

School Accountability Report Card, 2012 – 2013

3 Schools: Five Keys Charter School, Five Keys Adult School, Five Keys Independence High

Address: 70 Oak Grove St
Executive Director: Steve Good

Phone: 415-734-3310
Grade Span: 9-12

School Summary / Description

In an effort to both increase educational options that focus on restorative justice and to offer a path for obtaining a high school diploma, Sheriff Michael Hennessey founded Five Keys Charter School, the first charter high school for adults in the nation that operates inside a county jail. 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.

Since then, 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.

Five Keys offers traditionally 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 (community college), employment and positive re-entry into the community.

Five Keys Adult School and Five Keys Independence High, the schools are reaching more students with expanded post-release education options by partnering with respected community-based organizations and City agencies such as the Office of Economic and Workforce Development, Adult Probations Dept, Goodwill, YMCA, Asian Neighborhood Design, Work Source California (Los Angeles) and Los Angeles Sheriff's Dept. In 2012-2013, the three schools served over 7,000 students with an average of 941 students attending daily.

In addition to a traditional high school curriculum, class offerings include substance abuse and violence prevention, Workforce Development & Career Preparation, Green Construction, horticulture, Reading / Math Lab, ServeSafe Food Handlers Certificates and Restorative Justice (a required course that raises awareness of the impacts of crime on victims and the community).

In addition to Five Keys many workforce development letters of agreements and MOUs with CBOs and City Agencies, in 2013 Five Keys was awarded a WIA contract to provide education and assessment services to the city and county of San Francisco.

Five Keys Independence High provides the school with a unique opportunity to expand our 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 attainment; working students and those enrolled in residential 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.

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.

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 FKIH for independent study work, and then get released and continue at FKAS.

School's Effectiveness

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 measure success on a greater scale.

According to a 2011 Sheriff's Department Review of Five Keys student re-arrest rates, 44% of Five Keys graduates were rearrested within one year. Whereas the general population has a re-arrest rate of 70%. In the June 2013, the Sheriff's Dept began a study of current recidivism rates for Five Keys students. This information will be available in December 2013.

This look at our graduates clearly demonstrates a measure of success in reducing the number of individuals returning to jail. Additionally, by looking at other indicators we can say with reasonable certainty that we are making measurable 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.

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 expectations 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.

2012-2013 marked an important milestone for Five Keys as nearly 40% of our students now are in our community programs in partnership with workforce development entities. Five Keys has demonstrated to be effective in encouraging full participation in counseling and work programs. We offer and 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. All students enrolled at Five Keys participate in at least one, if not all of the programs mentioned above. While in these programs, 79% of our student 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).

Many of our students had negative, unsuccessful high school experiences. At Five Keys, teachers work with students to rekindle their desire and excitement for education. We believe this creates the internal motivation needed to achieve academic goals like earning a high school diploma or GED and moving beyond that to post-secondary opportunities and/or employment. While no formal assessment has been provided to students to measure this change in attitude,

antidotal evidence and teacher surveys suggest that our students' attitude toward school is generally positive, and improves the longer the student is enrolled.

The school largely contributes this success to the major objective of our program for teachers to engage students in strategies that can be used to effectively return to society and leave the incarcerated environment forever. As such, a formal curriculum (written and developed by Five Keys teachers) focused on restorative justice principles, makes up an integral piece of the Five Keys Charter School's mission of pro-social change, reentry and full participation in our communities (including school).

School's Strengths

Teachers: First and foremost are our strong staff and positive labor relations. Five Keys' teachers are members of the United Educators of San Francisco. In 2012, we ratified our second collective bargaining agreement with the union. This was a very amicable process that created a win/win agreement and goodwill toward both parties.

Additionally, the teachers are provided with leadership opportunities within the school to develop curriculum, make joint decisions on professional development, mentor new staff and participate in strategic planning of the organization. The teachers at Five Keys are motivated individuals that believe in and support our mission.

The Board: The Board of Directors of Five Keys is a notable strength as well. Our board includes the Sheriff of San Francisco County, along with senior department command and program staff, two are attorneys, and one ex-offender. The board's collective knowledge of this population, coupled with their legal, practical and political experience makes this a particularly strong organization. The board meets every third Tuesday of the month.

Partnerships: 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. These partnerships include: The Goodwill, City College San Francisco, Mayor's Office Of Economic and Workforce Development, Asian Neighborhood Design, YMCA, Walden House, Friendship House, Paradise Baptist Church, Episcopal Community Services of San Francisco, SF Sheriff's Department, Work Source California and the Los Angeles Sheriff's Department.

Finance: Five Keys' combined operating income was a net \$700K, with revenues of \$6.9M. This was despite large investments in curriculum, professional development and technology. The school budgeted very conservatively given the uncertain financial situation California was in.

The Sheriff's Department: The institutional support of the Sheriff's Department is a huge asset to the school. In-kind support includes: facilities, IT support, security, communications, transportation and many other types of valuable support.

Curriculum: Staff has developed and written a proprietary curriculum based upon the 5 principles the school was founded upon: Family, Education, Community, Recovery, and Employment. All students have access to instructional material except where jail facilities prohibit certain items.

What are the main priorities for improvement?

- **Increase access to technology for our students.** As standardized testing moves to computer based platforms, we need to better prepare our students for a digital world.

- **Increasing number of students passing the CASHEE:** Last year only 53% of students passed the CASHEE math and 70% passed the English portion.
- **Tracking Students as they are released from jail or CBO program:** Part of our high student attrition rate is due to our lack of ability to track and follow inmates from one housing unit to the next and follow an inmate upon release from jail.
- **Increase ADA and credits earned for Independent Study (IS) students:** On average, IS students earn 1/2 the amount of credits as classroom based students.
- **Develop pre-vocational programs:** Develop programs to prepare our students to enter into the Workforce Development Sector Academies.
- **Increase paid internship opportunities for our students.**
- **Professional Development:** Institute an ongoing PD plan that focuses on our unique population.

School's Relationship with Parents and Community

Five Keys enjoys a very favorable reputation in the workforce development, criminal justice and re-entry communities. Because the majority of our students are adults, with the average age above 26, we have very limited contact with parents. However, because our model is to partner with government and community based agencies, we receive regular and ongoing feedback from these organizations. In general, the feedback has been very positive, in fact, the response to the school is overwhelming at times with requests from new community partners and workforce development agencies to expand Five Keys operations.

What do (a) students and (b) parents most like about the school?

Students appreciate the opportunity to restart their education, advance toward a diploma or GED, reengage in learning, learn computer and work skills and have an individualized learning experience. CBOs like the fact that we can provide educational opportunities to individuals and leverage our shared services.

What do they feel needs improvement, and what action is being taken?

- Acquiring and analyzing transcripts of our students: we've upgraded our SIS to automatic transcript requests.
- Retaining students: our attrition rate is very high, were the average length of enrollment for all programs is below 40 days.

Student Attendance and Achievement

In 2012-13, the ADA for FKIH was 341 while the enrollment for the year was over 2000. Of the 3000 students, fewer than 10% attended school more than 90 consecutive days. While many Independent study schools are able to claim near perfect attendance, given the nature of our programs and the fact that our students are incarcerated, living in residential treatment facilities, or on probation, we have only been able to claim 82% of our students' work towards attendance. The average enrollment length was less than 40 days. (See table below)

The ADA for FKAS was 157 and the total enrollment (students with at least 1 day of attendance) was over 1000. The attendance rate for FKAS was 67% with the average enrollment length of 22 days for students with at least 3 days of attendance.

Five Keys Charter School's ADA was 449 with over 3000 students having at least 1 day attendance. The attendance rate for FKAS was 90%, however, the average length of enrollment was 31 days for students with at least 3 days of attendance.

Ave Days Enrolled ADULT	Total Enrollment Length with more than 2 days	
	Avg Length of Enrollment	22 Days 67% Attendance Rate
	Total Enrollment Length with 1 or more days	
	Avg Length of Enrollment	17 Days 64% Attendance Rate

SF Charter	Total Enrollment Length with more than 2 days	
	Avg Length of Enrollment	28 Days 90% Attendance Rate
	Total Enrollment Length with 1 or more days	
	Avg Length of Enrollment	21 Days 89% Attendance Rate

LA Charter	Total Enrollment Length with more than 2 days	
	Avg Length of Enrollment	33 Days 90% Attendance Rate
	Total Enrollment Length with 1 or more days	
	Avg Length of Enrollment	27 Days 89% Attendance Rate

LA Ind	Total Enrollment Length with more than 2 days	
	Avg Length of Enrollment	43 Days 82% Attendance Rate
	Total Enrollment Length with 1 or more days	
	Avg Length of Enrollment	37 Days 81% Attendance Rate

SF Ind	Total Enrollment Length with more than 2 days	
	Avg Length of Enrollment	37 Days 78% Attendance Rate
	Total Enrollment Length with 1 or more days	
	Avg Length of Enrollment	31 Days 77% Attendance Rate

For the three schools combined, long-term students' pre and post tested in Math and Reading using the TABE, on average increased 2.3 grade levels for both reading and math, with -----% of the students showing growth in both areas.

For CASHEE results, 214 students tested last year, 70% passed the English portion of the test and 53% passed the math. This test was administered to all 10-12 grade students that TABE tested above the 7th grade level regardless of length of time enrolled in the school –depending upon jail restrictions..

Credit completion rates combined for all students attending on at least 55 days was 3.5 units per 6 week semester. For students attending between 90 and 185 days the average completion rate was 4.6 units per 6 week semester.

Graduation from all programs last year resulted in 109 complete high school diplomas, 24 certificates of completion (completed all required units (failed one or both sections of the CASHEE) and 16 GEDs.

In which subjects and grades do students do best, and why?

12th Grade students tend to perform better academically and socially. Anecdotally, 12th grade students appear to be more motivated to complete their coursework, pass the CASHEE and graduate. This simply may be a function of the fact that graduation is closer than it is for students with fewer credits. Our attendance data demonstrates that the longer a student stays with us, the more units they complete in a given six week semester. Student enrolled between 50 and 60 days complete 3.5 units per 6 week semester, while those enrolled 90- 185 days completed 4.6 units per 5 week semester.

Incarcerated students had the highest attendance rates of 90%, while our community students attendance rates were 81%.

In which subjects and grades is improvement needed, and what action is being taken?

Students with few credits and low literacy skills are a population that we need improvement in reaching and raising achievement. Math as indicated by low CASHEE passing rates. We are working on gathering better data on students upon enrollment (assessment test in math and reading) then using this information as a basis for proper course selection and interventions.

Effectiveness of the quality of instruction, including teaching, learning and curriculum

Direct observation of classes and instruction by mentor teachers and BTSA support providers coupled with pre-post test assessments indicate a high quality of instruction and teaching. All new teachers at Five Keys participate in BTSA and have a mentor teacher. Classrooms are engaging and students actively participate in discussion and class work. Planned credit completion rate is 1 unit a week. Students in site-base programs meet this goal.

Which are the strongest features of teaching and learning, and why?

Our staff and their commitment to this population is the strongest feature of teaching. Teachers collaborate on lessons, strategize about challenged learners and make recommendations on how to improve lessons and student achievement. To further reach and engage students, students working on independent study have lessons tailored to their individual needs and learning styles.

What aspects of teaching and learning most need improvement, and what action is being taken?

The diverse range of abilities and literacy levels are exponentially higher with this population than at a typical school. On average, a student at Five Keys dropped out of school at age 16, and enters Five Keys 10 years later at 26. Differentiating a high school curriculum that covers the state standards to such a wide range of abilities challenges even the most experience instructors. This along with finding curriculum that is assessable and engaging is a constant challenge.

Additionally, given the restrictions the jail environment places on inmate materials, independent study contracts and materials are not optimal.

To address all these issues, the independent study staff has been working on revising the curriculum and materials. Students whose skills are too low for classroom based instruction are referred to the independent study teachers for one-on-one instruction.

Assessment of student learning

Classroom based, student assessment of course material and curriculum is reasonably effective, despite the challenge of a transient population. However, standardized student assessment is our biggest challenge. All Five Keys students are administered the TABE test upon enrollment. This test is used primarily to determine proper program / class placement. Because our students have been out of school an average of 9 years, we need to rely on a current assessment rather than academic transcripts. Based upon their TABE test score the student is placed in one of the following programs: Adult Basic Education (GLE 0-5), Academic Review (GLE 6.0 -7.5), High School Credit (7.5 and above).

Post Testing: In general, all students get an initial pre-test, but when it is time to post test to measure growth, the majority of students have left the program. None-the-less, post test results at 6-10 weeks of instruction showed gains, of students showing valid pre and post test results; demonstrated growth in both reading and math.

TABE DATA 2012/2013 SCHOOL YEAR

Testing episodes in which students tested at least two times -

Pre-Test	Post-Test - 494
Average Reading GE 6.32	Average Reading GE 7.27
Average Math Comp GE 5.09	Average Math Comp GE 5.80
Average Math App GE 5.43	Average Math App GE 6.62

Net gain in Reading GE = .95
Net gain in Math Comp GE = .71
Net gain in Math Applied GE = 1.19

What are the strongest features of assessment?

Pre-testing for program placement and assessment (pre and post testing) for GED readiness. This is the one area that assessment works best for our population. Students on the GED track pretest in the designated subject areas. Based upon those results, the instructor designs a program for the student to follow in preparation for passing the test. Once the student has passed the post test, we refer the student to the testing center for the GED exam.

What aspects need improvement, and what action is being taken?

Authentic assessment for our students. Our Chief Academic Officer is working with our staff to develop new measures of achievement that work for our population.

Students' Attitudes, Values and Other Personal Qualities

The most basic measure is the fact that the school is one, if not the safest place in the San Francisco Jail System. As mentioned above, there were only 5 fights in the school last year. Of those fights, only 2 were the result of students fighting. The other three fights involved inmates that did not belong in the school corridor. This is compared to 22 fights that happened in January for non-school inmates.

Which are the strongest aspects, and why?

There are several very strong aspects: 1) The Five Keys curriculum and school wide emphasis on restorative justice and lower level literacy. 2) Our partnering with community based organizations to provide intense case management, violence prevention and substance abuse treatment, and 3) the emphasis the school places on workforce.

What most needs improvement, and what action is being taken?

Getting new students (inmates and ex-offenders) to understand the importance of combining education with programming. Many newly incarcerated and newly freed inmates are resistant to change (hence a nationwide 70% recidivism rate). Additionally, nearly all of our students' prior educational experiences were negative, thus creating another layer of 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 on their priorities.

Research has demonstrated that education with a CB approach has the greatest impact on reducing recidivism. To confront the challenges listed above, Five Keys has invested 200K in programming to support current and former inmates' reentry into society and to take positive steps toward change.

How well does the curriculum meet students' needs?

The school's curriculum committee, and its' Independent Study Coordinator, monitor and review the school's curriculum. Recommendations are then made to the teaching staff and administration for needed changes or modifications. Curriculum is under constant review.

Additionally, our teaching staff has developed and written a proprietary curriculum based upon the 5 principles the school was founded upon: Family, Education, Community, Recovery, and Employment. This curriculum was developed from a set of standards written by Five Keys teachers; then turned into 70 lessons based upon the standards. We've secured a \$150,000 2 year grant from the Columbia Foundation to continue developing curriculum.

Additionally, to stay true to the Five Keys, we have many successful partnerships with community based organizations to support the schools mission. The partnerships enhance the curriculum and service the school provides to its students. For example: in the area of employment, we have partnered with organizations such as Asian Neighborhood Design to provide a vocational curriculum in "Green" construction, SF Foliage for a horticulture / green house curriculum, and Community Works for a Parenting Curriculum.

What are the best and most innovative aspects of the curriculum, and why?

Restorative Justice and the Five Keys Curriculum developed through our grant are the most exciting and innovative aspects of our program.

The Restorative Justice curriculum, like the Five Keys Curriculum, was developed by our teachers and is a requirement for graduation. A major objective in this curriculum is for teachers to educate students on the ways they can effectively return to society and leave the incarcerated environment forever. Restorative Justice curriculum provides a structured, 5-week semester set of lesson plans developed by Five Keys teachers. The curriculum can be taught as a specific class or incorporated within the study of another subject to serve as fulfillment of our mission: education, employment, family, community, and recovery.

Five Keys teachers use our proprietary curriculum in various ways: 1) as a course taught in and of itself, or 2) as a supplementary curriculum that fulfills the Five Keys requirements which teachers can manipulate in order to fit their own curriculum. Regardless of the approach, the restorative justice and Five Keys curriculum acts as a dynamic teaching guide for students and teachers alike.

Which areas of the curriculum need improvement, and what action is being taken?

Math and basic literacy. To address this, the school offers remedial math and English classes. Once we have implemented a new system of assessing students' math and literacy levels, we will be able to identify students sooner, and place them in the appropriate setting.

How effective is the leadership and management of the school?

Which aspects of leading and managing the academic performance of the school work best, and why?

Creating an environment where teachers are leaders, and have teaching staff take ownership of curriculum, professional development and class management. Teachers are given a voice in the school and provided opportunities to make suggestions that produce change and results.

Consequently the school functions better. At Five Keys we have teachers:

- Working on systems for communication among staff via an intranet
- Staff revising independent study paperwork and communication logs
- Staff working with the SIS developers to tailor our system
- A curriculum committee that writes and reviews curriculum
- Mentor teacher for new staff and BTSA mentor
- Mentor teacher for curriculum

In what ways does the leadership and management of the academic performance need improvement, and what action is being taken?

Communication. Making sure all relevant constituents are kept informed of all pertinent information needed for their positions. Given the numerous locations we serve and the nature of our organization, communicating effectively with all staff and teachers can be challenging. Additionally, making sure there is transparency in decision making; then communicating the decision can be a challenge at times.

To help improve this, teaching staff have been provided with a survey to help inform management and the board of areas we can improve, and teachers are participating in the school's professional development.

How well does the school work in partnership with parents, other schools and the community?

As for other school's, Five Keys has formed strong partnerships with the CARE program at the Bayview YMCA. For CARE, Five Keys provides full-time staff and support for the academic program of this small, non-profit and their partnership with SFUSD. As students become ineligible to continue with CARE, they are enrolled in Five Keys.

Which are the strongest features, and why?

Five Keys independent study program and our flexibility in serving students over 18 is an asset to other organizations. Five Keys wants to be a strong community partner and actively works to help support other organizations.

What most needs improvement, and what action is being taken?

Tailoring the curriculum to the diverse needs of our students. We have recently added a director of curriculum and instruction to work with our Chief Academic Officer to support teachers and the development of curriculum.

How effectively does the school community analyze and use schoolwide data for continuous improvement?

To what extent does the staff as whole discuss and analyze performance data for programmatic improvement?

Discussion regarding programmatic performance and opportunities are regular and ongoing topics at all staff meetings. The school is moving toward communicating policy information and updates via email and intranet, thus reserving bi-weekly meetings for curriculum, program review and student achievement.

To what extent are parents and students informed of student performance data individually and schoolwide?

Individual students are provided with CASHEE scores and class grades and course credits as soon as the information becomes available. A graduation planner analyzes student transcripts when we receive them from students' prior schools; then provides students with the summary of their transcripts, thus providing a graduation plan for the student.

What do they feel needs improvement, and what action is being taken?

The biggest area for improvement is coordinating pre and post testing for all students; then compiling the data in a meaningful way. To accomplish this, we have hired a project manager as a consultant to help implement a new plan for assessment.

How effective is the governing body of the school?

Josh Newman, the CEO of Edtec commented at a strategic planning session that Five Keys' BOD, was among the top 1% of all governing boards his organization works with. As mentioned above, our board includes the Sheriff of San Francisco County, along with Senior Department Command and Program staff.

Among the board members are three attorneys, one ex-offender, and the director of women's services for the sheriff's dept. The board's collective knowledge of this population, coupled with their legal, practical and political experience makes this a particularly strong organization.

What are the notable features of the governing board in the school?

Their combined experience with: the justice system, politics, our population of students, prior board experience and commitment to improving jail conditions and making San Francisco a safer community make this an exceptionally 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.

How effectively does the school board work with the school leader/s?

Very effectively. The BOD is very supportive of the school and its' staff providing resources and support for every aspect of the program.

How effectively is the school managed fiscally?

There have been no significant audit findings for the board to respond to. Each year the school has functioned with a balanced budget while increasing resources for staff.

School Per – Pupil Expenses by Budget Category 2012 – 2013

Account Number	Description	Total YTD Actual	Actual YTD PPE	Total YTD Budget	Budgeted YTD PPE	PPE Variance
1100	Teachers' Salaries	\$2,448,862.26	\$4,646.80	\$2,218,881.58	\$4,210.40	(\$436.40)
1105	Teachers' Bonuses	-	-	-	-	-
1120	Substitute Expense	\$94,637.62	\$179.58	\$87,885.98	\$166.77	(\$12.81)
1200	Certificated Pupil Support Salaries	\$38,869.89	\$73.76	\$40,364.12	\$76.59	\$2.84
1300	Certificated Supervisor and Administrator Salaries	\$722,225.80	\$1,370.45	\$565,854.71	\$1,073.73	(\$296.72)
1305	Certificated Supervisor and Administrator Bonuses	-	-	-	-	-
1900	Other Certificated Salaries	\$8,259.59	\$15.67	-	-	(\$15.67)
1910	Other Certificated Overtime	-	-	-	-	-
2100	Instructional Aide Salaries	\$995.60	\$1.89	-	-	(\$1.89)
2110	Instructional Aide Overtime	-	-	-	-	-
2200	Classified Support Salaries (Maintenance Food)	-	-	-	-	-
2210	Classified Support Overtime	-	-	-	-	-
2300	Classified Supervisor and Administrator Salaries	\$300,235.12	\$569.71	\$242,705.34	\$460.54	(\$109.16)
2400	Clerical Technical and Office Staff Salaries	\$647,505.96	\$1,228.66	\$557,216.25	\$1,057.34	(\$171.33)
2410	Clerical Technical and Office Staff Overtime	-	-	-	-	-
2900	Other Classified Salaries (Noon and Yard Sup etc.)	\$18,591.47	\$35.28	\$23,678.00	\$44.93	\$9.65
2905	Other Stipends	-	-	-	-	-
2910	Other Classified Overtime	-	-	-	-	-
3101	State Teachers' Retirement System certificated positions	\$253,706.03	\$481.42	\$224,735.98	\$426.44	(\$54.97)
3202	Public Employees' Retirement System classified positions	-	-	-	-	-
3313	OASDI	\$66,227.71	\$125.67	\$63,225.95	\$119.97	(\$5.70)
3323	Medicare	\$60,886.15	\$115.53	\$54,225.36	\$102.89	(\$12.64)
3403	Health & Welfare Benefits	\$717,917.79	\$1,362.27	\$525,218.79	\$996.62	(\$365.65)
3503	State Unemployment Insurance	\$55,505.67	\$105.32	\$62,084.62	\$117.81	\$12.48
3603	Worker Compensation Insurance	\$35,409.07	\$67.19	\$58,224.00	\$110.48	\$43.29
3703	Other Post Employment Benefits	-	-	-	-	-
3903	Other Employee Benefits	-	-	-	-	-
4100	Approved Textbooks and	\$33,844.96	\$64.22	\$11,330.12	\$21.50	(\$42.72)

	Core Curricula Materials					
Account Number	Description	Total YTD Actual	Actual YTD PPE	Total YTD Budget	Budgeted YTD PPE	PPE Variance
4200	Books and Other Reference Materials	\$67,981.76	\$129.00	\$16,119.98	\$30.59	(\$98.41)
4300	Materials and Supplies	\$97,373.70	\$184.77	\$31,114.99	\$59.04	(\$125.73)
4315	Classroom Materials and Supplies	\$86,681.48	\$164.48	\$53,113.97	\$100.79	(\$63.70)
4400	Noncapitalized Equipment	\$61,836.43	\$117.34	\$13,179.96	\$25.01	(\$92.33)
4430	Noncapitalized Student Equipment	\$15,898.07	\$30.17	\$9,544.99	\$18.11	(\$12.06)
4700	Food and Food Supplies	\$544.73	\$1.03	\$10,240.00	\$19.43	\$18.40
5200	Travel and Conferences	\$75,299.53	\$142.88	-	-	(\$142.88)
5210	Training and Development Expense	\$2,047.18	\$3.88	\$61,630.08	\$116.95	\$113.06
5300	Dues and Memberships	\$7,765.74	\$14.74	\$5,040.98	\$9.57	(\$5.17)
5400	Insurance	\$10,901.00	\$20.69	\$23,690.14	\$44.95	\$24.27
5500	Operation and Housekeeping Services	\$4,193.41	\$7.96	\$2,574.98	\$4.89	(\$3.07)
5501	Utilities	-	-	-	-	-
5505	Student Transportation/Field Trips	\$617.42	\$1.17	\$1,545.03	\$2.93	\$1.76
5600	Space Rental/Leases Expense	\$13,315.16	\$25.27	-	-	(\$25.27)
5601	Building Maintenance	\$538.25	\$1.02	\$5,247.92	\$9.96	\$8.94
5602	Other Space Rental	\$1,308.00	\$2.48	\$2,000.01	\$3.80	\$1.31
5605	Equipment Rental/Lease Expense	\$7,385.63	\$14.01	\$8,665.02	\$16.44	\$2.43
5610	Equipment Repair	\$522.50	\$0.99	-	-	(\$0.99)
5800	Professional/Consulting Services and Operating Expenditures	\$235,306.98	\$446.50	\$348,500.05	\$661.29	\$214.79
5803	Banking and Payroll Service Fees	\$8,693.77	\$16.50	\$9,218.99	\$17.49	\$1.00
5805	Legal Services and Audit	\$14,748.62	\$27.99	\$14,978.05	\$28.42	\$0.44
5810	Educational Consultants	\$545,288.49	\$1,034.70	\$244,692.99	\$464.31	(\$570.39)
5815	Advertising/Recruiting	\$2,450.00	\$4.65	-	-	(\$4.65)
5820	Fundraising Expense	-	-	-	-	-
5890	Interest Expense/Fees	-	-	\$2,884.01	\$5.47	\$5.47
5891	Charter School Capital Fees	-	-	-	-	-
5899	CMO Management Fee Expense	-	-	\$27,951.13	\$53.04	\$53.04
5900	Communications (Tele. Internet CopiesPostageMessenger)	\$23,161.97	\$43.95	\$25,734.03	\$48.83	\$4.88
5999	Expense Suspense	-	-	-	-	-
6900	Depreciation Expense	-	-	-	-	-
7000	Miscellaneous Expense	-	-	\$11,789.61	\$22.37	\$22.37
7010	Special Education Encroachment	-	-	-	-	-
7438	Debt Service - Interest	-	-	-	-	-
7500	District Oversight Fee	\$56,668.65	\$107.53	\$41,722.03	\$79.17	(\$28.36)

Which aspects of the school's fiscal operations work best?

Working with a consultant to keep management constantly informed of the financial health of the organization so the school can respond as appropriate. The BOD reviews the school 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.

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

The school can benefit from more timely information, in an easier to follow format. Management is in close communication with consultants in this area.

What are the most significant aids and/or barriers to raising attainment for the school?

The most significant aid for improving the school quality and programming comes from our relationship with the San Francisco Sheriff's Department and our many community partners. Through these alliances, we have grown from one school with a GED and limited high school program in 2003, to three charter schools, serving over 400 of San Francisco's disenfranchised adult population daily by providing:

- high school diplomas
- access to GED preparation
- workforce development including
 - culinary training
 - job skills
 - horticulture
- violence prevention
- substance abuse prevention / recovery
- re-entry services

Despite these gains and expansion in programming, we have an incredibly challenging environment for measuring success. For all programs combined (3 schools) we served over 7000, with fewer than 300 attended school for 90 days or more.

This high volume of turnover makes tracking student growth and measuring the true impact of our program very challenging. Additionally, students frequently move from one school to the other during the course of the school year, thus segregating students by school is very difficult. However, these are challenges we are taking head on and making real progress in addressing. With continued focus on improving programming and the completion of our strategic plan, we have a road map in place that will take us to charter renewal and beyond.

Name of school(s): SF Sheriff's Five Keys Charter, Adult and Independence Schools			Name of School Leader: Steve Good		
School address: 70 Oak Grove St, San Francisco, CA 94107			e-mail of School Leader: SteveG@5keyscharter.org		
School Phone number: 415-734-3310			School Leader direct line: 415-734-3311		
School website: www.fivekeyscharter.org			Fax number:: 415-734-3314		
Name of district school located in: San Francisco Unified			Authorizer: SFUSD		
Financial Information			Year		2012-2013
Total Operational budget	\$7,549,681	Per student Revenue		8023	
Total Expenditure	\$6,844,209	Expenditure per (ADA) student		7273	
Balance brought forward from previous year	\$705,472	Fund Balance carried forward to next year		2,944,764	
Student Information	Ultimate design size	1500	To be achieved by		2014-15
Students on the school's roll					2012-13
Number of students on the school roll					6099
Number of full-time students known to be eligible for free/reduced lunch			N/A	N/A	
Special educational needs					
Number of students with special educational needs			N/A	65	
Number of students with English as a second language (who qualify for support)			N/A	48	
Pupil mobility in the last school year				Number of students	
Students who joined the school other than at the usual time of first admission				100%	
Students who left the school other than at the usual time of leaving				85%	
Attendance				% Attendance	
School data -- For Long-Term students as Reported to ASAM				75%	
Comparative data for district					
Ethnic background of students	Number of students	Suspensions –last school year		Fixed period	Permanent
African-American	47%	African-American		N/A – Discipline is handled through Sheriff's Department, Probation Dept and community partners. Department Decides if student belong in classes.	
Asian-American (Includes Pac. Islanders)	9%	Asian-American			
Hispanic	28%	Hispanic			
Caucasian	11%	Caucasian			
Other:	5%	Other:			

Grade levels included in charter		Student enrollment*			
Grade	Yes / No	2012-12			
9	y	Info provided above in narative			
10	y				
11	y				
12	y				
Un-graded	y				
Number of Computers used for instruction	180	Average age of computers	2 yrs	Number of computers used by staff to support instruction	90
Qualified teachers					
Total number of qualified teachers (FTE)					50
Number of students per qualified teacher					18.2
Education support staff					
Total number of education support staff					4 FTE
Total aggregate hours worked per week					160
Deployment of teachers					
Percentage of time teachers spend in contact with classes					73%
Average class size *Class size varies depending on location. The range is 9 – 26.					17*
Recruitment of teachers					
Number of teachers who left the school during the last two years					5
Number of teachers appointed to the school during the last two years					22
Total number of vacant teaching posts (FTE)					3
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)					1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)					0

