferrals, and a net 30 day billing cycle for contracts (which means payment for contract services are usually 45 to 60 days behind) Five Keys currently maintains a reserve in excess of $3.5 million. Cash flow is reviewed monthly. Additionally, should cash flow become a problem due to the timing of state or county payments, Five Keys maintains a line of credit equal to one payroll cycle. This reserve amount should be considered more of an "operational" reserve as evidenced by staff input.

To what extent does the school have sufficient insurance?

Five Keys maintains current insurance policies that reflect coverage required by the authorizing school district.
Coverage:
Commercial Liability Umbrella: $2,000,000
Professional Liability: $2,000,000

Abuse: $1,000,000
Auto: $1,000,000
Workers Comp: $1,000,000
Directors Errors and Omissions: $1,000,000

How does the school oversee financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and institutional investments and assets?

Five Keys and the board of directors contract with an independent agency (Charter School Management Corporation - CSMC) for its back office accounting operations and to assist with grant and externally funded program accounting and reports. The Executive Director works closes with CSMS for financial reporting on grants and the large Los Angeles County Contract. Additionally, Five Keys employs an assistant director/grant manager to prepare monthly invoices and quality control reports to Los Angeles County. The Executive Director represents the school at the annual contract compliance review meeting.

The Director of Workforce Education (DWE), is responsible for grant/contract compliance and financial reporting for the three San Francisco contracts. The DWE also works closely with CSMC to prepare monthly invoices and to provide monthly compliance reports on these contracts. The Visiting Committee found that there is a verifiable need that with further expansion, Five Keys will need to consider creating a new position that oversees all contracts as their primary responsibility.

As for institutional investments, the only investment is a money market fund that is tied to the operational checking account with 24 hour sweeps.

Indicator 8.3: Institutional planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning.

To what extent does the governing body and administration receive regular reports on the financial condition of the school?

At each board meeting the independent financial provider for the organization (CSMC) provides a financial update to the board. The Executive Director works closely with CSMC on revenue and expense projections and to make adjustments to expenses to keep in line with projected revenue. Their accounting software allows for real time financial reports.

How does the governing body and administration connect short-term and long-term financial planning with the schoolwide Action Plan's identified priorities?

At bi-monthly staff meetings, the directors of instruction and curriculum work with the teaching staff on the school's identified priorities as they relate to student learner outcomes. These meetings generate information and ideas that are reviewed at management meetings where recommendations are made for investing financial resources. Similarly, with other identified priorities, management meets on a regular basis to review progress in these areas and develops recommendations for additional action or resources as necessary.

A better indication of flow of planning, resources, and reporting benchmarks was observed in the Strategic Master Plan, rather than the Schoolwide Action Plan and in practice a more informal process is utilized as indicated by support staff

Recommendations from management are then reviewed by the Executive Director for the financial impact and a recommendation is made to move forward or not. If board approval is required, the item is placed on the agenda for the next meeting. Additionally, in February, the Executive Director begins developing the next year's annual budget. This process involves projecting the next year's revenue, reviewing prior year expenses and working with staff through the process mentioned above to tie financial resources to the schools' priorities.

To what extent are institutional funds currently being used judiciously so that the facilities and support materials are sufficient for all the programs and courses offered?

Because of the unique program design of Five Keys, facilities costs account for less than 1% of the total budget, which allows for greater financial resources to be used for instruction and learning. This includes a significant investment in developing in-house curriculum for their courses. Because of the saving in facilities costs, Five Key employs a director of curriculum and a full-time curriculum developer to review, update and develop new curriculum that is tailored to the unique student population.

Additionally, Five Keys provides all the resource materials students need to meet their educational objectives; student work folders, all paper, pencils, pens, calculators, computers and other essential materials students need to succeed.

To what extent does the school have plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, building maintenance costs, etc.?

Five Keys has no debt, long-term liabilities nor facilities maintenance costs. Health benefits are an area where they have experienced significant increases each year.

Indicator 8.4: The school provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.

To what extent does the school annually review needs for improved or additional facilities with a focus on student learning?

Each year, as part of the School's Accountability Report Card, Five Keys needs to review all of their sites. Because Five Key operates in partnership with the San Francisco Sheriff and Los Angeles Sheriffs' Departments, Adult Probation and CBOs that support re-entry and workforce development, Five Keys only has 3 of 34 sites that involve a lease. The remainder of the sites are leveraged through partnerships. Facilities are provided by partner agencies. The Visiting Committee observed that the Five Keys locations are clean, safe and sufficient for the educational program provided. The Visiting Committee visited more than 58 sites in San Francisco and Los Angles. There were only five sites not visited.

<u>How is the learning environment enhanced by the facilities or how are the facilities an impediment to the successful completion of SLOs and course objectives?</u>

Facilities present a unique challenge for Five Keys because of the unique population served and where they serve their students. With half of their students in the county jails, there are major restrictions on where Five Keys teaches and the materials available. Both San Francisco and Los Angles have created classroom space for a significant portion the in-custody programs. Many classes are taught in rooms intended for other purposes.

At the community learning centers, classroom space varies depending upon the location. Partners provide Five Keys with classroom space that is clean, and large enough to accommodate the students' needs for successful completion of the curriculum. Teachers and programs are flexible to accommodate non-traditional teaching stations. The variety of CBO locations distributed throughout the communities being served provides a distinct advantage to those receiving support services.

Five Keys wishes to work with the Sheriff's Department line staff to create a deeper understanding, appreciation, and supportive role in the daily operations of the educational components within custody programs.

<u>To what extent do the facilities provide a safe and nurturing learning environment for students that makes them feel welcomed?</u>

The Five Keys model is based on developing a partnership that supports the students. The Visiting Committee was impressed by the supportive and nurturing environment offered students even when the facility is not as "pretty" as some schools (but always safe and clean).

Strengths:
The WASC Visiting Committee concurs with Five Keys on the following strengths:

1. FKCS has become an integral part of the fabric of the various neighborhoods in San Francisco and Los Angeles where it serves students both in custody and within the community. Key successes at sites where FKCS has co-located teachers within existing community-based have allowed the organization to develop a model for expansion to new sites.

2. The commitment and flexibility of the teaching staff to work in facilities that are not state of the art; this coupled with the positive culture created by community partners allows for positive and ever expanding collaboration.

3. FKCS has established itself in a positive financial position which allows the school to support the specific curricular and staffing needs required to best support Five Keys' unique and diverse student population.

4. FKCS is devoted to sharing and replicating its successful and proven approach to serving others in need.

5. FKCS educational components provide a vital conduit and network among a variety of CBOs'.

Key Issues:
The WASC Visiting Committee concurs with the Five Keys on the following key issues:

1. Working with Sheriff's Department line staff to create a deeper understanding, appreciation and supportive role in the daily operations of the educational components within custody programs.

Suggested Sources of Evidence
Copy of the school's budgets for past three years and projected budget for next year
Financial management policies and procedures, routine purchasing policies/procedures
Student financial aid records and procedures
Copy of financial statements including notes audited by an independent certified public accountant (or other as required by state law) for the last two fiscal years
Health department inspection reports
A copy of system and forms used in reporting accidents

ACS WASC Postsecondary Criterion 9: Community Connection
The school seeks to enhance its educational effectiveness by developing close partnerships and relationships with community members. Connections within the community provide students with expanded learning experiences, including additional educational or vocational opportunities.

Indicator 9.1: Efforts are made by the school to connect to community leaders, businesses, and organizations that can enhance the learning opportunities for students.

To what extent do community leaders come on campus for events and activities?

The following chart shows many of the connections that Five Keys Charter Schools have with local businesses and organizations. Five Keys charters often collaborate with the same organizations, so there is no clear separation between the connections that have been formed with the charter high school, independence high school and adult school. Sometimes students are connected to local businesses and organizations while incarcerated, and will then work with those agencies upon release. Many of those students also continue their education at community sites in which we are co-located with certain organizations.

Business or Organization	Type of Partnership or Service Provided	Sites that Benefit from the Partnership or Service
City of Los Angeles Youthsouce	Case management services to Transitional Aged Youth (TAY) students. Restorative Justice workshops and fieldtrips.	Boyle Heights Youth Technology Center Para Los Ninos Youthsouce (Los Angeles)
Community Works/Homeless Shelters	Temporary housing to clients at the Women's Resthe Five Keysce Center (WRC)	Women's Resthe Five Keysce Center
YMCA	Case management services to Transitional Aged Youth (TAY) students.	Bayview YMCA
HR360	Substance abuse/ mental health	HR360 Site, IPO sites (Arriba Juntos and Youth Community Developers) HR360 6th Street LA, HR360 El Monte LA
OEWD-funded Neighborhood Access Points	Job readiness services and training	Goodwill, MEDA, Village, Western Addition Sites, Youth Community Developers
Father Alfred Center	Drug treatment and housing	CJFive, co-located site
Asian Neighborhood Design	Job training	CJFive, co-located site
CityBuild	Job training	CJFive, other workforce sites

Community leaders are often onsite at various campuses. A-Pod (at County Jail #2) features weekly guest speakers from various community-based organizations. Five Keys campuses that are co-located within community organizations feature ongoing collaboration. Community leaders are invited to reentry resource fairs hosted by Five Keys at the men and women's jails. Five Keys also has personnel that connect with new potential partners that provide services that align with the needs of the Five Keys student population. Various state and local government officials have taken tours of Five Keys to learn more about how the school's successful model can be replicated elsewhere.

Indicator 9.2: The school has outlets for students in community service or internship opportunities that are connected to student programs that will enhance their learning experiences in line with the school's mission.

What service or internship opportunities are currently in place for students?

Five Keys students have the opportunity to engage in various training programs at partner locations such as Asian Neighborhood Design, San Francisco Foliage's Careers in Horticulture Program, San Francisco Goodwill, Jericho Project and Neighborhood Access Points. Students can also receive elective credit through work experience, health and wellness activities at the Women's Resource Center, and behavioral health activities such as Keys to Change at County Jail #Five and Thinking for a Change with Adult Probation. At the Pitchess Center the Visiting Committee observed internship opportunities in welding, bicycle repair, and dog grooming.

What Evidence can be provided to indicate the reputation of the school in the community?

Maintaining strong and healthy community relationships is one of the foundations of the Five Keys program since all of the educational programs rely on partnerships. The Five Keys program has built a strong positive reputation in the community as evidenced by the 250% growth in partnerships from 14 in 2010 to over 34 current partnerships. In 2014, Five Keys Charter was designated Charter School of the Year, and San Francisco County included Five Keys in their current Strategic Plan for Workforce Development as and educational partner.

Further evidence is the City of San Francisco paying $2,000,000 to renovate a building that provides support staff office space and two classrooms in the Bayview District. The leadership team benefits from examining the relationships that currently exist and surveying community partners on a regular basis about the effectiveness of the Five Keys collaboration/ co-locating. In every Visiting Committee visit to Five Keys partner locations, posters, flyers, class schedules and other materials were prominently displayed, and the agency leaders and students who were interviewed consistently spoke of the important role that Five Keys educational programs provide in helping their clients and themselves.

Understanding the importance of this due diligence, the leadership team has been developing a process, which is also part of the strategic plan, to (1) evaluate whether the MOUs created with community partners are being followed, (2) solicit feedback about what changes need to be made to improve the relationship with community-based organizations, and (3) determine if certain partnerships still meet the needs of the Five Keys current student population.

Visiting Committee review of the current MOU's demonstrate a variety of formats including many recent examples that clearly delineate the roles of Five Keys Charter and the co-located instructors, as well as the extensive supports and services that Five Keys and their students will receive from the partner agency.

<u>What efforts have been made to connect the school with its community through service projects?</u>

Although some participants may be required to conduct community service through the San Francisco Sheriff's Department, Five Keys does not formally connect students to other forms of non-credit service. In the Los Angeles region, the Five Keys Re-Entry coordinator meets with students 90 days of the student's release date to customize their referrals. A program to assign students to a mentor once they are released from custody is also being piloted in Los Angeles this school year.

Indicator 9.3: The school informs its community regarding its mission, its programs and learning opportunities, recognizing the benefits that community support can bring.

<u>How does the school use its profile to understand and connect to its community?</u>

Five Keys demonstrates understanding of their student profile and the use of this information to drive program improvement. Independent study programs were established in the community to provide continuity of service after release from jail, and the institution chose the locations of some learning centers to address the reality of student gang affiliation and territories.

<u>How have students been successful in the community after leaving the program?</u>

The Five Keys model is based on leveraged services such as those described in San Francisco County's Workforce development master plan where Five Keys partners with CBOs and Government Agencies that provide supportive services such as job placement and case management. Five Keys leveraged these key services in exchange for Five Keys providing the education component. Additionally, Five Keys has hosted reentry fairs to discuss next steps upon release from jail and the completion of school. They are also planning a Five Keys Career and College Fair for 2015 that will connect alumni to opportunities. In Los Angeles, they employ a newly hired job developer and 3 case managers to assist with the transition from student to contributing member of society. Five Keys could do more to connect and network with school alumni, though graduates are referred to other training and job readiness programs regularly before and after program completion. Impressively, the Five Keys incarcerated students, the Five Keys recidivism rate for graduates is 50% lower than the county average.

<u>What programs or processes are in place to connect the school to its community</u>

Five Keys relies heavily on partnerships for connecting students with the community. Additionally, the Five Keys program managers for the Keys to Change program in San Francisco, and the Five Keys case managers in Los Angeles develop transition plans for the Five Keys incarcerated students to transition back to the community.

Five Keys has hosted and representatives of the school have attended a number of community or neighborhood-wide events throughout San Francisco. These include the ribbon cutting and the grand opening of the Southeast City College with the Public Utilities Commission, neighborhood resource fairs in the Mission, Bayview, and Visitacion Valley neighborhoods, a planning collaborative with City College, College of the Canyons and others for AB86, CBO collaborative meetings in Sunnydale and Western Addition, as well as city-wide Workforce Investment and Transitional Aged Youth meetings hosted by city agencies.

The Visiting Committee is duly impressed with the community connections and dedication by all to the betterment of the learners in the Five Keys community.

Strengths:
The WASC Visiting Committee concurs with Five Keys on the following strengths:

1. Five Keys' has developed a model for expanding services by co-locating teachers within existing community-based organizations, which has enabled the organization to grow into an integral part of the fabric of the various neighborhoods in San Francisco and Los Angeles where it serves students both in custody and within the community.

2. The connection that Five Keys has made with the Workforce programs offers students a direct and supportive connection to utilize their studies as they enter or re-enter the workforce.

3. Five Keys has begun monthly meetings with community partners to discuss the effectiveness of programs. Partners have identified needs of the student population leading to the addition of new courses offered, the implementation of direct instruction in community site classes and student participation in community events.

In addition:
4. The Visiting Committee is duly impressed with the community connections and dedication by all to the betterment of the learners in the Five Keys community.

Key Issues:
The WASC Visiting Committee concurs with the Five Keys on the following key issues:

1. There is a need to survey all community partners and begin monthly meetings and introduce ideas proven to be effective at other locations. Five Keys should continue to review the relationships and memoranda of understanding with each or their partners with the goal improving programs by clarifying roles, services and issues related to "Co-location" vs. "Collaboration."

2. There is a need to ensure that Five Keys' in-custody programs are provided with information about the availability of community resources including Five Keys.

Suggested Sources of Evidence
- Strategic Plan
- Graduation rates
- SARC
- List of programs and ISP packets
- Board Policies
- Self-Study Report
- Instruction Focus Group Meeting
- Meetings with teachers, staff, students, and administrators
- Classroom observations

ACS WASC Postsecondary Criterion 10: Action Plan for Continuing Improvement
The school uses the self-study process to identify key issues that are inserted into a schoolwide Action Plan that governs school improvement activities and events. The schoolwide Action Plan is used regularly, reviewed annually, and monitored consistently by the governing body to ensure continuing school improvement.

Indicator 10.1: The school has created an Action Plan that reflects the efforts of all stakeholders to plan for future growth and improvement.

<u>To what extent does the Action Plan identify specific goals, timelines for completion, persons responsible, reporting instruments, and benchmarks to measure accomplishment?</u>

There are two parts to the schools' Action Plan: a plan that specifically addresses SLOs with strategies, steps taken to address the strategy and timelines; and 2) the school wide strategic plan that address the entire organization. Five Keys blends their mission statement with their SLOs and therefore become one in the same. The strategic plan also outlines the short and long term objectives and accompanying timelines. An area that needs further development are benchmarks to measure the accomplishments. It was found that the Master Strategic Plan is much more precise than the Action Plan offered in the study and during the visit it was suggested that Five Keys come under one plan to facilitate the planning aspect of their endeavors. The SMP and the LCAP are essentially the same. The Action Plan does not have specificity in it (who, funding, benchmark reporting, etc.) but the SMP and LCAP do. One plan is recommended.

<u>How is the Action Plan reviewed annually and how are revisions made to respond to changing conditions and current student needs?</u>

The school wide action and the prior strategic plans were reviewed multiple times in preparation for this report and for the development of the new strategic plan that will guide the schools for the next 3-5 years. Prior to that, the report was reviewed several times throughout the year by the director of curriculum and instruction at staff meetings to inform strategies for curriculum development. The plan was reviewed and used as guide for pursuing county WIA and Community Development Block Grant.

<u>How does the Action Plan focus primarily on student learning needs?</u>

The entire plan is focused on student learning needs. Both the Action Plan and the strategic plan are student centered plans that focus on the unique needs of the students. For example, the low literacy rates coupled with disproportionately high rates of learning disabilities, have resulted in both plans focusing on curriculum, instruction and professional development related to these specific issues.

Indicator 10.2: As a result of the accreditation process, the school has identified key issues (short- and long-term) that will impact student learning and increase the achievement levels of students.

How did the self-study process identify the key issues for the school?

Through focus groups and faculty meetings where faculty analyzed student performance data, and through the strategic planning process the school took a critical look at the schools' strengths and key issues, synthesized the information that resulted from these various processes in order to identify key issues and then developed plans to address the issues.

How have the key issues been prioritized by the school?

Key issues identified are similar to the schools' initial action plan from 2011. Five Keys prioritizes key issues by which would have the most significant impact on student outcomes. Literacy remains the top priority since the ability to read and comprehend information, and then express themselves through writing is key to learning success. Under the banner of literacy includes: creating courses that are structured and provide a progression through various levels until as student is ready for high school level course work; identifying and / or creating appropriate curriculum; and, providing professional development to support the emphasis on literacy. There is a need to add an assessment component to all aspects of education at Five Keys. The minimal placement data and some CASHEE data is not enough to powerfully guide the program albeit difficult to do continuous and comparable assessments due to the ever-changing student population.

To what extent have all stakeholders met to discuss the Action Plan and give input to its implementation?

The school would like time to further develop the concept of all stakeholders meeting to give input into the implementation of the Action Plan.

Indicator 10.3: The school has procedures in place to implement the Action Plan with the support of stakeholders.

For each Action Plan key issue, how has the school identified an individual or group responsible to implement the needed action steps to address the key issue?

As mentioned above…the Strategic Master Plan has all of these components and is an effective document/plan. Each action plan item does have an individual assigned to implement the action step. The Action Plan in the Self-Study is lacking these components. The VC will ensure that Five Keys understands the efficacy of using only the one master plan/LCAP.

To what extent has the governing body and administration funded the activities or events needed to address key issues?

Funding for activities related to Keys has not been an issue, the board of directors has supported nearly all initiatives brought forward to support the school activities. The board of director's is strong and supports and is willing to allocate the necessary resources to achieve Five Keys' objectives.

What opportunities are provided for all stakeholders to have a voice in the regular review and revision of the Action Plan?

The revision of schools' action plan has been through the strategic planning process.

Indicator 10.4: The school has a definitive plan for how the Action Plan is to be monitored to maintain accountability, as well as to report progress to all stakeholders.

How does the Action Plan specify how the improvement efforts will be monitored and who will oversee the process?

The Master Strategic Plan lists the steps and strategy needed to complete the objectives. The Plan also includes progress made on each strategy. The Director of Curriculum, the Director of Instruction, the Director of Special Education, and the Director of Workforce Education will oversee the Action plan.

How will progress be reported to all stakeholders?

After the WASC visit in April, the school will post the WASC finding their website, and review the findings with the board of directors and the school faculty and staff.

Five Keys might want to consider ways to communicate progress made on the Action and Strategic Plan to all stakeholders thereby possibly increasing personnel buy-in and increased funding might be found for grants.

Indicator 10.5: The schoolwide Action Plan is used for institutional planning, resource allocation, and the evaluation of existing programs.

To what extent is the schoolwide Action Plan user-friendly and practical for all stakeholders' involvement?

The schoolwide action plan and the strategic plan are very user friendly and presented in a format that is clear and easy to read and understand. There are regular meetings with Five Keys partners to help achieve Five Keys objectives. There is a desire by the school to include more stakeholders regularly in the Action Plan/Strategic Plan process.

How does the governing body use the Action Plan in resource allocation discussions?

The schools' management team meets regularly to review progress on the action plan and strategic plan. Management reviews and recommends the necessary resource to achieve the objectives in the plans. The Executive Director then reports to the board each month and makes recommendations to the board on resource allocation for approval.

To what extent does the school leadership use the Action Plan in its decision-making processes?

The school states that throughout the self-study, the objectives in the Action Plan/Strategic Plan drive much of what the schools focus on with curriculum development and instruction. The leadership/management team is always aware of the objectives in the plans, and makes decisions in support of these plans.

Five Keys is honest in reporting that the actual plan document has not been reviewed on a regular basis with the exception of the strategic planning process. Five Keys would like to include all stakeholders more frequently.

Strengths:
The WASC Visiting Committee concurs with Five Keys on the following strengths:

1. An extremely talented management and management structure that can support the objectives of the action and strategic plan.

2. The board of director's strong support and willingness to allocate the necessary resources to achieve the Five Keys' objectives.

Key Issues:
The WASC Visiting Committee concurs with the Five Keys on the following key issues:

1. There is a need for regular and ongoing review and update of the Action Plan/Strategic Plan by all stakeholders.

2. There is a need to communicate progress made on the Action and Strategic Plan to all stakeholders.

In addition the Visiting Committee finds:
3. That the use of the Strategic Plan would be more specific and effective for overall planning.

Suggested Sources of Evidence

- Strategic Plan
- Graduation rates
- SARC
- List of programs and ISP packets
- Board Policies
- Self-Study Report
- Instruction Focus Group Meeting
- Meetings with teachers, staff, students, and administrators
- Classroom observations

Chapter IV: Action Plan Effectiveness

Major Areas of Strength

From Criterion 1
The three charters (FKCS, FKAS, and FKIH), operate under the umbrella of one school, which has allowed Five Keys to effectively create learning programs and services that are aligned with the school's mission and matches the needs of their diverse student population.

From Criterion 2
All personnel in leadership positons are remarkable.

From Criterion 3
Five Keys has a comprehensive Employee Handbook that outlines school policies, procedures, expectations and detailed job descriptions.

There is regular, relevant feedback to employees using informal evaluation forms, one-on-one check-ins with employees and documented conversations.

From Criterion 4
Teachers, students and other stakeholders have input into course content and review.

Resources, including dedicated staff, variety of locations, technology use, and the freedom for teachers to develop courses and/or materials for self and others is impressive.

From Criterion 5
Empowering teachers to create and both formally and informally train and assist each other.

In-custody ISP teachers have found strategies to increase reading and math levels.

Informal and formal dialog between teachers and the instructional coaches allows teachers to identify the very specific needs of students and their environment.

From Criterion 6
Five Keys recognizes that data-driven decision making is beneficial and is beginning to influence placement, student support structures, and analysis of best practices.

From Criterion 7
The action plan/strategic plan for the coming WASC cycle will focus on ensuring that students not only can benefit but do benefit from curriculum and instruction at Five Keys.

From Criterion 8
FKCS has become an integral part of the fabric of the various neighborhoods in San Francisco and Los Angeles where it serves students both in custody and within the community. Key successes at sites where FKCS has co-located teachers within existing community-based have allowed the organization to develop a model for expansion to new sites.

The commitment and flexibility of the teaching staff to work in facilities that are not state of the art; this coupled with the positive culture created by our community partners allows for positive and ever expanding collaboration.

FKCS has established itself in a positive financial position which allows the school to support the specific curricular and staffing needs required to best support our unique and diverse student population.

FKCS is devoted to sharing and replicating its successful and proven approach to serving others in need. Five Keys' has developed a model for expanding services by co-locating teachers within existing community-based organizations, which has enabled the organization to grow into an integral part of the fabric of the various neighborhoods in San Francisco and Los Angeles where it serves students both in custody and within the community.

The Visiting Committee is duly impressed with the community connections and dedication by all to the betterment of the learners in the Five Keys community.

From Criterion 10
An extremely talented management and management structure that can support the objectives of the action and strategic plan.

The board of director's strong support and willingness to allocate the necessary resources to achieve the Five Keys' objectives.

● **Describe how well the school used the ACS WASC accreditation process to identify its major key issues.**

Five Key's self-study process was highly effective. The use of the staff involved in the preparation of their self-study, honest, self-evaluation, identification of strengths and growth areas from their evaluation all came together in an excellent report and full visit process. Their final report is very well done. The Five Keys report is among the most thorough reports that this VC chair has ever seen in more than 30 visits. Administrators, teachers, some students and some classified staff were given an opportunity to be involved in all groups. Through the use of surveys the students, faculty, and classified had the opportunity to express their views. This is not an easy task with the sites being so wide spread. The task was accomplished. During the visit, students expressed a great deal of satisfaction with their school. One of the most touching moments for our Visiting Committee was a lunch on the second to last day in San Francisco. In the room was the Executive Director, his staff, teachers, classified personnel, students successfully exited from incarceration, and the WASC Visiting Committee….all working together for the betterment of the student.

A great deal of collaboration existed between the various groups that gave input to the report and while during the visit. The self-study was completed with a systemic analysis of the school's effectiveness and the WASC accreditation process is well understood. All Key Outcomes of the WASC process were met. The VC believes that with the administration and leadership, collaboration and analysis will continue.

The Executive Director, Deputy Executive Director, the Board, and the leadership are passionate believers in learner outcomes and experts at evaluating the strengths and growth areas as part of the WASC process. The teachers do a great job and are avid supporters of their students.

- **Identify the Visiting Committee's major key issues.**

1. Due to the nature of the ever changing student body, *data-driven decision making is limited* by collection procedures and effective and consistent analysis, thereby making it challenging to use the data in the decision making process. Specifically, some kind of math and reading pre- and post-assessments need to be administered to larger numbers of students in order to verify the effectiveness of basic skills curriculum.

2. In conjunction with the goal of increased evaluation of assessments, the Visiting Committee concurs with Five Keys' goal of more deeply evaluating how meaningful student's experiences are by tracking outcomes against their stated goals (I.E.: increased literacy and numeracy, progress towards graduation, and placement into employment and further education).

3. Teachers will benefit from additional training and better teaching practices for interactive teaching strategies and to help to meet all learner needs.

4. It should be a priority to survey all community partners and begin monthly meetings and introduce instructional and wrap-around ideas proven to be effective at other locations.   Five Keys should continue to review the relationships and memoranda of understanding with each or their partners with the goal improving programs by clarifying roles, services and issues related to "Co-location" vs. "Collaboration."

5. Regular revision and review of the school-wide Action Plan needs to occur annually, and that information needs to be disseminated to all stakeholders.

- **Describe the process used to merge the Visiting Committee key issues into the school's Action Plan.**

The Visiting Committee concurs with the findings of Five Keys Self Study with an added emphasis on instructional practices. All of these steps are delineated in Five Keys' Strategic Plan, LCAP, and SPSA. The Action Plan presented in the report is broad. The Visiting Committee discussed with the leadership team that the Strategic Plan is the plan that should be used because of its specificity of action step, timelines, resources, reporting, and persons responsible.

- **Comment on the capacity, competence, and commitment of the school in the implementation and monitoring of the school's Action Plan to address major key issues.**

The Strategic Plan, as it stands, is an excellent, well-articulated plan and encompasses all of the areas that Five Keys has identified as well as strengthening instructional practices as suggested by the Visiting Committee.

It is this *capacity* to implement and monitor the schoolwide action plan, *evaluation of data*, and *prior accreditation* findings that lead this Visiting Committee to believe that Five Keys is on the right track. An admirable track, since the student population that Five Keys teaches is a much more different student population than the majority of teachers in America (on the Visiting Committee) will ever encounter. The current administration leads the VC to believe that everything will be carried out with rigor and joy. The VC believes, with the current administration that the Strategic Plan will be completed and adjusted as is correct based upon current data. The VC believes, with the current administration, that the faculty will also follow the administration and look for further areas of improvement.

The Visiting Committee would like to thank the staff and students of Five Keys for their hospitality and for openly sharing their programs, feelings, and plans. As fellow educators we recognize the difficulties of making systemic changes in response to the ever change populations, accountability, legislation, and economic constraints. The Five Keys community has honestly reviewed programs and processes and developed plans to address areas identified for improvement.

As we return to our individual schools, we will remember the staff of Five Keys for their commitment to support students and to give them a second chance. We will also fondly recall all of the Subway sandwiches!

> *In summary, the Visiting Committee admires the qualified and dedicated staff members and the enthusiasm of the Five Keys community and desires the best for their efforts for improving the learning environment for all students.*