

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

Five Keys Charter School

Address: 70 Oak Grove
San Francisco, CA 94107

Phone: (415)734-3311

Principal: Mr. Steve Good

Grade Span: 10th-12th

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

District Contact Information (School Year 2020–2021)

Entity	Contact Information
District Name	San Francisco Unified
Phone Number	(415)241-6000
Superintendent	Vincent Matthews
Email Address	matthewsv@sfusd.edu
Website	www.sfusd.edu

School Contact Information (School Year 2020–2021)

Entity	Contact Information
School Name	Five Keys Charter (SF Sheriff's)
Street	1 Moreland Dr.
City, State, Zip	San Bruno, CA, 94066-1670
Phone Number	415-734-3310
Principal	Steve Good
Email Address	steveg@5keyscharter.org
Website	www.fivekeyscharter.org
County-District-School (CDS) Code	38684780101774

School Description and Mission Statement (School Year 2020–2021)

Narrative provided by the LEA

About our School:

"...Offenders are far less likely to reoffend if they transition into the community with basic skills and a plan for staying crime free." —Kamala Harris, Vice President, United States of America

Five Keys' most important achievements are in reversing the school-to-prison pipeline for its students. By providing renewed educational opportunities for students whose lives have been marked by failed social trends and policies, education becomes as much a social justice issue as a matter of public safety.

As the first Alternative School of its kind, Five Keys helps incarcerated students return to their communities with new academic skills and vocational alternatives to crime. Numerous studies have been conducted throughout the country to demonstrate that educational opportunities provided to those pushed out of traditional high schools as well as to ex-offenders reduce the likelihood of their offending or re-offending. The best known of these studies, The Three State Recidivism Study of 2003, found that re-arrest, re-conviction, and re-incarceration rates were lower for the prison population that had participated in correctional education than for non-participants. A study in Virginia tracked re-incarceration rates among offenders over a fifteen-year-period and found that recidivism rates were 59% lower for inmates who had participated in and completed prison educational programs versus those who had not participated. Similar studies indicate that reductions in recidivism increased proportionally to the amount of education received; these findings are reflected in every study on the subject. The research shows that specific treatment interventions including development of cognitive skills; alcohol, drug and sex-abuse treatments; vocational training; and other prison-based educational programs are all successful at reducing recidivism.

According to data collected by the San Francisco Sheriff's Department, the recidivism rate for Five Keys' graduates from 2003 to 2010 was 44% — an impressive figure considering California Department of Corrections and Rehabilitation (CDCR) recidivism rates for that same time period averaged close to 70%. Furthermore, the SFSD used a more encompassing definition of recidivism than CDRC. The CDCR counted only a return to jail or prison, whereas the SFSD included anyone who experienced re-arrest, including probation and parole violations, that may not result in re-incarceration. A subsequent analysis was conducted for 75 randomly picked graduates

from 2010 to 2013, this time aligning with the CDRC definition of only new convictions; Five Keys graduates in this study had a recidivism rate of just 26%.

The Five Keys educational program goes beyond the minimum requirements, incorporating other proven strategies into the curriculum such as concepts and practices of Restorative Justice, pro-social reintegration, drug treatment, violence prevention, and vocational training. Five Keys invests in reversing the school-to-prison pipeline by reimagining the learning environment. Leveraged support from partners and private fundraising helps the school create an enriched educational experience that simultaneously addresses the larger social causes of recidivism. Resources are directed to technology, lower student-teacher ratios, internal curriculum development, integration of vocational training with academic courses, and other educational access and enrichment programs. At Five Keys, the educational approach is tailored to students' individual educational goals and skills needed for success post-graduation. In an effort to accelerate the learning process for our population, Five Keys provides small-group instructional settings paired with individualized learning that allows students with varying learning area credit deficiencies to thrive in the group learning environment while simultaneously remaining on an efficient path to graduation. To engage students, Five Keys designs its own curriculum and offers students courses relevant to their life experiences and future plans. Five Keys continually adapts to real-time educational initiatives such as adopting Common Core-aligned curriculum with the use of Biozone and Cal-State Expository Reading and Writing Course (ERWC) as well as integrating state assembly bill initiatives such as the California Healthy Youth Act (CHYA) into graduation requirements. Five Keys' SMART Recovery, Parenting, and Job Readiness meet traditional high school standards, while providing forums for students to share their experiences and build future job skills. A robust special education program includes counseling, Response to Intervention (RTI), and leveled classes for students needing reading and math intervention.

Five Keys serves students both in jails and in the community-at-large. The always-changing patterns of students entering and leaving jail makes program delivery in these settings particularly challenging. Jails (unlike prisons) primarily house individuals who are awaiting trial or who are serving short sentences, so their length of stay may be anywhere from a few days to a year or more. Five Keys Charter School (FKCS) and Five Keys Adult School (FKAS) accommodate this wide variance by offering classroom-based courses year-round, in intensive, five to eight-week 'semesters' during which students focus on two subjects at a time to more efficiently earn credits toward a high school diploma. For students who are unable to access classrooms or small group learning through Five Keys Charter School or Five Keys Adult School for reasons of safety or for medical or psychiatric reasons, Five Keys offers a sister program, Five Keys Independence High, where teachers meet with students one-on-one to keep their educational plans on track. Once released from jail, students are directed to community sites in their neighborhoods to continue with their education with Five Keys Adult School, Five Keys Charter School or if unable to access group learning options, continue school with FKIH.

Five Keys takes an alternative view of student discipline. While challenges that lead to high expulsion rates in childhood tend to wane as our students near adulthood, new challenges appear. Tensions are exacerbated by the strain of pending trials and isolation from loved ones. Jails have typically punished individuals for infractions by putting inmates in isolation units, a practice that has come under increasing scrutiny due to detrimental impacts. Five Keys quickly recognized how this type of discipline can re-traumatize students who had experienced suspension and expulsion during childhood. To break this cycle, Five Keys turned to Restorative Justice, a practice that emphasizes repairing the harm caused by criminal or illicit behavior. Restorative Justice is accomplished by bringing victims, offenders, and community members together to discuss the negative behavior and its aftermath. The goal is not to punish but to encourage offenders to empathize with those who were impacted by their actions and take steps necessary to repair the harm they have caused.

All Five Keys students must complete a Restorative Justice course to graduate, learning RJ practices in accountability and methods for conflict resolution to avoid future violence. With the introduction of Restorative Justice, Five Keys found that in-custody participation increased significantly. Similarly, at community partner learning sites, the emphasis is on inclusion; students with absences or behavioral challenges are provided with individual support to promote retention and completion.

With each successive year, Five Keys expands its ability to successfully work with a population that arguably has the most barriers to overcome in order to acquire their education. The Five Keys population includes students experiencing homelessness, drug addiction, commercial sexual exploitation, former placement in foster care, victims of domestic violence, and others who in their own words "are caught up in the system." To this point, the incarcerated population has been described as "the most educationally disadvantaged population in the United States.

Traditional education systems are working hard to prevent such students from dropping out of high school. Unfortunately, the social and academic barriers to education are complex. More than 1.2 million students drop

out of high school in the United States annually. That is equivalent to a student dropping out every 26 seconds – or 7,000 each day.

Five Keys' mission is to extend the boundaries of traditional high school: students who age-out before completing their units, those who need more targeted and intense support to complete, or those who would otherwise be denied access to school due to incarceration are given the opportunity to graduate and experience achievement and the successful pursuit of life goals.

Investment in enhanced support services is an essential component to student success. Five Keys invests in partnerships with wraparound services. For example, as the education provider for the San Francisco's Mayor's Office IPO (Interrupt, Predict and Organize for a Safer San Francisco) Employment Program, Five Keys provides at-promise youth with education while they receive long-term, coordinated interventions around employment, housing, and emotional health, in addition to education programs.

Five Keys is well-positioned to provide vocational opportunities to students. Vocational courses such as welding, masonry, construction, and pre-release employment training are aligned with community opportunities through business partnerships. The schools' strong connections to workforce training programs ensure that, post-graduation, students will have on-site job training opportunities and guaranteed slots in competitive sector-specific training. Five Keys staff works closely with community colleges, including the City College of San Francisco, to provide a business certificate program and collaborates with additional job training partners to prepare and transition students to college and career options. In 2019, Five Keys formalized a social enterprise relationship with Xerox to offer students paid internship opportunities at in-house print shops across NorCal and SoCal; the program will be effective as soon as the counties of operation meet the safety tier requirements of the state and local COVID-19 guidelines.

Five Keys is committed to helping all of its students achieve college and career readiness. A framework of intensive social support is important, and paired with rigorous educational programs, prepares students for lifelong learning and future success. Given the significant academic gaps that many students have when they arrive at Five Keys, a high degree of innovation is employed to accelerate achievement with proven methods and evidence-based instruction and curriculum.

In 2014, standardized test results revealed that the average reading level of Five Keys students at time of entry was equivalent to a 6.1 grade level. Average math level at entry was a 5.0 grade level. After participating in Five Keys programs, average post-test scores rose to 8.1 for reading and 7.0 for math. In the school year 2013-2014, there were 155 twelfth graders who completed 1 academic quarter, and all 155 acquired the necessary credits to complete high school and graduate. Over the years, our graduation rate continues to climb.

Five Keys has found a formula that works. A Five Keys graduate, Herman Turincio, eloquently expressed what he felt about Five Keys and the opportunity to change the trajectory of his life: "I feel like I've been rescued, not arrested."

Mission:

Our mission is to advance social and restorative justice by counteracting poverty, inequity and trauma with high quality programs that offer meaningful opportunities for individuals, families and communities.

Vision:

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

2020 - 2021 Goals:

Provide a high quality and comprehensive instructional program.
Provide students with a positive and safe school environment which promotes student retention, recovery, and reintegration into families and communities.
Students will be college and/or career ready.

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Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	321
Grade 11	2
Grade 12	22
Ungraded Secondary	0
Total Enrollment	345

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	20.3
American Indian or Alaska Native	0.9
Asian	2.9
Filipino	0.3
Hispanic or Latino	59.4
Native Hawaiian or Pacific Islander	0.9
White	13.9
Two or More Races	1.4
Socioeconomically Disadvantaged	24.3
English Learners	22.3
Students with Disabilities	1.4
Foster Youth	.3
Homeless	0

A. Conditions of Learning

State Priority: Basic

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

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

- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018–20 19	School 2019–20 20	School 2020–20 21	District 2020–20 21
With Full Credential	13	21	32	32
Without Full Credential	5	7	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020-2021
Misassignments of Teachers of English Learners	3	2	33
Total Teacher Misassignments*	4	2	33
Vacant Teacher Positions	5	2	1

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: Jan. 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2020	Yes	0.0
Mathematics	2020	Yes	0.0
Science	2020	Yes	0.0
History-Social Science	2020	Yes	0.0
Foreign Language	2020	Yes	0.0
Health	2020	Yes	0.0
Visual and Performing Arts	2020	Yes	0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

School Facility Conditions and Planned Improvements

Narrative provided by the LEA

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

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: Jan. 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
Interior: Interior Surfaces	X			N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			N/A
Electrical: Electrical	X			N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			N/A
Safety: Fire Safety, Hazardous Materials	X			N/A
Structural: Structural Damage, Roofs	X			N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			N/A

Overall Facility Rate

Year and month of the most recent FIT report: Jan. 2021

Overall Rating

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2018–2019	School 2019– 2020	District 2018–2019	District 2019– 2020	State 2018–20 19	State 2019– 2020
English Language Arts/Literacy (grades 3-8 and 11)	In order to protect student privacy, data is suppressed because 10 or fewer students tested.	N/A	In order to protect student privacy, data is suppressed because 10 or fewer students tested.	N/A	51.10%	N/A
Mathematics (grades 3-8 and 11)	In order to protect student privacy, data is suppressed because 10 or fewer students tested.	N/A	In order to protect student privacy, data is suppressed because 10 or fewer students tested.	N/A	39.73%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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

Subject	School 2018–20 19	School 2019–20 20	District 2018–20 19	District 2019–20 20	State 2018–20 19	State 2019–20 20
Science (grades 5, 8 and high school)	In order to protect student privacy, data is suppres sed because 10 or fewer students tested.	N/A	In order to protect student privacy, data is suppres sed because 10 or fewer students tested.	N/A	30%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Career Technical Education Programs (School Year 2019–2020)

Narrative provided by the LEA

Career Technical Education courses offered:

Job Readiness Training
 Coding
 Financial Literacy
 Roots of Success
 Computer Skills
 Computers for Work
 Step Ahead Job Readiness
 Digital Literacy
 Construction & Maintenance
 Child Development/Emotional Development
 PowerPoint Presentations
 Excel Basics
 Welding 1, 2
 Commercial Painting 1,2

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

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

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

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

The measurable outcomes of these programs and classes, and how they are evaluated for effectiveness in attaining those outcomes: Page 12 of 23

These programs and classes are evaluated for effectiveness based on:

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

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Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	131
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0%

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020–2021)

Narrative provided by the LEA

FKCS is a school working under California Education Code 47612.1, an exemption that allows us to serve incarcerated students who have dropped out of traditional high schools through our partnerships with the workforce development community. 0% of our students are under the age of 18; for this reason, measures to achieve/maintain parent involvement don't typically apply, only in special cases. At these rare instances, parental input is based on individual circumstance.

While parental involvement is not applicable, Five Keys conducts meetings with students' stakeholders and collaborators via our community partnerships such as probation department, workforce development boards and sheriff offices. Partners are encouraged to attend and are recognized at special events such as graduations and our annual art shows, receive quarterly updates on our progress toward expected student outcomes, and are in regular communication with our leadership team throughout the school year. For our in-custody students where parental involvement is restricted, we offer an in-custody parent unification model through our graduation ceremonies. Depending on the facility, parents can take photos with their children, hug them, even share a meal with them as they celebrate this significant milestone.

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

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016–2 017	School 2017–2 018	School 2018–2 019	District 2016–2 017	District 2017–2 018	District 2018–2 019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	65.9	63.3	95.5	13.1	11.2	30.9	9.1	9.6	9.0
Graduation Rate	6.3	6.4	4.5	73.1	72.1	64.6	82.7	83.0	84.5

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017–20 18	School 2018–20 19	District 2017–20 18	District 2018–20 19	State 2017–20 18	State 2018–20 19
Suspensions	0	0	1.6	1.7	3.5	3.5
Expulsions	0	0	0	0	.1	.1

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20 20	District 2019–20 20	State 2019–20 20
Suspensions	0	0	0
Expulsions	0	0	0

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)

Narrative provided by the LEA

In the fall of 2016, Five Keys leadership compiled a comprehensive safety plan for all Five Keys schools. Each site contributed an addendum regarding safety specific to their location. This plan is reviewed with all staff at their time of hire and is reviewed with any relevant updates annually. Our leadership team also received safety training from which an Emergency Planning Handbook for Transitional Age Youth (TAY) sites was developed, as well as a Youth Policies Handbook.

In 2018, Five Keys updated all safety policies to align with AB1714, adopting specific protocol in the event of an active shooter situation.

In March of 2020, in response to the SARS-CoV-2 epidemic, Five Keys appointed a Covid-19 Safety Response Coordinator to maintain CDC, CDPH, local public health office alignment in distance and cohorted learning protocols. As of 2021 the Safety Coordinator continues staying abreast of county, state and federal guidelines, revising the School Reopening Safety Guide based on best practices from scientific communities.

A copy of any of the documents mentioned can be obtained by contacting the Five Keys home office.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–2018)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other**	0	0	0	0

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

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other**	0	0	0	0

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

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other**	0	0	0	0

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

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	16.0	10	5	0
Mathematics	12.0	9	1	0
Science	8.0	10	0	0
Social Science	12.0	10	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14	18	5	0
Mathematics	22	6	0	0
Science	11	4	0	0
Social Science	10	16	1	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12.4	19	6	0
Mathematics	16.25	8	4	0
Science	12.33	2	1	0
Social Science	13.28	6	1	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	1150

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019–2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.19
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.06
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	.06
Other	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,666.00	548.00	10,118.00	97,735.00
District	N/A	N/A	10,118.00	97,735.00
Percent Difference – School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	7750.12	83,052.00
Percent Difference – School Site and State	N/A	N/A	26.5	16.24

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

Types of Services Funded (Fiscal Year 2019–2020)

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

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	48,909.00	50,029.00
Mid-Range Teacher Salary	80,047.00	77,680.00
Highest Teacher Salary	100,094.00	102,143.00
Average Principal Salary (Elementary)	122,941.00	128,526.00
Average Principal Salary (Middle)	128,942.00	133,574.00
Average Principal Salary (High)	133,360.00	147,006.00
Superintendent Salary	310,000.00	284,736.00
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2019–2020)Percent of Students in AP Courses: DPC

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

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

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5