



Accrediting Commission for Schools

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WASC Postsecondary School Initial Visit Report

Postsecondary schools need to complete this form prior to the initial visit. Please respond to all questions and state the degree to which the school is meeting the WASC Postsecondary Criteria.

Today's Date: November 16, 2011

Name of School:	<u>San Francisco Sheriff's Department Five Keys Charter Schools</u>		
Address:	<u>70 Oak Grove St</u>	<u>San Francisco</u>	<u>Ca 94107</u>
	Number and Street	City and State	Zip Code
Mailing Address (if different):	<u> </u>		
	Number and Street	City and State	Zip Code
Telephone #:	<u>415-734-3310</u>	Fax #:	<u>415-734-3314</u>
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Chief Administrator:	<u>Steve Good, Executive Director</u>		

School Description

Eligibility Requirements: The Commission provides accreditation services to schools located in the states of California and Hawaii, the territories of Guam and American Samoa, the Federates States of Micronesia, the Commonwealth of the Northern Mariana Islands, the Republic of Palau, and the Republic of the Marshall Islands.

Postsecondary schools that may apply to the Commission for affiliation are:

- Non-degree granting vocational and technical school
- Non-profit
- Not using distance education or correspondence as the primary mode of curriculum delivery

Community and Institutional Characteristics: Characteristics of the school and the community it serves must be described in narrative form by including the items listed below as a minimum. If the school consists of more than one campus, characteristics must be addressed per location (history, staffing, program offerings, community information, etc.).

Basic School Information:

- ✓ Narrative description of your school — who are you, why do you exist, what do you do best, what makes you unique as an institution
- ✓ School address, website, branches, extension sites, etc.

- ✓ History of the school (date school began, number of students in first years, original mission and purpose, location, facilities, etc.)
- ✓ Student demographics (ethnicity, gender, enrollment patterns, etc.)
- ✓ Governance structure of the school
- ✓ Schoolwide Learning Outcomes (SLOs)
- ✓ The total number and types of programs offered and the number of students in attendance
- ✓ Typical class size for teachers
- ✓ Types of certificates awarded
- ✓ Total number of administrative and teaching staff members
- ✓ Calendar system used
- ✓ Typical load for the average student

Description of Schools

The San Francisco Sheriff's Department Five Keys Charter School (FKCS) is a small charter management non-profit corporation that operates three public charter schools within the San Francisco Sheriff's Department (SFSD), and has established satellite campuses in partnership with many community based organizations (CBOs) and city agencies throughout San Francisco including the Adult Probation Department.

Different from traditional charter schools, Five Keys primarily targets adults that are either in the County Jail, on probation or parole, court mandated, living in a residential treatment facility or enrolled in a workforce development program in partnership with a CBO.

Since San Francisco jails primarily house individuals awaiting trial, a prisoner's stay in jail may be anywhere from a few days to a year or more. To accommodate this wide variance, classes are offered year-round with intensive, five week "semesters", allowing students to earn credits more quickly. This enables students, both men and women, to earn credits toward a high school diploma while awaiting trial, serving time and upon release from custody.

Five Keys offers a standards-based curriculum of the core subjects – Language Arts, Math, Social Science, Science, and provides programs specifically designed for the incarcerated, recently incarcerated or disenfranchised populations as they prepare to become contributing members of our community. Five Keys' direct access to the targeted population and the ability to provide immediate enrollment in high school for WIA youth (16-24 yrs) and adults are key elements to our work and success.

Our three charters together ("Five Keys") provide a wide range of opportunities and programs based on the principles of restorative-justice for individuals while incarcerated and post-release.

For most students, enrollment at only one of our schools during the year is the exception. It is typical for a student to start school at Five Keys Charter School, then get re-housed

by custody (moved to different jail location), transfer to Five Keys Independence High (FKIH) for independent study work, and then get released and continue at Five Keys Adult School (FKAS).

Five Key Charter School

Five Keys' flagship site at San Bruno, San Francisco County Jail 5, serves approximately two hundred and seventy students daily through classroom based instruction. FKCS has been in operation since the school's inception. In addition to a traditional high school curriculum, class offerings include: Computer Skills, Reading Lab, ESL, Restorative Justice, Parenting and Substance Abuse and Recovery. In October 2009, Five Keys extended the school day into the early evening offering case management, substance abuse programs, violence prevention and re-entry programming. Because students enrolled in FKCS are often re-housed at various times during their incarceration Five Keys Independence High School (FKIH) operates parallel to FKCS to provide student-inmates continuity with their education.

Five Keys Independence High School

Five Keys Independence High provided the school the opportunity to expand access in the jails and reach further into the post-release community by serving incarcerated students who do not have access to classroom based instruction; students who want to accelerate credit; working students and those enrolled in residential treatment programs or job training programs like the Walden House or Goodwill's job training.

In this program, students meet with a teacher on a weekly basis as they complete independent study courses needed to earn a high school diploma or work on credit recovery. Students with too few credits to realistically earn a high school diploma, work on basic skills in preparation for the GED. Students have weekly appointments with instructors.

While students have weekly appointments with the instructors, those not incarcerated can stop in at any of our learning centers for additional support. The Independent Study program is structured in accordance with California Department of Education requirements for Independent Study programs. Our partnerships allow the school to structure programs that support and complement the goals of partner organizations and give our students a better chance of long-term success.

Five Keys Adult School

Five Keys Adult School encompasses the SFSD women's facility, County Jail 2, the SFSD post-release site at Oak Grove and operates at several other locations throughout San Francisco in partnership with many of the City's CBOs. In addition to a traditional high school curriculum, class offerings include Substance Abuse and Violence Prevention, Career Preparation, and Restorative Justice (a required course that raises awareness of the impacts of crime on victims and the community).

Five Keys Adult School operates year-round, and provides both classroom based instruction and independent study during the summer to FKCS and FKAS students while those schools are on summer recess.

Unique Aspects of Five Keys

A Restorative Justice Curriculum

The principles of Restorative Justice assert that crime and conflict inflict harm and that individuals must accept responsibility for repairing that harm. When compared with existing models of punishment, whether it is in the criminal justice system or discipline in schools, restorative justice requires a paradigm shift in thinking about reactions to harm. The current justice system in the United States emphasizes punishment and retribution. Consequently, the offender internalizes the label that society places on him or her, frequently returning to jail and becoming trapped in the revolving door of our nation's jails and prisons. A Restorative Justice approach works to return the offender to an empowered, free-thinking, responsible individual who then can contribute to repairing the harm caused to their victims, self, and community. In the process, the offender develops empathy for victims and comes to understand the impact of violence and crime. From this perspective, conflict is viewed as an opportunity for a community to learn and grow and for those involved to have their needs addressed.

Restorative justice is the backbone of the Five Keys approach. If we are to transform and restructure the thinking behind criminal behavior and change the disastrous state of inequality and injustice within the prison system, society must begin to deal with its offenders using multiple, holistic approaches, examining the many strata within society that contribute to its downfall.

To this end, a formal restorative justice curriculum was written by Five Keys teachers. This is a unique endeavor; we know of nothing else quite like it. It is this curriculum that represents FKIH's commitment to teach restorative justice as a key component in the holistic education of the individual. Teachers use the curriculum in various ways: as a course taught in and of itself, or as a supplementary curriculum in subject-area classes. In either case, the restorative justice curriculum acts as a dynamic teaching guide for students and teachers alike.

Additionally, new Restorative Justice Initiatives are under way. Healing circles have been introduced for both staff and student use. A committee was formed and meets on a regular basis to develop and expand restorative justice activities.

Bringing the School to the Student

Since its inception, Five Keys has served thousands of students who, failed by traditional education systems, have subsequently entered the criminal justice system. Five Keys' three schools will serve over 5,000 students in 2011-2012, with an average of over 600

students a day.

FKIH provides a unique opportunity for disenfranchised populations by reaching further into the community to serve students who do not have access to classroom-based instruction; students who want to accelerate credit attainment; and, working students and those enrolled in Work Force Development programs like Asian Neighborhood Design, or at one of the City's Workforce Investment Act (WIA) One Stops. What is particularly unique about the FKIH approach, is that it literally brings school to the student.

By partnering with city agencies, CBOs, the Sheriff's Department Jails, and residential treatment facilities, FKIH sends independent study teachers to students wherever they are located, thus eliminating a major barrier for this population to attend school.

Five Keys has several variations of this model under which teachers travel to a location where the student is currently receiving social services.

- Residential Treatment Facilities: (e.g., Walden House, Friendship House) For re-entry / substance abuse programs where the clients actually live, FKIH places an instructor(s) at the residential facility. Upon intake to the facility, those without a GED or high school diploma are enrolled in FKIH as part of their treatment program. Academic classes are held daily for clients in addition to scheduled appointments with the independent study teacher.
- City Agencies: (e.g., Adult Probation, Sheriff's Community Programs, District Attorney's Back on Track). For probationers and parolees who are court-mandated or as a condition of probation / parole must report to certain facilities, FKIH partners with these agencies to create "learn labs" where students can enroll in school, meet weekly with an Independent study teacher, and attend class daily for additional academic support.
- Workforce Training, WIA Youth: (e.g., Goodwill Industries, Asian Neighborhood Design, Hunters Point / Bayview YMCA). Similar to the models above, individuals without a GED or high school diploma can access FKIH's program at their vocational training site.
- Incarcerated Individuals unable to attend Five Keys Charter School: (e.g., County Jails 3 & 4). Some inmate classifications and jail housing won't allow certain inmates to attend regular daily classes at Five Keys Charter School. In these instances, FKIH teachers meet weekly with inmates / students one-on-one in their housing unit. To provide additional support, inmate classification permitting, the instructor will also hold weekly study groups for inmates to get additional support beyond their weekly appointment.

Under this unique program design, by bringing the school to the client with the wraparound support / case management services of our partnering organizations, we provide greater opportunities for these clients to restart their education, advance toward graduation and pursue goals of post-secondary education, employment, and positive re-

entry into the community.

Additional Unique Aspects of Five Keys

- Small group and one-on-one individualized instruction and educational programs tailored to student needs accelerate the learning process.
- A multi-track education approach that tailors the students' educational goals to the students' needs. Under this approach students will work toward:
 - A GED if they enter school with less than a tenth grade education.
 - A high school diploma that meets the state's minimum graduation requirements (180 units) to prepare for junior college or the workforce.
 - (For rollout in 2012) A scholars' track that meets the University of California's A-G requirements.

Workforce Investments Act

Five Keys operates under two exemptions in California Education Code that allows Five Keys to serve adult students through a locally approved charter, and allows us to operate throughout California without local school board approval:

To operate under the California Education Code 47612.1: Except for the requirement that a pupil be a California resident, subdivision (b) of Section 47612 shall not apply to a charter school program that provides instruction exclusively in partnership with any of the following: (a) The federal Workforce Investment Act of 1998 (Pub. L. No. 105-220; 29 U.S.C. Sec. 2801, et seq.). As such, Five Keys is able to offer a high school education with K-12 resources to students over the age of 19 through its charter.

To operate under the Charter Act to provide instruction to students pursuant to subdivision (c) of Section 42238.18 or pursuant to Section 1981 for individuals who are placed in a residential facility. This includes:

- (a) Expelled from a school district.
- (b) Referred to county community schools by a school district as a result of the recommendation by a school attendance review board.
- (c) (1) Probation-referred. (2) On probation or parole and not in attendance in any school.
- (d) Homeless children.

We seek to prepare Five Keys' students served under subdivision (c) of Section 42238.18 or pursuant to Section 1981 for individuals who are placed in a residential facility, to return to their SFUSD district school after satisfactory progress at FKIH.

School Website, Location and Satellites: www.fivekeyscharter.org

Five Keys Independence High School Satellite Locations and Description

Walden House, Inc. Multi Services Site; Integrated Care Center, 1735 Mission Street, San Francisco

- Open enrollment, flexible schedule, walk-in enrollment available, classroom based instruction w/independent study, primarily GED

- Enrollment: 30 students

Walden House, Inc. 6th Street Los Angeles CA

- Federal State Parole Program, open to residents and Walden House alumni, primarily GED

- Enrollment: 10 students

Friendship House; 56 Julian Avenue, San Francisco

- Substance Abuse and Recovery services, must be a resident, primarily GED

- Enrollment: 15 students

Goodwill Industries of San Francisco; 1500 Mission Street San Francisco

- Open enrollment, flexible schedule, walk-in enrollment available, classroom based instruction w/independent study, primarily GED

- Enrollment: 40 students

Adult Probation Department--City and County of San Francisco; 850 Bryant Street, Room 200, San Francisco

- Classes held daily, flexible schedules, computer based instruction (PLATO), probation incentives provided for class attendance, classroom based instruction w/independent study primarily GED

- Enrollment: 20 students

SFSD Community Programs, 70 Oak Grove, St, San Francisco, 94107

- Open enrollment, flexible schedule, classroom based instruction w/independent study

- Enrollment: 35 students

Paradise Baptist Church; 9670 Empire Road, Oakland, CA

- Evening Classes, open enrollment, classroom based instruction w/independent study, primarily GED

- Enrollment: 15 students

Women's Reentry Center; 930 Bryant Street, San Francisco

- Open enrollment, flexible schedule, classroom based instruction w/independent study, case management and reentry groups
- Enrollment: 20 students

Episcopal Community Services of San Francisco (ECS) at 165 8th Street, San Francisco, CA 94103

- Classes held daily, flexible schedules, computer based instruction, classroom based instruction w/independent study, primarily GED
- Enrollment: 20 students

SFSD County Jail # 2, 3, 4, 5; 1 Mooreland Dr. San Bruno, CA; 425 7th Street, San Francisco, CA; 850 Bryant St, San Francisco, Ca

- Independent Study program for prisoners at four county jails
- Enrollment: 100 students

Bayview Hunters Point YMCA, 1601 Lane St, San Francisco, CA

- Transitional Aged Youth 16 -19, classroom based instruction and w/independent study (primarily diploma program)
- Enrollment: 40 students

Asian Neighborhood Design, 1245 Howard Street, San Francisco,

- Independent Study, GED to support students enrolled in Green Construction Training
- Enrollment: Varies, approximately 10

City College San Francisco, South East Campus 1800 Oakdale, SF

- Summers July – Aug, and year round starting July 2012

Five Keys Adult School Locations and Description

San Francisco County Jail # 2, 425 7th Street, San Francisco, CA

- Women's Jail: classroom based instruction daily from 8:00 – 2:00
- Enrollment: 60 students

SFSD Community Programs, 70 Oak Grove, St, San Francisco, 94107

- Classroom based instruction daily from 8:00 – 1:00

- Afternoon programming till 3 pm
- Enrollment: 15 students

Five Keys Charter School Location and Description

San Francisco County Jail # 5, 1 Mooreland Dr. San Bruno, CA

- Men's Jail: classroom based instruction daily from 8:00-2:00 evening programming / case management
- Enrollment: 300 students

School History: Original Mission Statement

2003 Mission

The mission of the San Francisco Sheriff's Department's Five Keys Charter School is to fulfill our professional obligation to the citizens of the city and county of San Francisco and to provide inmates and ex-offender students with the opportunity for pro-social change by:

- encouraging full participation in education, counseling and work programs;
 - promoting the values, standards and expectation of the community;
 - providing inmates and ex-offender students with social, educational, and employment skills;
- reducing recidivism by providing a continuation of services upon release through partnerships with a range of community-based organizations.

The School was started by Sheriff Hennessey, an elected official who oversees San Francisco's County Jails, housing approximately 2,300 inmates at any one time, and approximately 20,000 annually. The original school, FKCS, started eight years ago in 2003, with the establishment of its first charter. The Sheriff felt that education of inmates can help reduce recidivism. This is bolstered by studies that show a strong correlation between higher educational attainment and improved recidivism – namely a high school diploma is better than none; a bachelor's degree is even better; and a graduate degree has the lowest re-incarceration rates.

The current one-year recidivism rate in the County Jails is approximately 70%. That is, nearly three – fourths of the current inmates were re-incarcerated at the Jail within the previous twelve months. For violent offenders, the re-incarceration rate is astoundingly high: in one jail cohort the average number of prior arrests for each prisoner is approximately twenty.

The Sheriff believes that education alone is not sufficient to improve the lives of

prisoners post-release from incarceration, he identified five “keys” or foundations that help improve the lives of parolees:

- Education
- Employment
- Family
- Recovery
- Community

While the main focus of the Five Keys Charter School is on the education component of these five critical foundations, the purpose of the school is to improve the lives of the inmates post-release and by direct extension to improve the quality of life of the citizens of San Francisco. So the School’s strategy must reinforce – and be reinforced by – efforts directed to the other four keys—which is accomplished through our expanded programming and key partnerships with other city agencies and CBOs.

In 2008, Five Keys applied for and received two new charters from the San Francisco Unified School District. With the addition of FKAS and FKIH, Five Keys now serves a larger percentage of the incarcerated population and has expanded post-release educational options by partnering with respected community-based organizations such as the San Francisco’s WIA One Stops, Walden House San Francisco and Los Angeles, Goodwill Industries, SF Adult Probation Department, District Attorney’s office, San Francisco Re-entry Court, Hunters Point Family, YMCA Bayview / Hunters Point and others.

Since our beginning, Five Keys has been an innovator in providing educational opportunities for offenders to turn their lives around--giving hope to many as incarceration rates in California and around the country skyrocket. By providing underserved students the opportunity to restart their education, gain job skills (workforce development), earn a high school diploma or GED and pursue goals of post-secondary education, employment and positive re-entry into the community, Five Keys has made a small dent in recidivism rates in San Francisco. Since 2004, the re-arrest rate for Five Keys graduates that have been previously incarcerated is 44%. The lowest rate for all programs operating in the San Francisco Jails.

Student Demographics

The Five Keys students represent the most disenfranchised members of society, consisting primarily of persons who are, or have been, incarcerated and those individuals enrolled in community- based programs seeking to complete their high school education. Some may attend school as a result of being mandated by parole agents, probation officers, or the courts. Others may include minors expelled from district schools, those living in groups homes, or high school dropouts. Finally, some may attend on a voluntary

basis through word-of-mouth referrals.

Because of the transient nature of our population, Five Keys served over 4,000 students in 2010 – 2011 with an average daily enrollment of 642 and an average daily attendance of 583. Of the approximately 4,000 inmate and former students who enrolled in Five Keys in 2010–2011, approximately 48% were African American, 26% Hispanic/Latino, 5% Asian, 14% White, 2% Pacific Islander, 2% Filipino and 2% mixed ethnicity. The age range we served was from age 16 and above to 58. Thirty-five percent (35%) were female and sixty-five percent (65%) of our students were male.

Five Keys targeted students include:

- Adults incarcerated in county jail or a California Department of Corrections facility.
- Individuals in Workforce Development Training programs.
- Adult individuals in re-entry programs such as San Francisco Sheriff's Department Community Programs.
- Adults residing in therapeutic communities preparing for re-entry to society.
- Minors 16 years and above who have been expelled from a school district, referred to county community schools by a school district as a result of the recommendation by a school attendance review board, on probation or parole and not in attendance in any school, and homeless minors.

Governance Structure

The three schools essentially operate as one school, as such are governed as one. Five Keys operates as a California nonprofit public benefit corporation (501 c 3); however, it follows all of the mandates of the Brown Act for governance. As provided in the California Corporations Code, Five Keys is advised and governed by its Board of Directors that oversees the operations of all three of the Five Keys' schools (operating as a Charter Management Organization), understanding that it has a legal and fiduciary responsibility for the well being of each school.

The Board has delegated the daily operation of the agency to the Executive Director who is responsible for administering the schools in all aspects of its day-to-day operations, working with the Five Keys Board of Directors, the school district, students, and community members and the other governing bodies specified by local and state law.

School-Wide Learner Outcomes (SLO)

School-Wide Learner Outcomes (SLO) for Five Keys fall into the following areas and are

further defined under Criterion 2.

- Test of Adult Basic Education (TABE) Grade Level Increases: Students will increase their reading and math grade levels as evidenced by pre and post TABE scores in reading, math computation and applied math.
- Achievement of Academic Credit: Students will accomplish measurable gains in high school-level courses as evidenced by completion of coursework and corresponding course assessments.
- California High School Exit Exam (CAHSEE) Pass Rates
- General Education Development test (GED) Pass Rates
- Graduation Rates
- Student Satisfaction Survey
- Technology Access and Literacy
- Employability
- Recidivism

Other Information

- Average class size for teachers: 23
- Types of certificates awarded: High School Diplomas, Certificates of Completion. Five Keys supports GED preparation; however, students must take the GED exam at City College. Five Keys obtains verification of passing.
- Number of Administrative Staff (management): 6
- Number of teaching Staff: 34
- Program and classified staff: 16
- Semester Length: 5 weeks.
- Student Load: 2 classes per semester (5 units per class)
- Calendar: FKAS 209 days of instruction, FKCS & FKIH 185 days of instruction

Community Information:

- ✓ Description of geographic area
- ✓ Population of area served by the school
- ✓ Population characteristics
- ✓ Anticipated changes in school demographic data

Five Keys primarily serves the City and County of San Francisco. FKCS also has two satellite campuses outside of San Francisco, one in Oakland, at Paradise Baptist Church, and the other in Los Angeles at Walden House.

While California charter law requires schools to take steps “achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted,” the population we serve is unique because of our program design and the targeted population of students we serve - namely the school’s racial, ethnic and socioeconomic balance is primarily contingent upon the population in the San Francisco County Jail, and the community based organizations that work with those caught up in the criminal justice system, workforce development programs, or those most at risk of becoming part of this criminal justice system.

The county jail population has doubled since the 1970’s. Persons of color disproportionately make up the jail population. The San Francisco County Jail now houses 3.5% of the city’s African American males, and seventy percent of the prisoners released return to jail within one year.

Virtually all research for the past thirty years shows that incarceration does not prevent individuals from re-offending upon release from jail or prison. Rather, research has demonstrated that:

- Incarceration is associated with higher rates of recidivism when compared with community-based sanctions.
- The longer a person spends in prison, the more likely he/she is to recidivate.
- There are enormous collateral costs on children of prisoners, and the communities these children are from.
- Incarcerating large numbers of young adult men has the opposite effect on the social fabric of neighborhoods they came from, thereby increasing rather than preventing crime at the neighborhood level.

Without the opportunity for inmates and ex-offenders to complete their high school education and gain pro-social skills and employment, there is a 59% greater chance that they will recidivate than those that finish their education.

A parallel trend in growing high school drop out rates complicates the problem. Consider the following numbers:

- 70 percent of state prison inmates and 59 percent of federal inmates are high-school dropouts.
- High-school dropouts are 3.5 times more likely than graduates to be incarcerated.
- Dropouts contribute disproportionately to the unemployment rate. In 2001, 55 percent

of young adult dropouts were employed, compared to 74 percent of high-school graduates and 87 percent of college graduates.

- If 33 percent of dropouts graduated from high school, the federal government would save \$10.8 billion each year in food stamps, housing assistance, and temporary assistance for needy families.

As mentioned above, these two trends disproportionately affect the African American community. San Francisco, for example, more than 60 percent of all male prisoners are African American, according to a survey of the city jail's population. Of the 282 female prisoners, 67 percent are black. In contrast, 6.7 percent of San Francisco residents are black- a number that has been in steady decline, according to the U.S. Census Bureau.

Numerous studies document the ways in which especially African American males are falling behind in education. Poor results for black males from the most recent National Assessment for Educational Progress were described as “jaw dropping” in a report to be released by the Council of Great City Schools. The California dropout rate for black males is 54% , in San Francisco it is 41% . Those figures put black males at an alarmingly high risk for incarceration, a trend we see playing out in our classrooms where 48% of Five Keys students are African American.

With the knowledge that education remains the single best predictor for employment, income, standard of living, and keeping people out of jail, a major emphasis of the Five Keys curriculum is to arm students with strategies and resources to return to society and permanently exit the criminal justice system.

With the passage of Assembly Bill 109, our population will be increasing significantly with an additional 120 inmates each month being sentenced to county jail for longer term sentences rather than prison. This will have two effects on the schools: 1) the average length of stay in school will increase from an average of 56 days to over 90 days, and 2) it will create demand for more classrooms and instructors.

Additionally, AB109 provides legal mechanisms to use alternatives to incarceration for sentenced populations. In San Francisco, these alternatives will include electronic monitoring, home detention, residential treatment beds, restorative justice classes, substance abuse services, parenting classes, and Five Keys. The services listed above can be provided by or in conjunction with Five Keys through one of our community based partners.

Student Learning Data:

- ✓ Gathered learning data from multiple sources (as many as possible)
- ✓ Disaggregated and interpreted student learning data (three years if possible)
- ✓ Conclusions drawn from the analysis of learning data (trends, irregularities, and anomalies)
- ✓ Supporting charts and graphs to display learning data

- ✓ Summary of major conclusions of analysis and what recommendations would best address identified key issues
- ✓ Course and program completion rates
- ✓ Job placement rates or military enrollment rates
- ✓ ESL promotion data
- ✓ CASAS benchmark data
- ✓ Licensing exam pass rates
- ✓ GED pass rates

Data for all school wide learner outcomes are tabulated into quarterly reports aggregated and disaggregated for analysis and ongoing policy discussion with students, faculty, and board members. Examples of data from recent years are attached.

TABE Grade Level Increases

In 2009 we saw a 79% growth in reading as determined by pre and post CASAS (Comprehensive Adult Student Assessment System) testing of our long-term students (90 days or more of continuous enrollment). In 2010 we began using the TABE (Test of Adult Basic Education) as our school wide assessment tool. Post testing took place quarterly between 4 - 10 weeks of continuous enrollment.

3.18 grade level increase in reading comprehension in 2009/2010

2.37 grade level increase in math comprehension in 2009/2010

2.15 grade level increase in reading comprehension in 2010/2011

1.93 grade level increase in math comprehension/applied in 2010/2011

2.095 grade level increase in reading comprehension in Quarter 1 2011/2012

2.11 grade level increase in math comprehension/applied in Quarter 1 2011/2012

Test of Adult Education (TABE) Pre-Post Tests

2010-2011 Quarter 1	Reading	Math Comp	Math Applied	Language
# of students tested	444	456	350	347
Ave score	5.9	5	5.6	3.1
% post tested	8%	13%	10%	8%
% gained on post test	56%	56%	53%	31%
Ave GL increase	2.26	2.37	2.51	2.49

2010-2011 Quarter 2	Reading	Math Comp	Math Applied	Language
# of students tested	423	397	326	155
Ave score	5.9	4.7	5.1	3.0
% post tested	14%	17%	17%	18%
% gained on post test	43%	48%	57%	54%
Ave GL increase	2.47	2.11	1.98	2.13

2010-2011 Quarter 3	Reading	Math Comp	Math Applied	Language
# of students pre tested	537	529	288	30
Ave score	5.9	4.7	5.1	2.0
% who were post tested	10%	10%	18%	10%
% who gained on post test	52%	44%	43%	100%
Ave GL increase	1.84	1.23	1.35	0.5

2010-2011 Quarter 4	Reading	Math Comp	Math Applied	Language
# of students pre tested	529	465	384	73
Ave score	5.9	4.8	4.8	2.9
% who were post tested	42%	53%	18%	10%
% who gained on post test	52%	44%	32%	4%
Ave GL increase	2.04	1.71	2.18	3.1

2011-2012 Quarter 1	Reading	Math Comp	Math Applied	Language
# of students pre tested	705	708	566	71
Ave score	5.6	4.7	5.4	3.1
% who were post tested	10%	9%	9%	69%
% who gained	54%	69%	52%	57%
Ave GL increase	2.09	1.84	2.38	2.02

CAHSEE Pass Rates (See Attached Data)

95 Students passed CAHSEE English tests in 2010

223 Students passed CAHSEE English tests in 2011

135 Students passed CAHSEE Math tests in 2010

89 Students passed CAHSEE Math tests in 2011

GED Pass Rates

3 Students passed one or more GED tests in 2008-2009

24 Students passed one or more GED tests in 2009-2010

46 Students passed one or more GED tests in 2010-2011

6 Students passed one or more GED tests in Q1 2011-2012

Graduation Rates

65 Students received a high school diploma in 2008 and before

49 Students received a high school diploma in 2009

70 Students received a high school diploma in 2010

122 Students received a high school diploma in 2010

Attendance	2006	2007	2008	2009	2010	2011
ADA	191	213	198	348	515	583
Total Students Enrolled			2658	3804	4063	5340

WASC Postsecondary Criteria

In narrative format, describe to what extent you meet or exceed the WASC Postsecondary Criteria:

Criterion 1 — Institutional Mission and Schoolwide Learner Outcomes

- Authority — Postsecondary schools must have a charter and/or formal authority from an appropriate governmental agency (where such agency exists) to award a certificate or high school diploma. A school must meet all legal requirements to provide a program of education beyond the secondary level. If incorporated, the school must submit a copy of its articles of incorporation.

Five Keys has operated as a California nonprofit public benefit corporation (501 c 3) since 2003.

The San Francisco Sheriff's Department's Five Keys Charter Schools have been most recently re-authorized in 2011 for five years by the San Francisco Unified School District's Board of Education to award high school diplomas and operate GED preparation classes. The Board of Education authorized a Workforce Investment Act exemption in which through its partnerships with Workforce Investment Act (WIA) entities and One Stop partnerships, Five Keys is able to offer a high school education with K-12 resources to students over the age of 19 through its charter.

California education code 47612 states, "To remain eligible for generating charter school apportionments, a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma." And education code 47612.1 goes on to state, "Except for the requirement that a pupil be a California resident, subdivision (b) of Section 47612 shall not apply to a charter school program that provides instruction exclusively in partnership with any of the following:

(a) The federal Workforce Investment Act of 1998 (Pub. L. No. 105-220; 29 U.S.C. Sec. 2801, et seq.)."

- Mission — The school's educational mission must be clearly defined, adopted, and published by its governing Board. The mission must identify its broad educational purposes, its intended student population, and its commitment to successful student learning. The mission must be foundational for school planning and school decision-making processes.

Current Mission Statement of Five Keys Charter School

The mission of the San Francisco Sheriff's Department's Five Keys Charter School is to educate inmates, ex-offenders and disenfranchised populations in a pro-social environment by providing access to high school classes and community-based programs that focus on reentry and work skills.

By implementing the principles of restorative justice and encouraging full participation in education, counseling and work programs, Five Keys will contribute to reducing recidivism

rates, improving public safety, reengaging disenfranchised communities and creating new educational opportunities for those otherwise unable to pursue a high school diploma due to jail housing restrictions, work, family, probation or other obligations.

Goals

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

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

Reengage Disenfranchised Populations in Education- Studies have proven that as time away from school increases, the likelihood of returning decreases. By eliminating barriers to education through partnerships with community-based organizations in the city's most disenfranchised sectors, Five Keys can provide the flexibility needed for working adults and WIA youth to complete their high school education.

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

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

Create a working model for other schools for incarcerated students - Lessons have been learned in developing the umbrella program, Five Keys Charter School. It is the goal that over the next five years, Five Keys will focus on refining the program to better serve students in the community and to develop internal systems that are easily replicated to create similar schools to serve this important and underserved segment of our population. To this end, Siskiyou County Sheriff's Department, Los Angeles County Sheriff's Department and Sacramento County Sheriff's Department have looked to Five Keys as a model for their correctional education programs.

With the population we serve, there is a common expression: “we measure results in inches.” Five Keys does not subscribe to that belief, rather we believe that by combining the 5 principles the name represents, Family, Education, Employment, Recovery, and Community, we can and must measure success on a greater scale. However, this doesn’t mean there won’t be set backs.

As stated in the introduction narrative, according to a July, 2006 internal Sheriff’s Department examination, 51% of Five Keys students that either graduated or were on the graduation track and released from jail were rearrested within one year. Whereas, 70% of Five Keys students that were not on track to graduate were rearrested during the same time span. Since 2004, the re-arrest rate for Five Keys graduates that have been previously incarcerated is 44%.

While this information demonstrates a measure of success in reducing the number of individuals returning to jail, the truth is we currently don’t know how effective our three schools combined are at reducing recidivism – or preventing at risk individuals from offending and becoming incarcerated. However, by looking at other indicators we can say with reasonable certainty that we are making gains with regards to our mission statement and goals enumerated in our charter by providing increased access to education, and workforce development for the most disenfranchised populations in San Francisco.

For our incarcerated and mandated students, Five Keys has demonstrated to be effective in encouraging full participation in counseling and work programs. For our out of custody programs we partner with CBOs for increased services, including; Workforce development, parenting, substance abuse and violence prevention. We are taking active steps to promote pro-social change in our students and to be true to our mission statement. Ninety percent of students enrolled at Five Keys participate in at least one, if not all of the programs mentioned above. While in these programs, students enrolled more than 90 days, 79% showed gains in both reading and math, and on average for site based programs, students completed 1 unit of credit a week (which is the target completion rate).

Despite the successes Five Keys has had, and the positive relationships the schools have developed with other city and community agencies to bring services to our students, we still have a lot of work to do. Student surveys, anecdotal evidence and teacher surveys suggest that our students’ attitude toward school is generally positive, and improves the longer the student is enrolled.

From a custody standpoint, the school operation in the jails is one of the safest areas of the jail. This is supported by the following statistic: in January 2010, there were 22 fights at County Jail 5 East; in the school corridor where 245 inmates attend school each day there were only 5 fights for the entire year. This indicates that students are engaged, the instructors are effective in managing their classes, and that pro-social behavior is demonstrated in the school (as part of our mission).

- Schoolwide Learner Outcomes (SLOs) — The school must develop measureable learner outcomes that are global in scope and reflect the school’s mission and purpose.

School-Wide Learner Outcomes (SLO)

Test of Adult Basic Education (TABE) Grade Level Increases

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

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

Achievement of Academic Credit

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

- Five Keys Charter & Adult Schools: 90% of Charter School students attending class will complete 1 academic credit weekly. Gains are measured through course-based, subject-specific assessments, which adhere to state standards and are administered twice weekly.
- Five Keys Independence High School: 70% of FKIH students will complete one academic credit every two weeks. Gains are measured through course-based, subject-specific assessments, which adhere to state standards and are administered at the completion of each unit.

Note: The majority of FKIH students participate in treatment and other programs, work, or are in job training programs; these obligations, and Five Keys’ commitment to supporting the students’ participation, accounts for the lower unit completion expectations.

California High School Exit Exam (CAHSEE) Pass Rates

Annually, 70% of students who take the CAHSEE will pass one of the sections of the exam (either Mathematics or English Language Arts).

Annually, 60% of the students who take the CAHSEE will pass both sections of the exam.

General Education Development test (GED) Pass Rates

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

Graduation Rates

Annually, 50% of 12th graders participating in school for more than six months will receive a high school diploma or certificate of completion. Note: 12th graders are defined as students

with a minimum of 80 non-elective units.

Student Satisfaction Survey

A minimum of 80% of students will indicate that they are learning new things in school or that school is helping them meet a life goal.

80% will indicate overall satisfaction.

Technology Access and Literacy

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

Employability

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

65% of all students completing at least one course will demonstrate the skills needed to be articulate and self-assured in professional environments as measured by pre/post interviews and survey assessments.

Recidivism

Five Keys Graduates will demonstrate an increased ability to effectively reenter society upon release from jail and avoid re-arrest and re-incarceration as demonstrated by San Francisco Sheriff's Department records. Graduates will show a recidivism rate of 25% lower than the State average.

Criterion 2 — Organizational Infrastructure and School Leadership

- **Governing Board** — The institution must have a functioning governing Board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. Its membership must be sufficient in size and composition to fulfill all Board responsibilities.

Governing Board

Josh Newman, the CEO of Edtec, commented at a strategic planning session that Five Keys was among the top of all governing boards his organization works with. The board includes the Sheriff of San Francisco County, Michael Hennessey (the longest serving Sheriff in California-32 years), along with Senior Department Command and Program staff.

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

Among the board members are two attorneys, one ex-offender, the head of women's services for the SFSD, the Chief Deputy for Custody, and an IT design architect that contracts with the City of San Francisco. The board's collective knowledge of this population, coupled with their legal, practical and political experience makes this a particularly strong board. Additionally, the board's concern for student achievement and performance coupled with concerns for a safe work environment for the teachers makes this a very supportive board.

The board reviews each month a written and verbal report on all aspects of school operation including enrollment, contracts, partnerships, safety, achievement, collective bargaining and finances. This is a board that is comfortable raising concerns and addressing problems.

Our school contracts with a third party, independent agency (Edtec, Inc.) to provide monthly financial statements to the board of directors. Each month prior to the release of these statements, the Executive Director reviews these statements with Edtec to monitor expenses in relationship to revenue, cash flow projections, student ADA projections, State funding changes, legislative changes affecting our program and fund ending balances.

Each year Five Keys has an independent Audit completed and sends copies of the Audit report to the State Controller, California Department of Education, and our Local School District. Five Keys has a history of clean Audits with no reportable findings.

On September 15, 2009, the board, along with representatives from the teaching staff and Sheriff's Department completed our 5 year (Strategic) Plan. We currently have met 80% of the objectives outlined in that plan.

- Administrator/Director — The institution must have an administrator/director appointed by the Governing Board who possesses the requisite authority to administer Board policies. This person cannot serve as the chair of the Governing Board.

Administrator / Director

The Board has delegated the daily operation of the agency to the Executive Director who is responsible for administering the schools in all aspects of its day-to-day operations--working with the Five Keys Board of Directors, the School District, students, and community members and the other governing bodies specified by local and state law. The Executive Director is also responsible for implementing all board policies and the schools strategic plan.

Specific responsibilities of the Executive Director include:

- Providing overall vision and direction for the organization
- Implementing school district, state, county and local requirements and regulations to ensure School is in full compliance at all times
- Developing and overseeing budget and finances
- Overall program development and organizational development

- Responsible for building community alliances
- Strategic plan implementation
- Keeping the board of directors informed of school operations / developments.

Executive Director

Steve Good holds a Master's degree in Education with an emphasis on School Administration. He brings more than 20 years of successful experience in education (15 years in management), and is an award-winning principal. Mr. Good's experience includes: working as a teacher, principal, executive director and corporate officer for the nation's largest operator of private schools; director of a charter school and non-profit organization; and currently as the Executive Director of Five Keys. Steve's success includes being recognized by University of Southern California, Rossier School of Education, for his work with arts integration with project based learning, which was included in their Compendium of Promising Practices in Education, and being named School Master of the Year by the Sonoma County Office of Education. Steve has written several articles for the Charter Journal, was a Keynote Presenter at the Charter School Leadership Summit in 2007 and recently has been invited by the U.S. Department of Education, Office of Vocational and Adult Education, to serve on their Correctional Education Reentry Program Model Panel in 2012.

- Administrative Capacity — The institution must have sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support the school's mission and purpose.

The complex nature of our organization, operating with community partners and at multiple locations, coupled with the high volume of student turnover creates many administrative and logistical challenges. However, these are challenges we are taking head on and making real progress in addressing. With continued focus on improving programming and systems, and the completion of our strategic plan, we have a road map in place that has taken us to charter renewal and beyond. These ongoing challenges are being addressed by the administrative team assisting the Executive Director.

Assisting the Executive Director in supporting the schools' mission are the following administrative positions:

- Director of Operations: responsible for daily operations of the organization including all administrative functions; supervises Director of Education, Deputy Director of Operations, SIS/HR Specialist, program managers; provides oversight for all programs and functions operating under the above positions.
- Director of Education: provides oversight, supervision, direction, communication and support for the education programs of the school; supervises Assistant Director; oversees professional development, curriculum development, testing and assessment, graduation and Independent study programs.

- Assistant School Director (Education): provides supervision, direction and support for the teaching staff; supports professional development, curriculum development alignment with standards and quality monitoring; testing and assessment related to student programs and growth; graduation planning, class scheduling, and in-custody independent study program oversight.
- Deputy Director of Operations (currently vacant): provides all oversight, communication and support necessary for community partnerships for satellite sites; facilitates and maintains strong relationships between teachers and community partners; conducts outreach for student enrollment and tracking of student enrollment
- Student Information Systems Manager / Human Resource Manager: maintains student information and data system to track all student demographics. HR functions include: new hire paperwork, orientation and training (including procedures, policies, paperwork requirements, communication protocols and expectations and data reporting); benefits and payroll.

Administrator Profiles

Director of Operations: Elyse Graham has 19 years of accomplished non-profit management, and has dedicated the last 13 years working within the San Francisco Sheriff's Department County Jail system. Her accomplishments include successful program development, implementation and coordination for in custody and post release/reentry settings. Ms. Graham has a wealth of experience designing and overseeing successful community and re-entry programs, and has provided direct service, education and counseling to support clients addressing issues of homelessness, poverty, substance use, violence and domestic violence. Prior to working directly within the San Francisco Sheriff's Department, Ms. Graham was the Executive Director of IEP, a health care agency where she was responsible for all fiscal, compliance and programmatic aspects of the Federally Funded Ryan White CARE Program. Ms. Graham has over six years as teaching faculty at the Acupuncture and Integrated Medicine College, teaching a course on Public Health and Traditional Chinese Medicine.

Director of Education: Lisa Stringer came to Five Keys having worked for ten years as the director of a school for homeless adults and youth. During this time, Lisa served for five years as the ADA coordinator for that schools' umbrella agency – a housing and social service organization serving more than 6,000 people a year. She brought to that position nine years of teaching populations with disabilities, including working in special education and mainstream classrooms, prisons and remedial education programs for adults with mental health challenges, substance abuse histories and learning disabilities. She is the author of nationally used curricula for teaching adults with cognitive and learning disabilities.

Ms. Stringer is a regular presenter on pedagogical best practices at UC Berkeley Extension and has taught several courses on special education methods as part of the teacher credentialing program at San Francisco's Alliant University. Ms. Stringer has 14 years of experience as trainer and consultant for organizations and schools wanting to maximize programmatic access for people with disabilities, with particular expertise in working with

adults with learning disabilities and histories of traumatic stress. In this role she has consulted extensively for the Oakland, Alameda and New York public libraries, the Human Services Agency of San Francisco (Where she has contracted as a trainer on LD and PTSD over the past six years), and the California Department of Education. In 2006, she was awarded a Non-Profit Professional of the Year award sponsored by the Mayor and was honored for her literacy work with homeless people with a ‘TenderChamp’ award sponsored by Senator Carol Migden in 2007. In 2009, Lisa was nominated by San Francisco’s Board of Supervisors to serve on the local workforce investment advisory board.

Assistant Director of Education: Terese Bravo is an accomplished teacher with a decade of experience as a credentialed ESL and Art instructor. She brings experience in working in mainstream high schools as well as with incarcerated adults along with 15 years of prior management experience. In 2002, Ms. Bravo was awarded a Letter of Commendation from former California Governor Gray Davis for “Contributions to the Art World” and “Contributions towards Cultural Awareness”.

Administrative Team

The executive management team is supported by a competent administrative staff, including an HR manager and SIS Administrator Amelia Birch. Amelia is a credentialed teacher with experience teaching ESL and Adult Basic Education at Five Keys, Job Corps and UCLA. She holds a Master’s degree in the Neurobiology of Language Acquisition from UCLA, and a Bachelor’s degree in Linguistics and Anthropology from UC Berkeley.

Five Keys’ Assessment Coordinator, Ruby Gold, has eighteen years of professional experience in the field. Ruby has a Master of Education with a specialty in language and literacy development, with extensive experience working with Deaf students and those with language development barriers. Her past positions include posts with the San Francisco Unified School District where she served as a member of the leadership team which developed and authored the plan mandated to integrate general and special education efforts in delivering quality instruction and services to all students.

Administrative support is also provided by two full-time site coordinators for the men’s and women’s jail sites, four full time administrative assistants and a transcript team of three full time employees.

- Operational Status — The institution must be operational with students actively pursuing its instructional programs when it applies for accreditation status. Schools may not apply for accreditation before they begin operations.

Sponsored by the San Francisco Unified School District in May of 2003, Five Keys opened its doors in September 2003 to over 200 inmates in the San Francisco County Jail.

In 2008, Five Keys applied for and received two new charters from the San Francisco Unified School District. With the addition of Five Keys Adult School and Five Keys Independence High, the schools are reaching a larger percentage of the incarcerated population as well as expanding post-release education options. This year, the three schools

will serve over 5,000 students with an average of 628 students attending daily.

- Academic Credit — The institution must award academic credits based on generally accepted practices. Public institutions governed by statutory or system regulatory requirements must provide appropriate information about awarding academic credit. (Non-academic classes such as arts & crafts, senior exercise classes, etc. do not apply). Reminder: WASC accredits schools, not individual programs in schools.

Five Keys offers students the ability to complete work for academic credit through a variety of means. Five Keys' approach to teaching and learning is to seek and match a student's educational experiences to his or her identified abilities.

For site-based courses, the number of units a student earns is calculated by the completion of coursework based on mastery of state standards. Site-based programs mirror or exceed the instructional minute requirements approved by the San Francisco Unified School District.

Because our student population is transitional and fluid, semesters are five weeks long. The average (expected) unit completion rate at Five Keys is two (2) units per week. Some students may only complete one (1) unit per week. Only with a school administrator's approval, a student may attempt to complete three (3) units per week. Under no exception, will a student under 18 years be allowed to receive credit for more than three (3) units per week.

Students completing credits through independent study earn units based on demonstration of subject mastery without course-specific calculation relative to the Carnegie standard of instructional minutes; nonetheless, independent study weekly assignments are designed to mirror the instructional / study minutes experienced by students in the Charter and Adult Schools. In fact, many students at Five Keys Independence High attend 5-10 hours of direct instruction time with their teachers coupled with intensive independent time studying.

Five Keys requires 180 units for graduation, meeting the California Department of Education's minimum requirement to award a high school diploma. Academic credit is assigned to the following courses:

SOCIAL STUDIES (30 credits): Students are required to complete ten (10) credits of U.S. history & geography; ten (10) credits of world history, culture, and geography; and one semester each (5 credits) of American government and (5 credits) economics.

SCIENCE (20 credits): Credits can be obtained from any combination of high school level Science. Students are required to have ten (10) credits in both biological and physical sciences.

FOREIGN LANGUAGE OR VISUAL AND PERFORMING ARTS (10 credits): 10 credits of any foreign language or any combination of visual and performing arts courses can fulfill this requirement.

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (30 credits): Students must successfully pass both the math and English language arts portions of the California High

School Exit Exam (CAHSEE). They receive fifteen (15) credits for each portion passed.

ELECTIVES (20 credits): Elective credits can be obtained from any combination of high school level courses, including but not limited to courses within the required subject areas and San Francisco Sheriff's Department Programs. Verifiable work experience can also be accepted.

Scholars Track: In the future, Five Keys hopes to offer A-G courses, allowing students to continue their studies in a "scholars track." On this track, students completing the 180 units required to graduate may opt to continue their course of study in order to qualify for admission into a four-year college – earning credits as appropriate for fulfilling the minimum eligibility requirements for admission to the University of California – e.g., the A-G requirements.

Five Keys offers a number of remedial classes, particularly literacy-based classes because the majority of students who first come to FKCS read below the fifth-grade level. These classes count toward elective credit, but do not count toward academic credit.

Credit Attainment Five Keys operates from a performance-based education model; as such, students have the ability to earn academic credit through a variety of means. Students may demonstrate mastery of the California State Standards through course completion, standardized tests, program completion and verified employment experience. These four avenues to credit attainment honor the life experiences and skills of our predominantly adult population while offering diverse avenues to gain new skills.

- **Course Completion Five Keys Charter & Adult Schools:** Students in Charter and Adult School are offered a range of courses each semester and are placed in classes based upon their academic levels, personal choice and graduation requirements. Students must demonstrate learning through the completion of assignments – mastering a minimum of 60% of the course content in order to receive a passing grade.

Completion of the course assignments are the sole contributing factors to grading. Assignments are developed by the course teacher to reflect the competencies of their subject area as they relate to State Standards, and a minimum of two assignments must be included in the course for each unit. The assignments and each student's grade for that assignment are recorded in an electronic gradebook in the student information system, OASIS. Class assignments reflect the variety of learning styles and needs – including traditional tests or quizzes, essays, speeches and presentations, portfolios and group work.

- **Five Keys Independence High School:** Students participating in independent study are offered courses that reflect, to the greatest extent possible, the content of the classroom-based courses available to participants in the Charter and Adult Programs. Independent study courses are structured with the same course outlines as Charter / Adult courses detailing the State Standards covered, the assignments required and the grading rubric by which assignments are translated into grades and units. As with site-based courses, pupils must demonstrate the mastery of a minimum of 60% of the course content in order to receive a

passing grade.

- **Standardized Tests:** In accordance with California Education Code Section 51225.3 (2)(b), Five Keys’ charter includes the passing of standardized tests as an alternative method to the completion of course requirements.
- **Foreign Language Credit:** As many Five Keys students are native and / or fluent speakers of languages other than English, Five Keys allows students to “test out” of the language requirement by passing an oral and a written exam. The exam is administered by a trained proctor who is fluent in the native language of the examinee. The skills measured on the exam reflect the State Standards for World Languages, and the grading rubric was vetted by Five Keys instructors credentialed to teach foreign languages at a high school level. A maximum of 13 credits (ten foreign language and three elective units) can be earned.
- **Credit for Passing the GED:** Specifically, pupils may earn academic credit for passing GED sub-tests. Students must achieve a passing score of 450 or above in order to receive credit. Currently, students may apply credits from the GED if they are transferring in with existing GED test scores or if Five Keys is unable to obtain past transcripts for a student (such as students from New Orleans whose records have been lost). As the GED is recognized by the California Department of Education as measuring the skills expected of a high school graduate, Five Keys assigns the following credit for passing the sub-tests:

Science: 5 units of General Science

Math: 5 units of General Math

Reading: 5 units of English Lab

Writing: 5 units of English Composition

Social Studies: 1 unit of US History

 2 unit of World History

 1 unit of Government

 1 unit of Economics

- **Employment Experience:** Students may receive academic credit for work experience or vocational training which occurred for over a 6 month period and has been verified by the employer. A student can earn no more than 10 credits via work experience. All work experience is considered pass or fail, there are no letter grades attached. Student meets with a credentialed academic teacher to review and complete the Work Experience Credit Packet. The packet includes a student application for work credit, signed or official employment verifications (such as pay stubs or a letter from the employer), and a completed resume or portfolio. The number of credits is based upon the number of hours worked or in training (15-20 hours per unit), and the extent to which the job and / or training program was aligned with State Standards.

Physical Education Credit Exemption

Because of the average age of our students at the time of enrollment (average age is over 22 yrs), Five Keys shall exempt students from participation in Physical Education classes pursuant to Education Code Section 51241 [c][1][3]:

“The governing board of a school district or the office of the county superintendent of a county may grant permanent exemption from courses in physical education if the pupil complies with any one of the following:

(1) Is sixteen years of age or older and has been enrolled in the 10th grade for one academic year or longer.

(3) Is enrolled in a juvenile home, ranch, camp, or forestry camp school where pupils are scheduled for recreation and exercise pursuant to the requirements of Section 4346 of Title 15 of the California Code of Regulations.”

- Admissions — The institution must adopt and adhere to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

There are no admissions criteria, testing, or other evaluation required of any applicant. Five Keys does not charge an application fee nor does it charge tuition. Five Keys is nonsectarian in its admission and enrollment policies and does not discriminate against any student on the basis of ethnicity, national origin, gender, or disability.

Five Keys admits and enrolls all students who wish to attend the school provided that the school’s capacity is not exceeded. Should more students wish to enroll than space allows, FKCS will hold a public, random drawing separately for each of its three schools, in stages according to enrollment preferences as follows:

1. Students in the San Francisco Jail system;
2. Students in residential treatment facilities of group homes;
3. Court / Probation Mandates;
4. Ex-offenders living within the boundaries of the San Francisco Unified School District;
5. Ex-offenders living outside of the San Francisco unified School District;
6. Truant or expelled students above 18;
7. All other applicants.

Five Keys will not, at anytime, solicit students currently enrolled in SFUSD schools, and shall make every effort to prepare eligible students to return to their district school.

Youth Specific Admissions (16 – 18 years)

Our program is not for students already enrolled in a SFUSD high school, or who are looking

to graduate early. We are only for students that will not (or have not) succeeded in a traditional school.

- Our program is specifically for truant minors, expelled students, or students who have been unsuccessful in traditional school settings.
- Our program is not for students wishing to graduate early or currently enrolled in a SFUSD school without a referral from their school counselor.
- Our ultimate goal is to prepare the student to return to their prior SFUSD schools, we are not a long-term school solution.
- Students must be at least 16 to enroll.

Prospective students and their parent or guardian must attend an initial exploratory meeting. Following this meeting the student must return (by appointment) to complete an Assessment and attend a “Pathways to Graduation” meeting.

- Procedural infrastructure — The institution must have a system of policies and procedures that govern school operations and administrative decision-making processes.

Operational and administrative decision making is guided by the following:

- The schools’ charters that define our mission and scope of operations
- Board approved policies and procedural manual (updated annually)
- Education Code section 47610 which governs charter schools
- Collective Bargaining Agreement with United Educators of San Francisco Local 61
- Independent Study Law
- Sheriff’s Department policies

Criterion 3 — Faculty and Staff

- Faculty — The institution must have a qualified faculty which is sufficient in size and experience to support all of the institution’s educational programs. Faculty responsibilities should include their participation in curriculum development, assessment of student learning, and professional development activities.

Five Keys employs faculty who hold appropriate California teaching certificates, permits, or other documents equivalent to that which a teacher in other schools would be required to hold. These teachers teach the core, college preparatory academic classes. Core course areas for Five Keys are language arts, science, social science, and mathematics. Teachers are responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions.

Five Keys also employs non-certificated instructional staff in any case where a prospective

staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in non-core, non-college preparatory courses and activities.

Five Keys has a qualified and experienced team of leadership, instructional and administrative staff selected to support student learning and dedicated to ensuring student learning outcomes.

Instructional Staff

Five Keys benefits from a team of thirty-four credentialed teachers – twenty-five full time and eight part-time instructors totaling 27.7 FTE - distributed throughout the three schools as follows:

- Charter School: 11 Instructors (11 FTE). Maximum teacher to student ratio of 1:25
- Adult School: 4 Instructors (4 FTE). Maximum teacher to student ratio of 1:25
- Independence High School: 18 Instructors (14.7 FTE) Maximum teacher to student ratio of 1:25
- An Education Specialist with an extensive teaching background and credential in teaching students with Mild to Moderate disabilities works with students for all three schools.

Seasoned and skilled teachers are recruited and over 60% of the teaching staff brings more than ten years of teaching experience to their positions. Knowing the learning needs of Five Keys' students requires creativity and flexibility, the schools employ teachers with strong curriculum development skills. The heritage and backgrounds of our students are considered when hiring teachers, and the school is proud to have teachers who bring personal and educational understandings of incarceration, cultural diversity, learning challenges and adult education. The school employs many teachers with foreign language fluency, including Spanish, Cantonese, Mandarin, Arabic, French, and American Sign Language.

Teacher credentials and fields of expertise are varied, allowing movement of teachers to different assignments throughout the three schools as needed to meet the student's needs. Credentials in all the major required subject areas are represented on staff, including science, math, art, foreign language, English, social studies as well as multiple subject and adult education certificates.

Department heads and lead teachers are an important part of facilitating faculty input into school policies and in taking ownership of institutional effectiveness and progress towards student outcomes. The department heads include faculty with demonstrated success with our students and records of exemplary teaching service.

Educational Consultants for Students with Special Needs

Five Keys contracts with Total Education Solutions (TES) – a leading national provider of quality, specialized, educational services to children and adults with exceptional needs. TES

contractors integrate with the Five Keys team to best meet the educational and therapeutic goals of our students with disabilities while ensuring compliance with regulatory requirements. TES personnel are highly qualified, supervised and trained – their services include assessment and testing, IEP and 504 plan reviews, behavioral support, and speech and language services.

Volunteers and Partner Agency Staff

The school and students benefit from a large network of partner agency and volunteer staff. Most significantly, Five Keys operates as a program of the San Francisco Sheriff's Department, and the staff of this large department plays an essential and hands-on role in day to day operations of the school. This role ranges from daily maintenance (such as all facilities services and IT support in the jails and several community sites) to site supervision and program implementation assistance (such as monitoring classes, helping with initiating community partnerships, and assisting with classifying and assigning students to school). The Sheriff's department also employs program staff and program supervisors who assist our students with housing and re-entry plans, access to substance abuse treatment, legal assistance, counseling and group therapy.

Similarly, in the community sites where Five Keys operates, partner agencies provide case management, classroom support, facilities personnel and additional program oversight. Teachers participate in regular case sharing and training meetings with qualified staff from partner agencies, including licensed social workers, experienced job developers, therapists and program managers, and transition planners from San Francisco Unified School District to name but a few. Some program partners at community sites also designate administrative staff and interns to assist Five Keys Instructors in preparing for class and aiding in the classroom.

Interns and volunteers are recruited, including participants in current teacher credentialing programs and retired teachers, assist as teachers aides and individual tutors or provide administrative support.

Teacher and Staff Evaluation

New and veteran teachers benefit from annual or bi-annual evaluation. The evaluation process, forms and intent are clearly laid out in the collective bargaining agreement, and the principal objective is understood to be assess performance in order to improve and maintain the quality of education for the students. Every probationary teacher is evaluated by his/her immediate supervisor at least once a year, and every permanent teacher is evaluated every two years.

The teacher evaluation system is primarily based upon the California Standards of the Teaching Profession and was developed by bargaining unit members in collaboration with executive leadership. The process includes:

- A teacher self evaluation including goal setting

- A pre-observation conference between the evaluator and teacher
- A scheduled classroom observation of at least 40 minutes
- An optional second observation again of 40 minutes or more
- A written performance report
- A post observation supervisory conference with opportunity for clarification and feedback
- A summary evaluation report

A short form evaluation may be used for permanent teachers who received a “Meets or Exceeds Criteria” rating on their last evaluation. A long form evaluation is required at least every six years.

The administrator assigned to conduct evaluations must have training and/ or experience in classroom management, pedagogy and methodology sufficient to professionally conduct observations, make assessments and evaluate teacher performance. Bargaining unit members may request a preferred evaluator.

The evaluation involves goal setting and review in five of the California Standards of the Teaching Profession (along with two administrative categories):

Standard 1: Engages and Supports All Students in Powerful Learning

Standard 2: Creates and Maintains An Effective Environment For Student Learning

Standard 3: Understands and Organizes Subject Matter Knowledge for Student Learning

Standard 4: Planning Instruction and Designing Learning Experiences For All Students

Standard 5: Assessing Student Learning

The goal setting element of the evaluation process is highly generative, and leads to planned growth and improvement. Teachers receive on-going support in reaching their goals, including in-house training designed to strengthen the areas identified for improvement and the assignment of a lead instructor to be in their classroom to model / co-teach or help with lesson or curriculum preparation and modification.

Non-teacher evaluation

The evaluation system mirrors the teacher evaluation in intent and, in some ways, process. Evaluation is completed annually for new employees (bi-annually for long-term employees) by the employee’s supervisor. Evaluation is based on the job description for each position, involves a self-evaluation, a meeting and a written performance evaluation.

Hiring process

All positions are posted internally for five days prior to external recruitment. The

qualifications of internal candidates and the needs of the students are considered before opening recruitment to external candidates. This process may result in a selection process exclusively with internal candidates or a mixed process with both internal and external candidates; however, the selection process is the same for both groups. A panel of staff is comprised of administrative staff and teaching faculty (faculty representatives are appointed through a union process). Candidates are presented with a job description at the time of the posting and prior to the interview(s), and set questions (agreed upon by the interview panel) are asked of all candidates. Credentials are confirmed through the Commission on Teacher Credentialing and three professional references are checked before an offer is made.

Opportunities for Professional Development

Given the unique needs of Five Keys' students, professional development is essential. Teachers and support staff receive on-going training through attendance at conferences, workshops and on-line classes, regular professional development days and half days, peer training at staff meetings, and an in-house training institute. In-class assistance and mentorship is available through lead teachers. In addition to training sessions with individual teachers in their classrooms and staff meeting trainings (including peer sharing), teachers, program staff and administrators attend several conferences including several multiple day or week-long restorative justice conferences, the California Charter Schools Conference and IEP/SELPA training. The following in-house, paid trainings have been attended in the past 13 months:

Day-long trainings

- Trauma and Learning
- Diversifying Assessment Tools and Developing Grading Rubrics
- Curriculum Mapping and Connecting Course Outlines
- Restorative Justice and Mediation Strategies

Half day trainings

- Vicarious Trauma and Self-Care
- Differentiating Instruction
- Group Work Strategies for the Classroom and Grading Techniques for Joint Projects
- Memory and Memorization – Understanding and Strengthening Student Knowledge Retention
- Understanding Student Needs – a training for teachers new to the jail
- Introduction to Prevalent Learning Disabilities
- Introduction to Non-Verbal Learning Disabilities

- Culturally Competent Classrooms - Confronting Homophobia and Transphobia
- Mission-Based Customer Services
- Shorter Seminars and hands-on practice sessions
- Alternative Credit Attainment – methods for testing out and assigning work credit
- Course Outlines and Curriculum Design
- GoogleDocs – Using shared files to increase school efficiency and share curriculum
- Using the OASIS gradebook to monitor student success and document diverse assessment
- Personnel policies — The institution must have policies and procedures that govern how faculty and staff members are hired, evaluated, and compensated.

Five Keys is deemed the exclusive public school employer of the employees of the school for the purposes of the Education Employment Relations Act (EERA). As such, Five Keys Charter School Teachers Union, United Educators of San Francisco Local 61, CFT/AFT, AFL-CIO, CTA/NEA and Five Keys Charter Schools have entered into a collective bargaining agreement effective July 1, 2009.

All working conditions including hiring, evaluation and compensation are covered in this agreement, and further defined in our policies and procedures manual.

Unit members covered by this agreement include all certificated employees, including, but not limited to, teachers, counselors, and program coordinators as defined in Section 2.6 of Article 2 of the agreement and any other employee whose primary assignment is teaching or performing duties that wherein that employee functions in essentially the same role as a Unit member.

Employees excluded from this agreement include management, supervisory, confidential, day-to-day substitutes, temporary non-permanent teachers subject to conditions defined in Section 2.6 of the agreement, non-permanent hourly working less than ten (10) hours per week, and classified employees.

A copy of the agreement is attached as an appendix.

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

A copy of the policies and procedures is attached.

The hiring of administrators is approved and governed by the board of directors, and the direct responsibility for hiring, and evaluating administrators is delegated to the Executive Director. Administrator compensation is competitive with local charter schools.

Criterion 4 — Curriculum

- Educational Programs — The institution must offer educational programs in recognized and emerging fields of study that culminate in identified student outcomes leading to certificates, licensure, or other indicators of program completion.

Curriculum Structure

Five Keys' standards-based curriculum is constantly evolving and is driven by the student's interests, goals and academic levels. As the prior school experiences and current preferences of Five Keys' students are especially diverse, curriculum aims to provide the most scaffolded and engaging way for students to increase their grade levels, accomplish the units needed for graduation, and increase their ability to thrive outside of jail. Courses are targeted to specific learner groups based on the following factors:

- The optimum reading, writing and math levels of the target students
- The planned progression through the State Standards (which courses or standards has the student been exposed to / which courses has the target student completed)
- The life goals and / or re-entry needs of the students (such as future college admission, employment goals, entry into a training program, skills needed to break patterns such as addiction or violence etc)

With these student characteristics in mind, classroom-based and the corresponding ISP sister curricula falls into three general tiers of courses:

1. Adult basic education and English Language Development (for learners needing skill building covered by any of the standards in grades 1-8)
2. High school courses covering standards for 9th -12th grade
3. A scholar's track for students wanting to meet A-G requirements

Curriculum is designed for students at specific academic 'levels' within these tiers; for example, a learner who currently reads at a 10th grade level, would be geared towards a course with curriculum aimed at building 11th grade skills. This same student may need to build foundation math skills and take another course aimed at bringing their math performance from a 5th to 6th grade level. Courses are planned to build upon, link to and lead into each other – creating a coherent and progressive learning experience. Students engaged in curriculum covering standards from 1st – 8th grade earn elective credit whereas students in the other tiers earn high school credit.

Each class has a course description that outlines the curriculum - documenting the content (with the grade level and standards addressed along with any additional objectives), the pre-requisites (include required student TABE scores and foundation courses), the texts and other materials used, a description of the activities in each of the five units, the instructional methods and significant assignments, and - finally - the assessment tools and grading rubric

(assignments and how they are graded are established through a lens of learner outcomes).

Curriculum Design and Content

Students and teachers drive curriculum design; the academic freedom and innovation of the teachers plays an essential role in curriculum development and many courses are initiated (or dropped) as the result of student requests and feedback. Teachers, students and administration suggest new classes to engage students and make learning relevant. New approaches to exploring the standards are also created when students' demonstrate minimal progress towards learning outcomes.

One example of this is the recent design of curriculum that integrates math with other subjects – these courses were created in response to low student pass rates in algebra along with student observation and test scores which suggested that practical applications of algebra were more effective and popular. Curriculum that combines physics and algebra, computers and algebra and social studies and statistics has now been implemented.

The five keys that are the school's namesake are interwoven throughout the curriculum as areas recognized as relevant to the student's learning goals. These keys – education, employment, family, recovery, community – have been integrated into the curriculum through key-specific classes written by Five Keys' teachers. The faculty completed lesson plans that targeted one of the keys (for example, one lesson involved the students making a book for their children for the family key, and one had them explore different learning styles for education).

The submitted lesson plans were then voted on by the teachers, with the winning lesson plans being taught to the entire school by all teachers on a designated day. These lesson plans are now kept in a bank for teachers to use in their regular courses.

The five keys are also integrated as essential elements of many different courses as they relate to the subject area; for example, some math courses are arranged into industry-specific skills with linkages to job training, and English courses may focus on themes of community and family. For other classes, the 'key' is the central theme, such as the parenting class and an Introduction to Addiction and Recovery Counseling class.

Restorative Justice is also an important part of Five Keys' curriculum. All students must complete 5 units in Restorative Justice, either in a class or with an independent study course. The class covers the principles, applications and personal implications of restorative justice and aligns to 10th and 11th grade English state standards. Other courses include the practice of restorative justice circles in their classes; for example, the Addiction and Recovery class includes twice weekly circles to create forums for students to discuss the harm and accountability related to substance use in their lives and communities.

In the last student survey 84% (210 out of 250), stated that participation at Five Keys had resulted in progress towards life goals. A further 10% (25) stated that they had not been here long enough to make a judgment. These responses speak to the success of teachers in making

instruction relevant.

Employment is an important key for many students, so vocational elements and soft skills are incorporated into numerous curricula and some sector-specific courses have been implemented. These include a culinary program and an Introduction to Addiction and Recovery counseling course (a class whose curriculum combines an industry overview, practical activities with common job skills used in the field, and opportunities to strengthen the students own recovery).

Collaborative Teachers and Special Projects

It is very important to Five Keys that the students' goals as adults and specific needs as learners facing hardship are addressed and honored in the curriculum. So many of our students have faced isolation in the education system and in their lives – having teachers and courses that respect and understand their unique challenges and combine a dialog about the challenges they face with academic rigor is imperative if student learning outcomes are to be met. To ensure that the mission of Five Keys is represented in curriculum and that instruction is relevant and generative for students, Five Keys embraces collaborative teaching and special projects with community leaders and teachers from outside the resident faculty.

While teachers take time off for curriculum development or are out for leave and during the summer, teachers with rich careers outside of teaching are hired for semester-long courses. Examples of these exiting courses include: A public interest lawyer who taught The Law and You classes, a celebrated performance artist who has worked with incarcerated women around the world facilitated a theater intensive class with the women, and a group including a local probation officer, a college professor and a successful writer and poet taught a class on culture and staying off the streets.

Collaboration and co-teaching has also been a successful strategy in bringing vibrant, relevant curriculum to the classroom and offering mentorship and professional development to the Five Keys faculty.

Collaborations in the last year have included: embedding teachers from the City College of San Francisco into an existing Restorative Justice (RJ) class – incorporating elements of the college's Social Justice class into the Five Keys' RJ course for combined college and high school credit; partnering with a community-based organization – Renaissance Entrepreneurship Center – to combine their curriculum on starting your own business with the Five Keys Economics class; a project that included co-teaching with Renaissance staff three days a week; and contracting with a respected and accomplished restorative justice consultant to co-teach and co-write the RJ curriculum for the school.

Curriculum review

Some students will stay with the school for one month and others may stay for five years – this means that courses must offer immediate, practical skills for some and that new courses must be offered for those who have completed all the routinely offered choices. Students

often experience anxiety, uncertainty about their futures, depression and grief. Additionally, all of Five Keys students have left high school (or earlier grades) without finishing and approximately half have a learning or other disability. With these characteristics in mind, a diverse and challenging line of study is imperative. We strive to develop curricula that pushes students without creating additional anxiety and that is responsive to emerging fields of study and highly relevant content for our particular students.

Reviewing and adapting curriculum on a regular basis is one of the ways of meeting this challenge. Teachers write a course outline for every new class, and these are reviewed each semester by the director and / or deputy director or education director and are shared at department meetings for peer review and input. Adaptations to existing course outlines and lesson plans are kept to show the evolution of a course, along with sample student work and records of student outcomes. Course outlines and lesson plans are part of the teacher evaluation process and TABE data is reviewed regularly to inform discussions of effectiveness of each course.

- **Curricular Mapping** — The institution must have an organized curricular plan that provides direction for faculty members as they plan for instruction and assessment.

Five Keys' faculty has developed an initial curricula map which is used to create complimentary courses across disciplines and progressions from one course to another within a discipline. Through the process of curricula mapping, it revealed the areas where the development of further courses are needed. The curricula map does not specify time frames and durations for course completion. This element, a central part of many curricula maps, is necessarily absent as Five Keys' students have such varied durations of enrollment and participate for differing hours each week. Additionally, the intense five-week semester means that site-based students can only take two courses simultaneously. Nonetheless, the map has illustrated ways that progression can be encouraged and implemented to optimize learning outcomes for students.

Criterion 5 — Instructional Program

- **Student Learning and Achievement** — The institution must define and publish the learner outcomes for each program. Through regular and systematic assessment, it must demonstrate that students who complete programs achieve these outcomes.

Each year by February, Five Keys produces its annual School Accountability Report Card (SARC) for the prior academic year. Attached as an appendix is the most recent SARC for the year 2009-2010. The SARC for 2010-2011 will be available by January 2012.

The purpose of the SARC is for the school to take a critical look at the effectiveness of the agency and its programs to develop a strategy for improvement. Different from most traditional public schools, our SARC takes an in-depth look at our programs by answering the following question. For each question there are several more detailed and specific questions to be answered including questions regarding the strength of each area, and what improvement is needed in each area. Below is a list of the main questions asked in our SARC.

- What are the school's strengths?
- Describe the effectiveness of the quality of instruction, including teaching, learning and curriculum.
- What is the school's relationship with parents and community?
- How do we know students are achieving?
- What is the effectiveness of the quality of instruction, including teaching, learning and curriculum?
- How well does the curriculum meet students' needs?
- What are our students' attitudes, values and other personal qualities?
- What are the most significant aids and/or barriers to raising attainment for the school?
- How effective is the leadership and management of the school?
- How do we provide assessment of student learning?
- How effectively does the school analyze and use schoolwide data for continuous improvement?
- How well does the school work in partnership with parents, other schools and the community?
- How effective is the governing body of the school?
- How effectively is the school managed fiscally?
- What are the most significant aids and/or barriers to raising attainment for the school?
- Instructional Strategies — The institution must provide qualified faculty members who use a variety of instructional strategies that meet the diverse learning needs of students.

Five Keys understands the intimate connection between effective instructional strategies and student learning outcomes. One of the strengths of Five Keys is its diverse faculty, who bring a range of instructional approaches. This range can be passed on to the students (as they can select the instructors and classes that best meet their needs), and is shared with each other through peer-curriculum sharing and lead-teacher mentorship.

Research-based instruction methods are discussed and disseminated regularly to keep instruction relevant and effective. We do note that much research is conducted with children, with non-incarcerated populations, and often with middle class and predominantly white students. This means that discussions of how and if techniques translate as best practices for our students along with direct student feedback are valued greatly. Nonetheless, many elements of vibrant education are universal.

Brain-based learning has been particularly helpful to our teachers when structuring independent study activities and pacing long classes. Self directed learning is balanced with the benefits of collaborative learning that promotes cross cultural connections and employment skills and combats the isolation of institutionalization.

Constructivist approaches to curriculum design help to incorporate the life experiences of the students and adapt curriculum through student-designed projects – keeping new material within a context of our everyday lives, needs and experiences. Assignments for each course include activities across the spectrum of Bloom’s Taxonomy from remembering to analyzing to creating and evaluating – with lots of opportunities for problem-based learning and hands-on activities.

Independent study courses are crafted to mirror, whenever possible, the content of the classroom-based courses. This is daunting when it comes to duplicating teaching techniques in an independent study packet.

Recently, teachers have been translating their teaching practices from the classroom into packets – incorporating ideas such as requiring the students to interview people around them, watch documentaries, complete on-line projects and give oral presentations to their teacher. The new ISP courses include a teachers’ guide, which suggest ways the teacher can optimize the time they spend with a student to diversify teaching techniques - these include grouping students together who are working on the same packet in order to encourage less isolated learning.

Realizing all of the techniques that we know to be effective can be difficult in practice. The jail is a restricted environment where control and predictability are valued as the foundations of a safe environment. Students are often under a lot of pressure with pending cases, and many students have conflicting priorities. Furthermore, jail culture is not always conducive to collaboration and group cohesion – there are opposing gangs and people have a list of reasons why it is better to remain shut down and isolated from each other while incarcerated.

These conditions make it challenging to build curriculum that follows best practices – opting instead to maintain a classroom where everyone remains seated and quiet as they listen to a teacher. In a similar vein, independent study curriculum can regress to the days of read and regurgitate if we do not remain innovative. Constantly improving curriculum to avoid courses that do not result in meaningful student growth is a challenge we are working on.

One of the key issues for Five Keys concerning instructional strategies is differentiating instruction for students with reading and writing development needs. Most of the faculty are trained as high school teachers, and yet the average reading score of Five Keys’ students is below a 6th grade equivalent – writing scores are typically one or two grade levels below that.

The school has increased the range of classes that are geared specifically to increasing basic skills as opposed to earning high school credit, and has designated reading pre-requisites for certain courses (such as Government and Literature classes). There is adapted ISP curriculum

and we have started courses in high school subjects such as history that include oral exams and visual projects. Still, much work is to be done to support high school teachers in implementing instructional techniques that work best for students with significant reading support needs and a high rate of learning and other disabilities.

- Technology Integration — The institution must develop technology resources for students and have expectations embedded in the instructional program so that students can be prepared with 21st century skills.

Five Keys has access and content goals around the use of technology and computers.

The fundamental goal of computer access remains important for Five Keys students. While the school aims to have 100% of pupils access computers as part of their instruction, in a recent survey, only 53% out of 250 students surveyed stated that they have used computers as a part of course work. This relatively low number has several causes: first, incarcerated students are not permitted to have computers in their cells or pods (living areas). Second, students in the community have very low rates of computer ownership or access in their daily environments – a fact that leads to poor computer skills and a lack of comfort with technology.

Given the lack of access in our student's surroundings, Five Keys has placed emphasis in recent years on providing access wherever possible in the school setting. Both the jail classroom sites have a computer lab. These labs are used for computer-based classes each semester – including vocational courses and academic classes that utilize the computer for math and English learning. As students cannot rotate to different classes during a semester, this means that access is restricted to up to four cohorts of around 20 students each per semester. Recently, a mobile laptop computer lab with 27 computers was purchased for the men's jail, expanding access for all classes because teachers can check out the cart for sessions during the semester and bring it to their classroom. Independent study students in the jail are taught in their housing areas and mostly study in their cells, where computers are not permitted. Internet access for the students is not permitted in either the classrooms or the cells at all the jail locations.

Computer access at the community sites has been somewhat easier to increase; nonetheless, computer access is only available at seven of the fourteen community campus sites. These sites are with community partners who have limited resources, and Five Keys mission to bring education to the students where they are means that resources must be invested at numerous sites if the goal of complete access is to be met. It should be noted that the 7 sites where computers are available are the campus for more than 70% of our students. In 2011 a new computer-based Five Keys campus was opened at the San Francisco Adult Probation Department. At this site, eleven computers with access to internet and on-line learning tools are the foundation for much of the instruction. In addition, a new digital literacy position was hired; this teacher offers computer classes and computer-driven project-based learning at several sites – one of which is open to all Five Keys students.

Other technology includes an LCD projector in every classroom and a lap top computer for

each teacher. There are three iMMCam's (an interactive multimedia digital document camera), a video camera, two scanners and a digital camera are available for teachers.

While access is an important goal, the innovative use of technology and the teacher training required for this is another goal. Three courses have been re-written to incorporate the use of the laptop computer lab and these have been very popular and successful. Still, the majority of teachers have not used computers in their classes and even sites with computers in their classrooms have limited computer integration. There are three main reasons for this: first, many students have not used computers before, so keeping a course on track to cover the required standards and teaching basic computer skills is daunting; second, as the jail-based computers lack internet access, software is needed for many projects; third, some teachers lack training and confidence about how to use and incorporate computers into their courses.

A three-year technology plan is in the process of being written in collaboration with the Five Keys Departments. The goals of the plan are to increase and diversify access to computers, purchase software, train staff, integrate technology into existing core courses, and explore other forms of technology (such as digital microscopes) that will enhance student learning and help prepare students for employment.

Criterion 6 — Use of Assessment

- **Analysis of Learning Data** — The institution must have a process in place to gather learning data from multiple sources, disaggregate and analyze the data, draw conclusions and develop recommendations to address identified learner needs.

Faculty and administration share responsibility and enthusiasm for evaluation. We gage our success as a school on the achievement of our school-wide learning outcomes – especially the completion of course assignments and assessments, TABE grade level increases and passing the CAHSEE and/or GED. Students at Five Keys have ‘failed’ at previous schools and we know that this is not just a second chance but often their only chance to receive an education that actually results in learning and growth.

Graduation rates, along with course completion rates and TABE, CAHSEE, and GED test results are summarized quarterly for review by stakeholders – including board members, students, funders and faculty.

Course Completion and Assessments: Course completion rates for both ISP and site-based classes are collected based on grades from course assignments, which are recorded in the student information system (OASIS). Grades and completion rates are reviewed at the end of each semester (or five-week reporting period for ISP) by administration and faculty. Course completion rates are used to determine if the course should be taught again and if it should be modified – including varying the structure, teaching techniques and assessment methods. Student enrollment and retention rates, a high number of F grades or a high number of A+ grades are all looked for when reviewing course completion. Over time, the number of students completing each class is considered when planning new courses and identifying gaps in instruction or continuums through subject areas.

Discussions and training around how we measure student success have been at the core of teacher professional development and evaluation over the past two years. Much progress has been made and we know there is a lot more that we can do. A major change in the past two and a half years has been the systematic documentation of the assessments used for each class and their alignment to state standards. Students in site-based classes must complete a minimum of two assessments of their progress each week. These are recorded in the student information system along with the grade for each assignment.

Students failing a course are met with and a plan is made to make up the work and succeed in the coming weeks. This process has been a difficult one for some teachers (and students) who may have been used to non-standards based measures of success such as ‘participation’ and ‘improvement’. Some probationary teachers without the skills to assess student outcomes have not become permanent faculty, and some permanent faculty members have undergone intensive evaluation and follow-up mentorship to address “needs improvement” ratings around student assessment. Although there is still a lot of growing to do around how we respond to student assessment, each site-based course now has documented, standards-based assessments and assessment results for each student.

Assessment in independent study courses remains a priority and an area in need of development. All new ISP courses include student assessment and corresponding grading rubrics. In addition, teachers have written some evaluation elements to existing courses. Still, many courses lack a ‘final’, quizzes or projects that demonstrate the mastery of skills throughout or at the end of a course. The courses do include student work that is evaluated towards the final grade, but grading rubrics for these are lacking. Faculty has been assigned curriculum development projects that include creating these rubrics and assessments, and these continue –with mandatory classes being a priority.

TABE Scores and Gains: TABE scores are used for class placement and to measure student learning. TABE data is recorded in the TABE database, imported into OASIS for each student’s learning record and also imported into Excel for analysis.

Upon entry into the school, the majority of students are assessed for their reading comprehension and math computation and applied math levels using the TABE. Additional TABE sub-tests are sometimes used for pre-test for specific courses; for example, the language sub-test can be used for pre and post testing in English mechanics classes. Some students may refuse to test, and some students with very beginning English development may require alternative assessment.

Students with IEP’s may have current assessments that can be used in place of the TABE. The grade level equivalents are then used to place students into the most appropriate class. With site-based courses, they can choose from a selection of classes at their level, and in ISP the teacher and student choose the course based on level and interest. Average, mode and median grade level equivalents in reading and math scores have helped the school develop priorities for hiring new teachers, designing curricula and modifying classes.

Students are post-tested in the same TABE sub-tests. For the past year, the goal for Charter

and Adult School students has been to assess students receiving English and math specific instruction after 60 hours of instruction and those receiving instruction in other subjects after 120 hours of instruction.

For ISP students, the goal is to post-test quarterly. Post-test results are examined carefully for individual pupils when making education plans and when choosing the subsequent classes. Collective scores are used to consider the effectiveness of English and math classes. TABE post-tests for students taking non-math and English courses are monitored to see the effects of being in school in general (especially considering the reading and writing assignments that are the basis of most subject classes and the math elements of social studies and science courses); these scores are also sometimes considered as a control group – indicating whether math and English specific instruction results in significantly different gains. TABE post-tests for Charter and Adult schools are examined by class – allowing teachers and administration the opportunity to discuss the effectiveness of teaching methods and course structures.

- Use of Assessment Results — The institution must use learning data analysis results in curriculum review, development of the instructional program, provision of professional growth activities for teachers, and for long-term institutional planning.

Over the past year, the school has made great gains in implementing TABE testing. We have increased the number of students receiving pre-tests dramatically and post-test numbers are steadily increasing. The high turnover rate of students, changes in student location and the logistics of testing in a jail setting all contribute to lower than intended numbers of students being tested. Protocols are now in place to provide incentives to students for participating in testing and to operationalize TABE testing across the board.

TABE scores have made the basic education needs of Five Keys' students very apparent to the faculty and staff. This knowledge has resulted in a faculty led drive to include literacy and numeracy into all Five Keys courses, and the prioritization of teacher training on learning disabilities and literacy skill building techniques. The school is also looking at new positions to determine carefully what the qualifications should be and what students we will target with these positions.

CAHSEE Scores and Pass Rates: A quarterly report of CAHSEE pass scores are compiled and reviewed. CAHSEE scores are sent from the district, and individual scores and score breakdowns are shared with each student and uploaded into OASIS. CAHSEE scores are also entered into an Access database for data analysis.

The school has been looking closely at these rates as important indicators of student need and school structure. Three primary aspects of the results have been looked at: first, are students completing and passing all of their required classes, and yet are not passing the exit exam? Second, do students consistently fail on specific elements of the exam? Third, do TABE and CAHSEE scores correlate?

Five Keys found that a higher than desired number of students were completing all of the required coursework and not passing the CAHSEE. After examining these cases and trends,

we concluded that several factors contributed to this – Five Keys classes were not preparing students for taking standardized tests (and many had an IEP when younger that suggest that tests accommodations would be beneficial), some students had completed much of their course work before coming to Five Keys (and it had been many years since they had studied much of the material covered on the test), and Five Keys classes had curriculum gaps in key areas needed for passing the CAHSEE – specifically geometry, some algebra and timed 5-paragraph essay writing were areas consistently failed by students.

In response, Five Keys has offered classes specifically for CAHSEE preparation and skill review, integrated CAHSEE-style questions into course assessments, and faculty have shared essay writing instruction techniques and incorporated 5-paragraph essay writing into many classes across disciplines. Geometry instruction and more algebra practice are areas we have targeted for the coming year. TABE scores were found to be an indicator of CAHSEE readiness, and Five Keys recently started recommending to students with lower than 7th grade equivalents to postpone taking the CAHSEE and focus on skill gains. These strategies have resulted in an increase in CAHSEE pass rates.

Training on the content and format of CAHSEE and the GED is an important goal for faculty who are not familiar with these tests. The school plans to continue to increase the integration of explicit preparation for these tests into its course outlines – an element that is reviewed in teacher evaluations.

Graduation and GED pass rates are important as they represent an achievement that will result in higher employment and lower recidivism rates for our students. They also indicate the schools ability to move students towards their goal. GED completion and graduation data is collected through OASIS and on pupil-specific graduation tracking forms.

What is not captured by these rates is what a student's starting point with Five Keys was – a student may enter with only ten units to complete (representing very little growth despite the significant outcome), and another student may progress from a 6th grade level equivalent to 11th grade and not yet graduate. This lack of baseline data makes GED and graduation rates difficult to equate to instructional quality. Nonetheless, the ability of the school to fulfill its promise that we will help move students towards completing high school is reflected in these important statistics.

Student Satisfaction Surveys and focus groups are other important methods of assessing student success and experiences. Teachers and administrative staff have used surveys and focus groups to evaluate the effectiveness of individual classes for many years. While these have been generative in terms of course planning, the absence of a universal and quantifiable survey data has prevented the tabulation of responses in a way that facilitates school wide discussion.

Five Keys now has a two-page Likert-scale survey with room for open responses from students. Over 250 students were surveyed at the beginning of the 2012 school year. Results are attached at the end of this report and are being used as part of strategic planning for the coming year. Among other things, computer access, overall satisfaction and the usefulness of

classes in terms of increasing employability (all SLO's) are measured by the survey. Professional development goals have been formed based on the areas of least satisfaction for students.

Recidivism is measured by monitoring re-arrest rates recorded by the San Francisco Sherriff's Department and reported to Five Keys directly. Five Keys records any new arrest as evidence of 'recidivism' (This differs from some studies which define it as a new conviction).

Criterion 7 — Student Support Services

- Student Services — The institution must provide appropriate services that support student learning and development within the context of its institutional mission.

Recognizing that education has the power to bring about positive change, we also know that education is most effective when coupled with holistic services that build a strong foundation for the future. Many incarcerated and newly freed inmates are resistant to change (a contributing factor to a nationwide 70% recidivism rate). Additionally, nearly all of our students' prior educational experiences were negative, thus creating another layer of their resistance to school. This coupled with the litany of social and emotional problems our clients are faced with makes school and pro-social change low among their priorities.

To address this problem, getting students (inmates, high school dropouts and ex-offenders) connected to support services is a major focus of Five Keys. However, support services for Five Keys' students differs in several distinct ways than traditional high schools and adult education programs support service. These differences are:

- A focus on intensive case management
- Holistic, wrap around support service focusing on successful re-entry to society
- Focus on Workforce Development
- Partnering with community based organizations and city agencies that specialize in providing these services to our population of students

The delivery of these support services fall into one or more of the following models:

In-custody independent study programs: In 2008, based upon research, evidence based practice and an understanding of what works to reduce recidivism, Five Keys introduced its Keys to Change Program: programming that pairs educational opportunities with vital and innovative services that address the criminogenic needs of our students and other inmates inside the jail. Coupled with daily classes or independent study, Keys to Change provides daily groups and case management - allowing students to build the skills needed to succeed in school and in their communities. Keys to Change utilizes Hazelden's A New Direction - A Cognitive Behavioral Treatment Curriculum and provides groups and counseling focused on:

- Criminal and Addictive Thinking

- Recovery & Substance Abuse Prevention
- Restorative Justice Circles
- Successful Re-entry: Five Keys' staff administers a transitional needs assessment to understand the challenges offenders have upon reentry.

To assist in successful reentry, Five Keys employs a reentry coordinator and five (5) case managers that assist in placing the formerly incarcerated into reentry programs outside of the jails and finding supportive housing.

Partnerships, in-custody programs not operated by Five Keys: Five Keys partners with agencies that provided essential support service to inmates. Five Keys is the education partner for programs such as Walden House's Roads to Recovery and SISTER program. The programs are very similar in structure to the Keys to Change program.

Community Based Programs, out of custody: Our program design is to capitalize on individual program strengths--recognizing that we cannot provide all the services our students need, and that different CBOs have different areas of expertise, Five Keys has entered into a number of strategic partnerships to maximize our impact on students.

Five Keys provides an educational component to existing and well established community based organizations. By partnering with city agencies, CBOs, the Sheriff's Department Jails, and residential treatment facilities, Five Keys establishes satellite programs at various locations throughout San Francisco thus eliminating a major barrier for this population to attend school while receiving essential services. Our partnerships with community based organizations provide: intensive case management, violence prevention and substance abuse treatment. The emphasis the school places is on workforce development.

By bringing the school to the client with the wrap around support / case management services of our partnering organizations, we provide greater opportunities for these clients to restart their education, advance toward graduation and pursue goals of post-secondary education, employment and positive reentry into the community.

- Counseling Services — The institution must provide personal counseling support as well as college planning counseling services.

A re-entry coordinator, four program coordinators and a re-entry manager (6 FTE) provide a continuum of counseling, case management, housing placement, and vocational services to students currently incarcerated and those leaving jail. Collectively and individually, the staff has a wealth of expertise, including personal experience with incarceration and many years of program leadership. Two of the program coordinators are credentialed teachers in addition to skilled counselors and all are seasoned at working with people experiencing and exiting incarceration.

For matriculation to college, Five Keys partners with City College of San Francisco's Second Chance Program to provide college counseling to students. Five Key aslo has partnered / piloted a program with City College to provide concurrent college and high school

enrollment through Five Keys.

The partnership allows inmates enrolled in the Five Keys high school diploma program to receive concurrent high school and college credit for coursework. Five Keys students also prepare for the rigors of college-level coursework with the joint academic instruction of Five Keys teachers and CCSF instructors. A goal of the partnership is to improve the post-release academic and vocational success of students who earn their high school diplomas while incarcerated.

Criterion 8 — Resource Management

- Information and Learning Resources — The institution must provide access to sufficient information and learning resources that support its instructional programs.

Because of the unique population of students, we are limited in the resources that we can provide to inmates for safety and security reasons. That said, Five Keys provides all the curricular materials students need to meet their educational objective. These materials include current standards aligned text books and resource materials; student work folders, all paper, pencils, pens, calculators, computers and other essential materials students need to succeed.

A budget is available to each department for materials and text books. The teachers in each of the departments make decisions about which materials to order, and teachers recommend purchases after reviewing materials and trying them with their students. Priorities in the departments are made based on the core classes that are taught and the most frequently used materials. Text books aligned with the state standards and those with the most adult-appropriate content are selected.

For the past two years, a curriculum development project has allowed teachers to take a five-week semester out of the classroom to develop independent study courses. The project allows teachers to create modules in their field of expertise along with teachers' guides for the independent study teachers – this is especially important as ISP teachers must instruct their students in all subjects regardless of their particular subject expertise. The programs to be developed have been chosen with the input of the lead teachers and department heads, and the resources for staff time and new materials allocated accordingly. The packets undergo student trials and feedback is then incorporated.

An on-line learning program, PLATO, was purchased last year to enhance learning. The on-line program compliments the ISP courses and offers additional methods of instruction for students who may not be available for classes at traditional times and who need extra practice while an ISP teacher is meeting with other students. The on-line option allows students the sufficient practice to master the skills required for a course or to pass course assessments.

For out of custody students, Five Keys also provides access to computers at 7 of our 14 satellite locations. Students can always get access to a computer at Five Keys 70 Oak Grove location and at the Women's Resource Center.

Five Keys teachers use a variety of supplementary materials to achieve their learning objectives. In many cases this includes the use of entire course materials that align with state standards, written by Five Keys teachers. Five Keys has made a strong commitment to developing and writing its' own curriculum based on the California State Standards.

In custody classrooms are equipped with computer labs, however, Internet access is not available to inmates, most out of custody classes have access to high speed Internet connections.

To support teachers, lead teachers are available to work with teachers on designated, time-specific projects. For example, a teacher may request assistance in achieving a personal goal of developing a grading rubric or implementing a new teaching technique. The lead teacher would be assigned to guide and assist teachers in achieving these professional goals. A lead teacher may also be assigned to teachers with “needs improvement” areas on their evaluation; teachers will work with her to implement specific changes related to their evaluation.

Five Keys has also instituted a Training Institute: Quarterly workshop on relevant educational topics such as learning disabilities and the impact of trauma on learning. This is an optional professional development with staff input on presenters and topics. Teachers are paid a stipend for attending.

- Financial Resources — The institution must manage its financial resources to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

In February 2008, the school was projecting a \$150K loss for the year and the school was projecting at year-end less than one month in reserves for economic uncertainty. When new school management took over that month the fiscal situation of the school changed drastically. Rather than a loss, the school had positive operating income. Each year since, the school has significantly increased its reserve balance without sacrificing programming, and now has an operating reserve equivalent to six months of operating expenses.

To ensure the financial stability of Five Keys, the Executive Director works closely with a consultant to keep the board constantly informed of the financial health of the organization so the school can respond as appropriate. The BOD reviews the schools' finances every month. The school has adopted a set of financial policies which are followed by management and supervised by the board. The board approves the school check register and all expenses each month.

Despite this, educational funding has been either flat or on the decline since 2009, forcing the school to make difficult decisions regarding expansion of service, and purchasing additional technology resources.

- Financial Accountability — The institution must annually undergo an external financial audit by a certified public accountant or public agency and report results to school stakeholders.

In addition to an independent financial audit, The San Francisco Unified School District annually reviews the fiscal integrity of the Five Keys in order to satisfy itself that sound financial procedures are in place and are being followed. The adherence to such sound financial practices by the Five Keys Charter School is a condition for our continuance.

The school sends a copy of its annual independent audit report to the District, County and State by December 15 of each year. The District also conducts an annual programmatic and attendance audit of Five Keys as well. In the event that any exceptions or deficiencies are noted (none have ever been), Five Keys will resolve these within sixty (60) days of the audit release and will confirm to the District that any such exceptions or deficiencies have been successfully resolved.

Each year, Five Keys provides the following reports to the District by the following dates:

1. July 1, a preliminary budget for the current fiscal year. For the most recent charter renewal, this included 3 years projected financial statements submitted with the charter petition pursuant to Education Code 47605(g).
 2. December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the FKCS annual, independent financial audit report for the preceding fiscal year is delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
 3. March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
 4. September 15, a final unaudited report for the full prior year. The report submitted to the District includes an annual statement of all the FKCS receipts and expenditures for the preceding fiscal year.
- Facilities — The institution must provide facilities that are clean, safe, and adequate for the academic programs and courses offered.

Because Five Key operates in partnership with the San Francisco Sheriff's Department, Adult Probation and CBOs that support re-entry and workforce development, Five Keys does not own or lease facility space. Facilities are provided by our partner agencies. As a condition of our partnerships, all Five Keys locations must be clean, safe and sufficient for the educational program we provide.

Criterion 9 — Community Connection

- **Public Information** — The institution must provide a catalog for its constituencies with precise, accurate, and current information regarding its programs, available financial aid, admissions requirements, and student fees.

Five Keys maintains a website with current information regarding our various programs, locations and admissions requirements. Additionally, Five Keys does outreach and attends monthly meetings of various city agencies to disseminate school information. Five Keys provides brochures describing our programs and locations.

- **Connection to Community** — The institution must make an effort to connect to community leaders, businesses, and organizations that can enhance the educational opportunities for students.

Five Keys has a long and comprehensive community-based partnership record. Five Keys Charter School originated as a project of the SFSD and now supports and partners with many agencies in San Francisco including: state and local government agencies, workforce investment agencies, faith-based and community organizations, and re-entry programs dedicated to improving the delivery of re-entry services to formerly incarcerated individuals and those at risk of incarceration.

Through our connections with community agencies and residential treatment facilities, Five Keys establishes satellite programs at various locations throughout San Francisco thus eliminating a major barrier for this population to attend school.

Criterion 10 — Action Plan for Continual Improvement

- **Institutional Planning and Evaluation** — The institution must systematically evaluate and make public how well it is accomplishing its purposes, including the assessment of Schoolwide Learner Outcomes. The institution must provide evidence of planning for improvement of institutional operations and processes, student achievement of educational goals, and student learning levels.

In 2009, the Five Keys' Board convened a committee charged with creating a five-year strategic plan to guide the School in realizing its mission and objectives over time. The committee, comprised of board members, sworn staff, teachers, and FKCS leadership, was supported in their strategic planning process by EdTec consultants. Over the course of four months, the committee held a series of meetings to review, refine and clarify Five Keys' vision, mission, goals and strategies, including an in-depth look at the schools strengths and weaknesses.

The result of this planning process was the creation of a detailed implementation plan for school and program improvement—our strategic plan.

- Schoolwide Action Plan — The institution must have a user-friendly schoolwide *Action Plan* that guides school improvement efforts and provides the basis for all ongoing development activities.

Following the strategic planning sessions, Five Keys leadership and staff developed a practical implementation plan which was presented to the Board at their January, 2010 meeting. With content and input provided by various stakeholders, the Strategic Plan Implementation Outline was produced. The outline is organized under four focus areas:

1. Reorganize Five Keys infrastructure to support strategic plan implementation;
2. Improve the education program at Five Keys with an emphasis on Restorative Justice Principles;
3. Manage integration of program delivery (support services) with education content delivery; and
4. Pilot wraparound services/intensive case management for Five Keys students.

Within each focus area, overarching goals, elements to be implemented and oversight responsibilities were articulated. The draft outline was then reviewed by Five Keys lead teachers in meetings with leadership, and the feedback, input and revisions from these meetings were incorporated into the next draft of the outline. This draft was, in turn, shared with the entire Five Keys staff, and their feedback was solicited. Staff input was included in the final draft of the outline document which was presented along with supporting documents to the Board at their January, 2010 meeting where it was approved.

This Roadmap contains details regarding focus area goals, strategies, actions / benchmarks, performance indicators, and a Plan Outline in order to effectively guide the implementation process. Oversight for implementing the Roadmap is provided by Five Keys executive leadership, with monthly status updates to the Board of Directors to ensure that implementation remains focused and on schedule.

Work has continued in defining strategies and action steps intended to produce the desired outcomes, resulting in the The Five Keys Charter School Strategic Plan Roadmap. This document, along with the Strategic Plan Implementation Outline and the tenets identified by the committee constitute the schools direction and plan for improvement through the 2012-2013 school year.

Summary

Explain why you desire to be accredited by WASC.

Since our inception in 2003, Five Keys has been focused on educating and improving the lives of what many consider to be the most difficult segment of society—prisoners. Five Keys believes that it is our duty to improve the lives of the most disenfranchised populations, because this in turn, will improve the lives of everyone in our communities. As such, it is our responsibility to provide the best educational programs possible given that 100% of our students have failed, or been failed by traditional educational models.

We believe that WASC accreditation is essential and a key component of ensuring that we are doing our best to improve our programs and serve our students.

Five Keys students deserve to leave our schools with the same quality of education as those served in traditional schools. By going through the process of accreditation, Five Keys is forced to take a critical look at all aspects of our program--with a constant focus on improvement. Specifically, we desire to be accredited by WASC for the following reasons:

- Accreditation validates the educational programs
- Encourages a laser-like focus on improvement and student achievement
- Identifies areas of need and weakness in our programs
- Encourages collaborations among all constituents
- Allows Five Keys' students access to University of California and California State University
- Forces us to constantly examine our mission to make sure we are doing what we say we are doing!

Identify the three to five major key issues from your school's Action Plan that will receive the greatest focus in the next three years.

- 1) Refine internal school systems to most effectively serve and support students in the delivery of our educational programs to improve student outcomes.
- 2) Develop new systems for using assessment and other data for developing programs and services to support students.
- 3) Further development and refinement of Five Keys' independent study curriculum.
- 4) Increase attendance and graduation rates for all students.
- 5) Further develop services to support successful reentry to our communities.

Signed:

Position:

Please submit one (1) hard copy and three (3) electronic copies on CD to:

Lee Duncan, Ed.D., Associate Executive Director
Accrediting Commission for Schools
43517 Ridge Park Drive, Suite 100
Temecula, California 92590