



[SARC Home](#) » Five Keys Independence HS (SF Sheriff's)

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 School Year

### California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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.

#### Mr. Steve W. Good, President & CEO

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

#### About Our School

Welcome to Five Keys Schools and Programs!

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

Our journey began in 2003, when the San Francisco Sheriff's Department established Five Keys as the first charter school in the nation to operate inside of a county jail. Today, Five Keys is a nationally recognized education management (non-profit) corporation that operates accredited charter schools and programs for transitional-aged youth (TAY) and adults in nine counties including twenty-five county jails and an additional ninety community site across California. Through our focus on restoring communities through education and other programs that respond to the students' and communities' needs, we are creating safer communities. Five Keys provides a range of educational programs

and services including: high school diploma, high school equivalency preparation, career and technical education, digital literacy, Adult Basic Education (ABE), English as a Second Language (ESL), cognitive behavioral therapy, recovery programs, case management, correctional education consulting, and college access to TAY and adults in nine California counties: San Francisco, Los Angeles, Alameda, San Mateo, Santa Clara, Solano, San Bernardino, Sonoma and Marin. Through these efforts, our ultimate vision for our students is that they will develop transferable skills through curriculum and instruction that take learning off the page, out of the classroom, and into the 21st century workplace and learning environments. They will be leaders, advocates, and competitors, making positive contributions within their communities, families, and homes.

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

Steve Good

San Francisco | Los Angeles | Alameda | San Mateo | Santa Clara | Solano | San Bernardino | Sonoma | Marin

### Contact

Five Keys Independence HS (SF Sheriff's)

70 Oak Grove

San Francisco, CA 94107-1019

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Email: [steveg@5keyscharter.org](mailto:steveg@5keyscharter.org)

### About This School

#### Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
<b>District Name</b>	San Francisco Unified
<b>Phone Number</b>	(415) 241-6000
<b>Superintendent</b>	Vincent Matthews
<b>Email Address</b>	<a href="mailto:matthewsv@sfusd.edu">matthewsv@sfusd.edu</a>
<b>Website</b>	<a href="http://www.sfusd.edu">http://www.sfusd.edu</a>
School Contact Information (School Year 2020–2021)	
<b>School Name</b>	Five Keys Independence HS (SF Sheriff's)
<b>Street</b>	70 Oak Grove
<b>City, State, Zip</b>	San Francisco, Ca, 94107-1019
<b>Phone Number</b>	415-734-3310
<b>Principal</b>	Mr. Steve W. Good, President & CEO
<b>Email Address</b>	<a href="mailto:steveg@5keyscharter.org">steveg@5keyscharter.org</a>
<b>Website</b>	<a href="http://www.fivekeyscharter.org">www.fivekeyscharter.org</a>

County-District-School 38684780118141  
(CDS) Code

Last updated: 1/25/2021

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

### 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 CDCR. 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 CDCR 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 FKIHI.

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.”<sup>15</sup>

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.

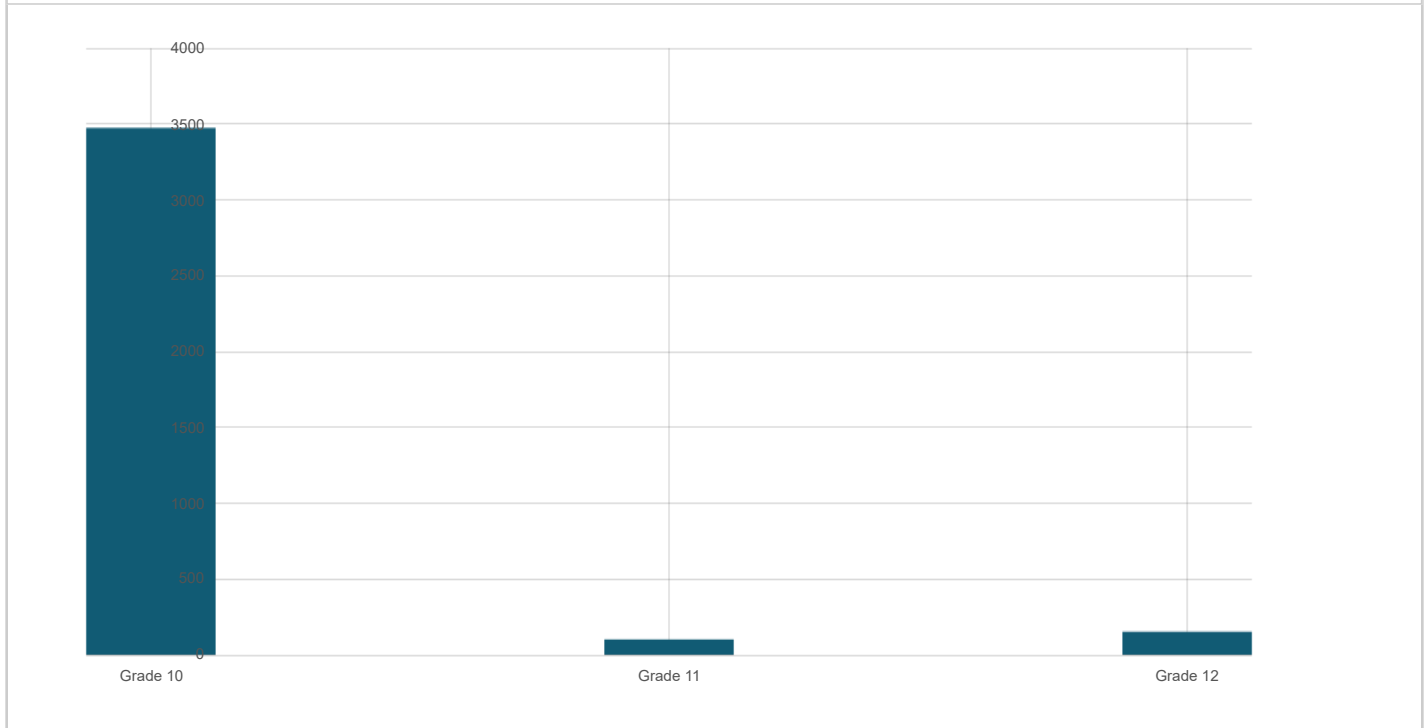
Provide students with a positive and safe school environment which promotes student retention, recovery, and reintegration into families and communities.

Students will be college and/or career ready.

*Last updated: 1/26/2021*

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

Grade Level	Grade 10	Grade 11	Grade 12	Total Enrollment
Number of Students	3474	102	153	3729



Last updated: 1/26/2021

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

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander
Percent of Total Enrollment	20.20 %	0.90 %	1.70 %	0.80 %	61.60 %	0.70 %

Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless
Percent of Total Enrollment	49.50 %	23.70 %	2.00 %	0.90 %	5.80 %

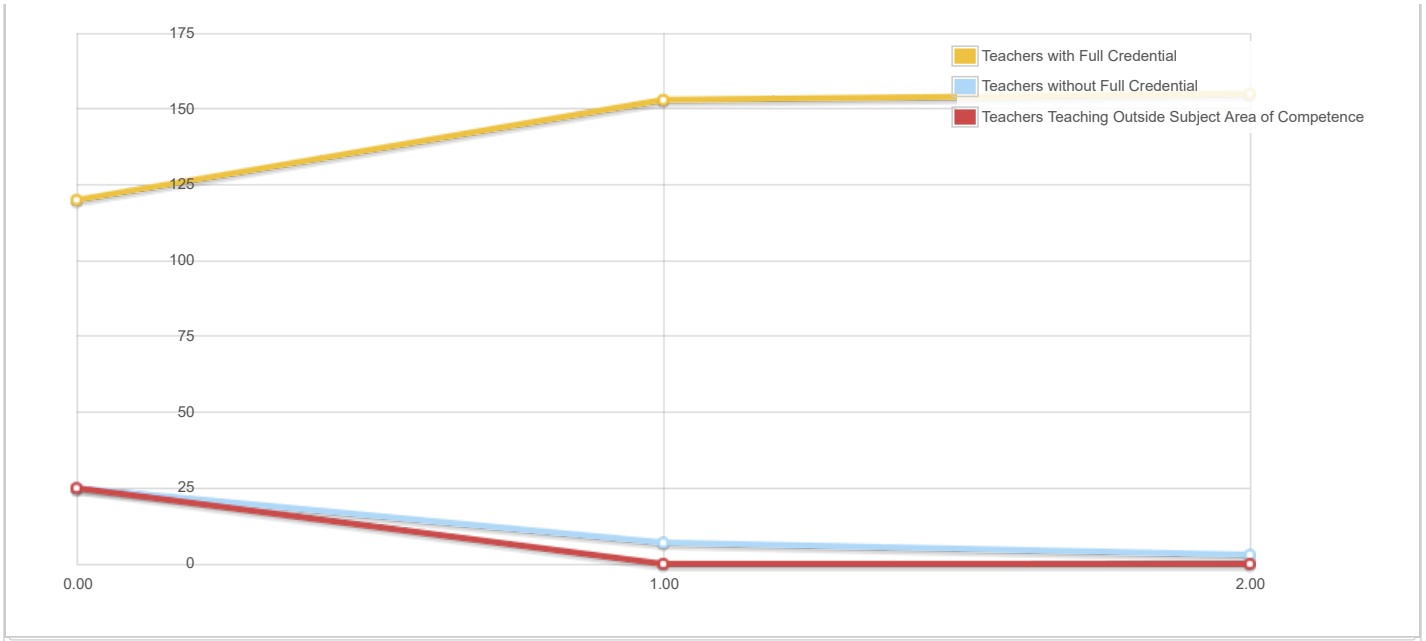
**State Priority: Basic**

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 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	120	153	155	155
Without Full Credential	25	7	3	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	25	0	0	0



Last updated: 1/26/2021

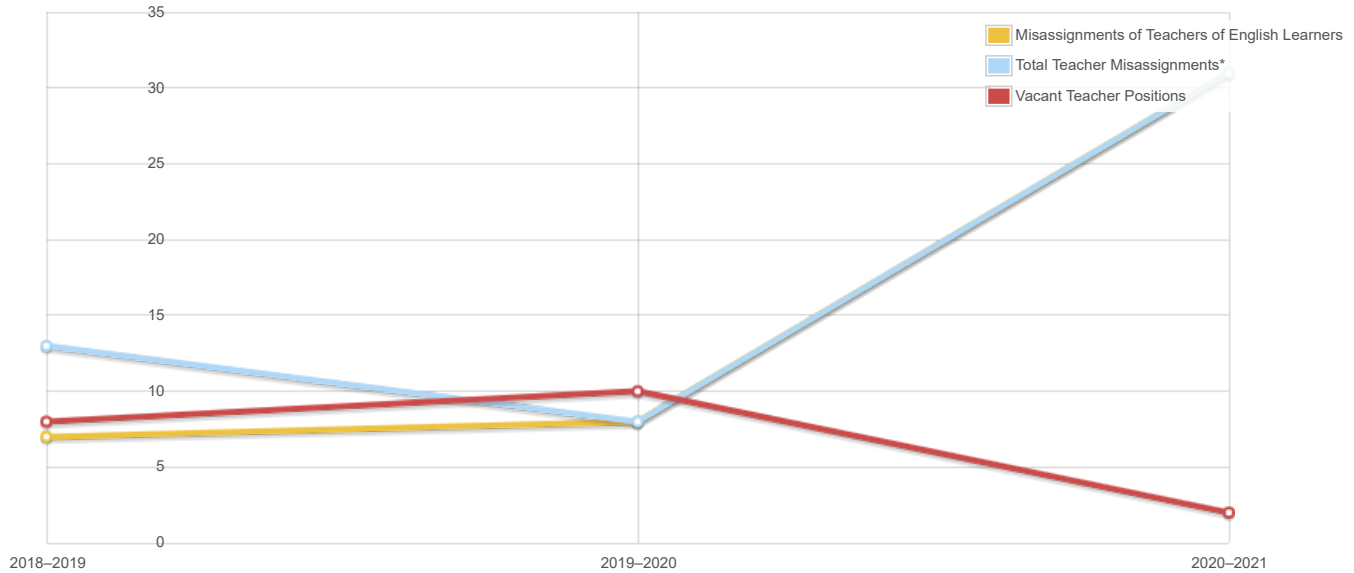
**Teacher Misassignments and Vacant Teacher Positions**

To clarify our misassignments, Five Keys operates as a charter high school under Ed Code 44865 as described below:

*A valid teaching credential issued by the State Board or the Commission on Teacher Credentialing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which qualifications are prescribed by this section shall be made only with the consent of the teacher:*

- (a) Home teacher.
- (b) Classes organized primarily for adults.
- (c) Hospital classes.
- (d) Necessary small high schools.
- (e) Continuation schools.
- (f) Alternative schools.
- (g) Opportunity schools.
- (h) Juvenile court schools.
- (i) County community schools.
- (j) District community day schools.
- (k) Independent study.

Indicator	2018-2019	2019-2020	2020-2021
Misassignments of Teachers of English Learners	7	8	31
Total Teacher Misassignments*	13	8	31
Vacant Teacher Positions	8	10	2



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

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

Last updated: 1/26/2021

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

**Approach to Curriculum**

Five Keys vision is to ensure that all students develop transferable skills through curriculum and instruction that take learning off the page, out of the classroom, and into the 21st century workplace and learning environments.

Five Keys serves students from age 16-70 years old. In addition to the wide age span, we also serve a very culturally diverse population. We dedicate significant resources to develop curriculum, including course outlines, teacher guides, grading rubrics and supplemental teaching materials. Teachers routinely design curriculum for our students in independent study. This year, in particular, we worked to support the transition to distance learning, which included an intensive focus on digital curriculum and online instruction.

Five Keys allocated significant funding for maintaining standards aligned classroom textbooks and curricular materials. Additional dollars have also been allocated for teacher development of curriculum and professional development. We continue to work on the adoption of NGSS and Common Core curricula, including out of classroom opportunities for our content specific teacher leaders to learn more about and implement best practices in their subject area.

One of our outcomes for this year was to develop an A-G track for student participants interested in matriculating to a 4-year university. As of September, we have a significant number of our courses now approved for A-G, with the option for students to meet all A-G requirements and therefore apply to a CSU or UC school.

In addition, we continued the initiative from last year to develop new curriculum as part of our 21st century approach to learning and in preparation for CAASPP testing. This has led to the expansion of ERWC course offerings, updated Algebra and Geometry courses, and refinement of our science curriculum.

We are working closely to develop both online and hybrid instructional resources that address curricular and instructional needs for students in grades 9-12. This year we have also allocated funding towards adopting Canvas, which now serves as the LMS for the school. In Canvas, we have converted previously existing independent studies courses, as well as original courses that have been developed by Canvas teachers. The Canvas platform was launched in March of 2020 due to the state-wide closure of in person learning, and now the Canvas platform offers more than 25 courses and serves more than 800 students.

Through distance learning we are still committed to offering seminal courses that define the Five Keys program, like Restorative Justice, which is one of our signature curricula and a requirement for graduation. Through this program, students are introduced to the elements of the justice system and alternative approaches to restorative practices. This curriculum is a requirement for all students and is considered part of our Advanced English curriculum.

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Our teachers and students have access to the following resources. Intervention resources are used for scaffolding for students falling below grade level and for English Language Learners:	Yes	0.00 %
	<p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>Stand Out</li> <li>Lexia</li> <li>Challenger</li> <li>Aztec</li> <li>Journey to Success</li> <li>iReady</li> </ul> <p><b>Adopted High School Curriculum:</b></p> <ul style="list-style-type: none"> <li>Expository Reading and Writing Curriculum (ERWC) (CSU)</li> <li>Black Boy Poems</li> <li>NewsELA</li> <li>Plato (Edmentum)</li> <li>DBQ Project (ELA and Social Science)</li> <li>EngageNY</li> </ul> <p><b>Five Keys Developed High School Curriculum:</b></p> <ul style="list-style-type: none"> <li>American Literature</li> <li>Forced and Voluntary Migration</li> <li>ELA Skills</li> <li>Restorative Justice</li> <li>Literary Analysis</li> </ul>		



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	<p>Five Keys has determined that each school within our network has sufficient and high quality textbooks and instructional materials in Mathematics. All students are given their own individual standards-aligned curriculum or instructional materials, or both, in core subjects in math.</p> <p>In addition to the curriculum we design in-house, Five Keys has adopted new common-core aligned curriculum this school year. These materials were developed by a math curriculum specialist. We are working on providing math across different formats, including on Canvas and through G-Suite programs, as well as hard copy versions for in custody students.</p> <p>We are currently using the following instructional materials for intervention and core math instruction:</p> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>Breakthrough to Math (New Readers Press)</li> <li>Keys to Math (Rainbow Resource)</li> <li>Khan Academy</li> <li>Applied Construction Math (Pearson)</li> <li>Pre-Algebra (Glencoe)</li> <li>iReady</li> </ul> <p><b>Adopted High School Curriculum:</b></p> <ul style="list-style-type: none"> <li>Plato (Edmentum)</li> <li>Algebra I</li> <li>Algebra II</li> <li>Geometry</li> <li>Calculus</li> <li>Statistics and Probability</li> <li>Integrated Math 1</li> <li>Integrated Math 2</li> <li>Integrated Math 3</li> <li>Geometry, and Algebra 2 (Holt McDougal)</li> <li>Geometry (eMathInstruction)</li> <li>Algebra (Math Vision Project)</li> <li>Desmos</li> </ul> <p><b>Five Keys Developed High School Curriculum:</b></p> <ul style="list-style-type: none"> <li>Algebra 1</li> <li>Bridging to Algebra</li> </ul>	Yes	0.00 %
Science	<p>In an effort to develop strategies in STEM, our primary curriculum, Biozone uses the 5 E model, and additional curriculum incorporates a project based approach to science content . Currently we offer:</p> <p><b>Adopted High School Curriculum:</b></p> <ul style="list-style-type: none"> <li>The Living Earth (Integrated Biology)</li> <li>Chemistry in the Earth System (Integrated Chemistry)</li> <li>Physics of the Universe (Integrated Physics)</li> <li>Biology (Pearson)</li> <li>Earth Science (California Edition, Glencoe Science)</li> </ul> <p><b>Five Keys Developed High School Curriculum:</b></p> <ul style="list-style-type: none"> <li>Aquaponics curriculum</li> <li>Applied Science</li> <li>Hands on Science</li> <li>Science Works (Science Workshops and Labs)</li> <li>Data and Modeling</li> <li>Investigating an Accident</li> <li>Physics</li> <li>Citizen Science (Canvas)</li> </ul>	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<p>In addition to the curriculum we design in-house, our teachers and students have access to the following resources:</p> <p><b>Adopted High School Curriculum:</b></p> <p>DBQ Project Engage NY Patterns of Interaction--World and U.S. History (Houghton-Mifflin Harcourt) History Alive, Econ Alive (Teacher Curriculum Institute)</p> <p><b>Five Keys Developed High School Curriculum:</b></p> <p>Government Economics Forced and Voluntary Migration World Social Movements (World History II) U.S. Social Movements (U.S. History II) Voting: History, Rights, And Getting Ready For Election Day Introduction to Law</p>	Yes	0.00 %
Foreign Language	<p>Five Keys serves a diverse population. Many of our students are English Language Learners; they are fluent in their native language. All students are served according to their needs. For students with limited English ability, we use research-based strategies to develop their reading, writing, listening, and speaking skills. For students who are fluent in their native language, they are paired with credentialed educators and are given the opportunity to test out through rigorous activities. We have also adopted PLATO languages courses this year for students who need to take a Language other than English to complete their A-G requirements. In addition to the curriculum we design in-house, our teachers and students have access to the following:</p> <p><b>English Language Development:</b></p> <p>Stand Out Lexia NewsELA</p> <p><b>Language other than English:</b></p> <p>PLATO Spanish French German ASL</p>	Yes	0.00 %
Health	<p>Five Keys serves students in age ranges from 16-70. For the 2019-20 school year, the California Healthy Youth Act (CHYA) requires school districts to provide students with integrated, comprehensive, accurate, and unbiased comprehensive sexual health and HIV prevention education at least once in middle school and once in high school. Based on the Health Education Framework for California Public Schools, Five Keys developed an in house curriculum to meet these guidelines. For this year, we have worked on making the CHYA curriculum accessible digitally through Canvas.</p>	Yes	0.00 %
Visual and Performing Arts	<p>In addition to the curriculum we design in-house, our teachers and students use Plato (Edmentum). Available courses include Art History and Appreciation and Photography.</p>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/26/2021

**School Facility Conditions and Planned Improvements**

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

Last updated: 1/26/2021

### State Priority: Pupil Achievement

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

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

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

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

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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	32.0%	N/A	56.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	1.0%	N/A	49.0%	N/A	39%	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.

Last updated: 1/26/2021

**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.

*Last updated: 1/26/2021*

**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 waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/26/2021*

**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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	9	N/A	37	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.

*Last updated: 1/26/2021*

**CAASPP Tests 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.

*Last updated: 1/26/2021*

**Career Technical Education (CTE) Programs (School Year 2019–2020)**

**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

*Last updated: 1/26/2021*

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

Measure	CTE Program Participation
---------	---------------------------

Measure	CTE Program Participation
Number of Pupils Participating in CTE	314
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	41.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	30.00%

*Last updated: 1/26/2021*



**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	3.28%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

**State Priority: Other Pupil Outcomes**

*Last updated: 1/26/2021*

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)**

Five Keys did not have qualifying students for the California Physical Fitness Test during the 2018-19 school year. Five Keys did not have any ninth grade enrollments.

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

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.

*Last updated: 1/26/2021*

**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)**

FKIH is a school working under California Education Code 47612.1, an exemption that allows us to serve incarcerated and non-incarcerated students who have dropped out of traditional high schools through our partnerships with the workforce development community. Less than 5% of our students are under the age of 18. And although our percentage of minors is low, Five Keys values familial participation in all of our programs, so a number of measures have been taken to encourage family involvement; we provide bilingual staff at meetings and materials are available in their preferred language. Additionally, family members are invited and encouraged to attend individualized education plan meetings, student celebrations, field trips, back to school night, open house, our annual art show, and any additional school functions when appropriate. For our in-custody students where family 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. This year we also attended visiting days at custody facilities to share our in-custody and community opportunities with families of our students. FKI will continue to focus on increasing familial participation at the aforementioned meetings and events.

In addition to the above items, where familial involvement is not applicable, Five Keys conducts meetings with students and student stakeholders at the school site. Five Keys collaborates with stakeholders and our community partnerships regularly to discuss desired outcomes and student progress. These meetings occur regularly at individual sites, and all partners are brought together at an annual luncheon; our programming decisions are largely influenced by the feedback expressed at these meetings. The leadership team has taken special care to ensure staff understand how and why it's important to work collaboratively with students and partners to not only ensure student outcomes are met, but also the desired outcomes are those of the individual student. For this reason, Five Keys is providing more hours of professional development and training for teachers this year with an emphasis on academic/college and career counseling and the development of student learning plans.

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

*Last updated: 1/26/2021*

**State Priority: Pupil Engagement**

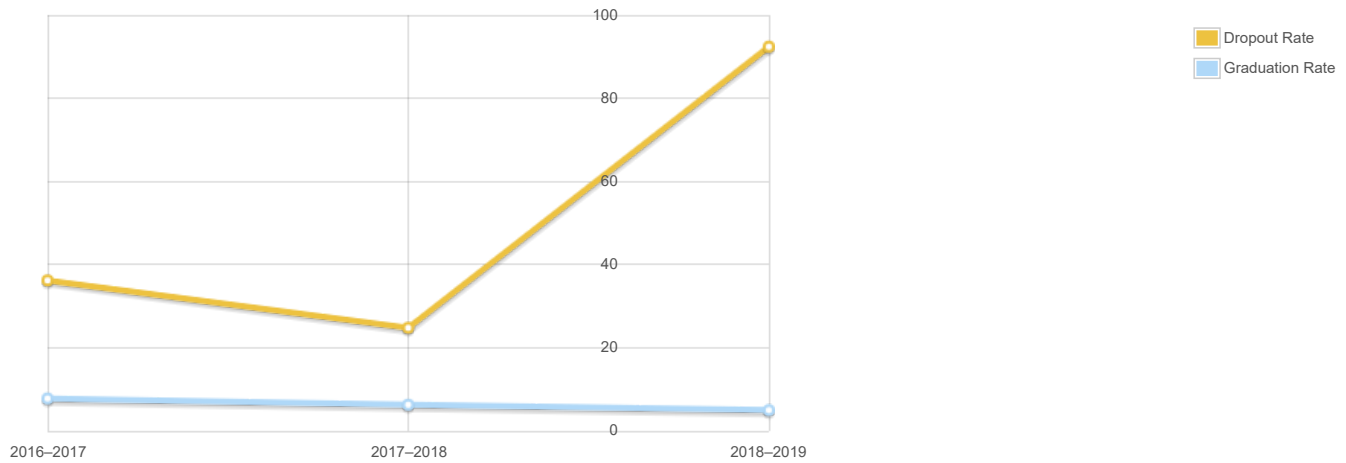
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	36.20%	24.80%	92.40%	13.10%	11.20%	30.90%	9.10%	9.60%	9.00%
Graduation Rate	7.80%	6.30%	5.00%	73.10%	72.10%	64.60%	82.70%	83.00%	84.50%

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



Last updated: 1/26/2021

**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	Suspensions	Expulsions
School 2017–2018	0.00%	0.00%
School 2018–2019	0.00%	0.00%
District 2017–2018	1.70%	0.00%
District 2018–2019	3.50%	0.10%

State 2017–2018

**Suspensions and Expulsions for School Year 2019–2020 Only**

State (data collected between July through February, partial school year due to the COVID-19 pandemic) 2018–2019

Rate	Suspensions	Expulsions
<b>School 2019–2020</b>	0.00%	0.00%
<b>District 2019–2020</b>	0.00%	0.00%
<b>State 2019–2020</b>	2.50%	0.10%

**State  
2019–2020**

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.

*Last updated: 1/26/2021*

**School Safety Plan (School Year 2020–2021)**

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.

*Last updated: 1/26/2021*

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	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Number of Classes * 1-20</b>	0	0	0	0	0	0	0	0
<b>Number of Classes * 21-32</b>	0	0	0	0	0	0	0	0

**Number of Classes \*  
33+** \* 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	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Number of Classes * 1-20</b>	0	0	0	0	0	0	0	0
<b>Number of Classes * 21-32</b>	0	0	0	0	0	0	0	0

**Number of Classes \*  
33+** \* 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	K	1	2	3	4	5	6	Other**
Average Class Size	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Number of Classes * 1-20	0	0	0	0	0	0	0	0
Number of Classes * 21-32	0	0	0	0	0	0	0	0

Number of Classes \*  
33+

\* 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.

Last updated: 1/26/2021

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

Subject	English	Mathematics	Science	Social Science
Average Class Size	76.00	88.00	35.00	120.00
Number of Classes * 1-22	23	15	7	7
Number of Classes * 23-32	5	1	1	1
	14	10	5	7

Number of Classes \*  
33+

\* 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	English	Mathematics	Science	Social Science
Average Class Size	70.00	95.00	39.00	98.00
Number of Classes * 1-22	33	18	9	15
Number of Classes * 23-32	4	1	1	3
	19	10	5	9

Number of Classes \*  
33+

\* 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)**

English	Mathematics	Science	Social Science
73.00	91.00	42.00	
40	32	12	5
6	3		12
39	15	11	

**Subject****Average Class Size****Number of Classes \***

1-22

**Number of Classes \***

23-32

**Number of Classes \***

33+

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

Last updated: 1/28/2021

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

Title	Ratio
Pupils to Academic Counselor*	1869

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

Last updated: 1/26/2021

**Student Support Services Staff (School Year 2019–2020)**

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.92
Social Worker	
Nurse	0.40
Speech/Language/Hearing Specialist	0.30
Resource Specialist (non-teaching)	1.92
Other	5.00

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

Last updated: 1/26/2021

**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	\$11067.00	\$775.00	\$10292.00	\$75468.00
District	N/A	N/A	\$10292.00	\$75468.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7750.12	\$83052.00
Percent Difference – School Site and State	N/A	N/A	24.68%	-10.05%

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

*Last updated: 1/25/2021*

**Types of Services Funded (Fiscal Year 2019–2020)**

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

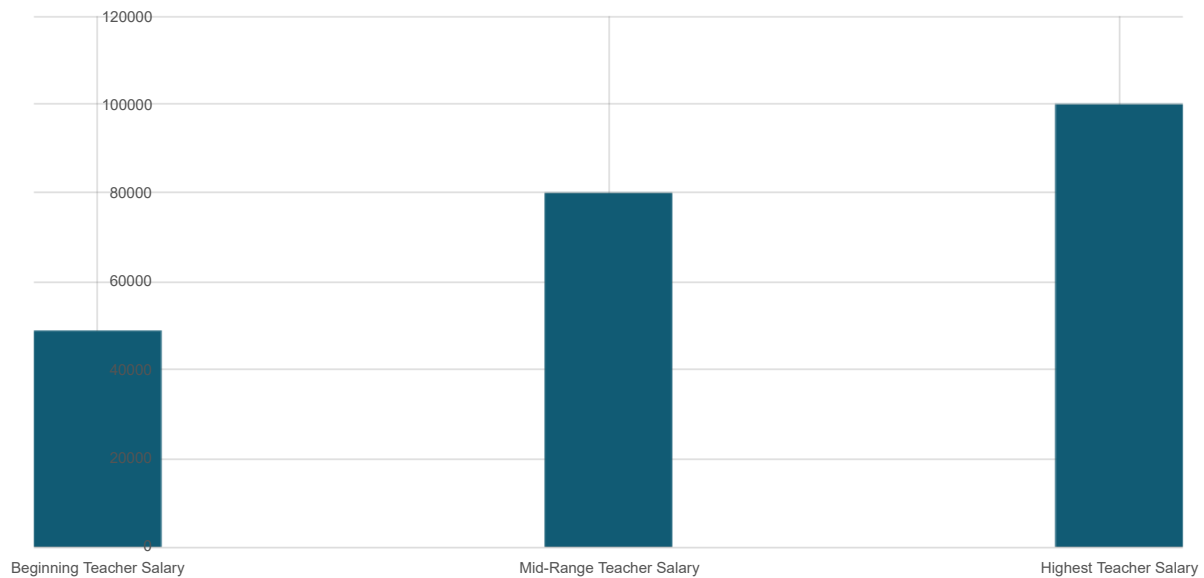
*Last updated: 1/25/2021*

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

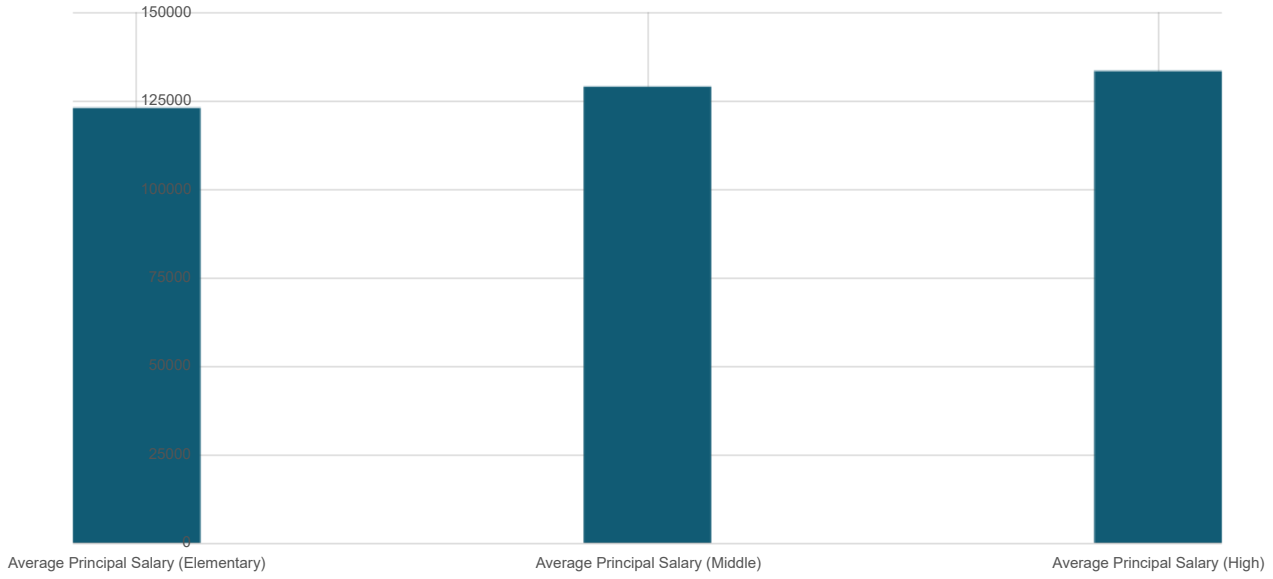
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,909	\$50,029
Mid-Range Teacher Salary	\$80,047	\$77,680
Highest Teacher Salary	\$100,094	\$102,143
Average Principal Salary (Elementary)	\$122,941	\$128,526
Average Principal Salary (Middle)	\$128,942	\$133,574
Average Principal Salary (High)	\$133,360	\$147,006
Superintendent Salary	\$310,000	\$284,736
Percent of Budget for Teacher Salaries	32.00%	33.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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

**Teacher Salary Chart**



**Principal Salary Chart**



*Last updated: 1/25/2021*



**Advanced Placement (AP) Courses (School Year 2019–2020)**

Percent of Students in AP Courses 0.00%

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.

Last updated: 1/25/2021

**Professional Development**

Five Keys is committed to providing quality and ongoing professional development to our teachers through 5 days of dedicated professional development, as well as bi-monthly staff meetings, frequent workshops, and mentoring opportunities. We also have a training department dedicated to developing both our teaching and non-teaching staff. Our professional development for this year included a focus on wellness, cultural relevance, and best practices for distance learning. We also had dedicated training on new curriculum and best practices for core subject areas. With the restrictions regarding in person meetings, we moved to virtual professional development, leveraging zoom and google sites to create an interactive learning experience for teachers and staff.

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

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

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