

**Petition to Renew the Charter of
San Francisco Sheriff's Department
Five Keys Independence High School**

2020-2025

Presented to

The Governing Board of the San Francisco Unified School District



Table of Contents

Table of Figures	4
Affirmations	6
Background	7
Founding Leadership	10
Current Leadership	12
Meeting the Needs of our Student Population	14
The Need for Five Keys	16
Charter Petition	34
ELEMENT A: Educational Program	35
ELEMENT B: Measurable Pupil Outcomes	75
ELEMENT C: Methods of Assessment	82
ELEMENT D: Governance	89
ELEMENT E: Staff Qualifications	94
ELEMENT F: Health and Safety	97
ELEMENT G: Racial and Ethnic Balance	99
ELEMENT H: Admissions Requirements	101
ELEMENT I: Financial and Programmatic Audit	102
ELEMENT J: Student Discipline	105
ELEMENT K: Retirement	108
ELEMENT L: Attendance Alternatives	109
ELEMENT M: Rights of Return	110
ELEMENT N: Dispute Resolution	111
ELEMENT O: Labor Relations/Employment	114
ELEMENT P: School Closure	116
REPORTING AND ACCOUNTABILITY	117
ADMINISTRATIVE SERVICES	118
CONCLUSION	120
APPENDIX A: Board Member Expertise	121

APPENDIX B: Active Community Partnerships	122
APPENDIX C: Master ISP Agreement	125
APPENDIX D: Student Work Experience for Credit	127
APPENDIX E: Five Keys 2.0	132
APPENDIX F: EL Master Plan	138
APPENDIX G: Algebra Scope and Sequence	141
APPENDIX H: 2019-20 FKIH LCAP Goals Summary and State Priorities Alignment	151

Table of Figures

FIGURE 1: Five Keys College and Career Portfolio	p. 20
FIGURE 2: 2019 Enrollment Age and Gender	p. 22
FIGURE 3: 2019 Enrollment Data By Race	p. 23
FIGURE 4: 2019 Student Enrollment by County	p. 23
FIGURE 5: Average Length of Enroll Days Custody vs. Community	p. 23
FIGURE 6: 2019 Enrollment Percentage of Custody vs. Community Program	p. 23
FIGURE 7: 2019 Percentage of Completers by Race	p. 23
FIGURE 8: 2019 Percentage of Completers by Pathway	p. 23
FIGURE 9: 2020 Special Education Demographics	p. 24
FIGURE 10: Five Keys Independence High School 2019 Dashboard Overview	p. 25
FIGURE 11: Five Keys Independence High School 2019 Student Population	p. 25
FIGURE 12: FKIH 2019 Graduation Rate	p. 26
FIGURE 13: FKIH 2019 Suspension Rate	p. 26
FIGURE 14: State Dashboard Measurements of Academic Performance	pp. 26-7
FIGURE 15: FKIH Test Scores Versus Similar Schools	p. 27
FIGURE 16: Five Keys vs. SF International High Comparison for Reference	p. 28
FIGURE 17: LCAP Metric #1 Over Time	pp. 29-30
FIGURE 18: LCAP Metric #2 Over Time	pp. 30-31
FIGURE 19: LCAP Metric #3 Over Time	p. 32
FIGURE 20: Five Keys Student Success Model	p. 35
FIGURE 21: Anticipated County Expansion	p. 40
FIGURE 22: Five Keys Graduation Tracks	p. 41
FIGURE 23: WIOA Title II Program Designations	p. 42
FIGURE 24: ADA per Enrollment	p. 44
FIGURE 25: Projected ADA Growth between 2020-2025	p. 45
FIGURE 26: Five Keys Sample Academic Calendars - NorCal	p. 47
FIGURE 27: Five Keys SAMPLE Regional Academic Calendars - SoCal	p. 48
FIGURE 28: Community Classroom Flyers	pp. 49-50
FIGURE 29: Youth Attendance Communication Policy	p. 51
FIGURE 30: A Sampling of the Five Keys School-Level ELA Curriculum by Grade Level	p. 52
FIGURE 31: Course Examples by Grade Level	pp. 54-5
FIGURE 32: Instructional Model	p. 56
FIGURE 33: Models of Instruction	p. 57
FIGURE 34: MTSS Chart	p. 59
FIGURE 35: Five Keys Intervention Program	p. 60
FIGURE 36: Five Keys PBIS Practices	p. 60
FIGURE 37: Student 4 Year Plan Overview	p. 61

FIGURE 38: Customizing Student 4 Year Plan	p. 62
FIGURE 39: Student Learning Plan Progress Overview	p. 62
FIGURE 40: Instructional Program for Designated English Language Development Chart	p. 68
FIGURE 41: Annual Reclassification (RFEP) Counts and Rates	p. 69
FIGURE 42: High School Equivalency Units Awarded	p. 74
FIGURE 43: Vision for Our Educational Model	p. 75
FIGURE 44: LCAP Goals and Metrics (through SY 2019-20)	p. 76
FIGURE 45: LCAP Timeline	p. 79
FIGURE 46: Graduation Requirements	p. 80
FIGURE 47: CCI Indicators	p. 81
FIGURE 48: Five Keys Assessment Timeline	p. 83
FIGURE 49: School-Wide Calendared Assessments	p. 84
FIGURE 50: Current Board of Directors	p. 90
FIGURE 51: Comparison Racial/Ethnic % California vs Five Keys INDH	p. 100
FIGURE 52: Functional Expertise of Five Keys Board Members	p. 121

Affirmations

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for the renewal of Five Keys Independence High School's Charter is true to the best of my knowledge and belief. I understand that, if awarded a charter, Five Keys Independence High School is committed to the following affirmations:

1. Five Keys Independence High School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. Five Keys Independence High School declares that it shall be deemed the exclusive public school employer of the employees of Five Keys Independence High School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
3. Five Keys Independence High School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. Five Keys Independence High School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
5. Five Keys Independence High School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
6. Five Keys Independence High School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
7. Five Keys Independence High School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
8. Five Keys Independence High School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to teaching credentials, fingerprinting, and background checks, as required by law. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
9. Five Keys Independence High School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that

which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]

10. Five Keys Independence High School shall at all times maintain all necessary and appropriate insurance coverage.
11. Five Keys Independence High School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. Five Keys Independence High School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
13. Five Keys Independence High School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
14. Five Keys Independence High School shall on a regular basis consult with its constituents, parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
15. Five Keys Independence High School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
16. Five Keys Independence High School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
17. Five Keys Independence High School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
18. Five Keys Independence High School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
19. Five Keys Independence High School shall comply with the California Public Records Act (PRA) and the Family Educational Rights and Privacy Act ("FERPA").
20. Meetings of the Board of Directors for Five Keys Independence High School shall be held in accordance with the Brown Act.
21. Five Keys Independence High School shall comply with all applicable federal, state, and local laws.



Signed: Steve Good, Executive Director & CEO

Date: January 4, 2021

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LEA: San Francisco's Sheriff's Department Five Keys Independence High School

Address: 70 Oak Grove Street, San Francisco, CA 94107

Background

For decades, the San Francisco Sheriff's Department (SFSD) has taken a leadership role in providing innovative educational, vocational, and drug treatment programs for inmates in county jails. In 2003, then San Francisco Sheriff Michael Hennessey set about to disrupt repeating cycles of incarceration and crime by becoming the first sheriff's department in the nation to launch a charter school within a county jail. Hennessey knew of the well-documented linkages between high rates of incarceration and high rates of high school dropout and, conversely, how participation in educational programs significantly decreased the chances of individuals returning to jail. Moreover, Hennessey understood that a mother's and/or father's high school graduation status is the largest predictor of a child's high school graduation status and that educational achievement reduces the odds of intergenerational incarceration.¹

In September 2003, with an unprecedented charter from the San Francisco Unified School District, Hennessey launched the SFSD Five Keys Charter School (FKCS), serving more than 200 male inmates in the San Francisco County Jail. The school broke new ground by offering those in custody an alternative to idleness while incarcerated with the opportunity to restart their education, gain job skills, earn a high school diploma, pursue goals of post-secondary education, and prepare for employment and re-entry into the community.

The school is extraordinary not only because it serves students who are in custody but because of its mission *to decrease recidivism through education*. The school's curriculum is rooted in restorative justice principles, with a focus on the 5 keys: EDUCATION, EMPLOYMENT, RECOVERY, FAMILY, and COMMUNITY.

Five Keys only enrolls students who have dropped out or are referred to Five Keys by county schools; as such, every student enrolling in Five Keys has experienced the stressors and lack of opportunity associated with leaving high school without a diploma. A disproportionate number of these students are people of color, living in poverty, formerly in foster care, or in need of special education. Whether they were pushed out, kicked out, or advanced through grades without acquiring requisite skills, these students missed out on the promise of a quality public school education. For those who have histories of juvenile or adult detention, the risk of repeated incarceration is high. Five Keys provides these students with a second chance at a productive future with individualized education that is responsive to their particular needs and current life circumstances.

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 (FKAS) and Five Keys Independence High School (FKIH), programs were extended to serve incarcerated women as well as students who had been released but were still in need of additional credits to complete their high school education. In the process of serving released students in the community, Five Keys became known as a much-needed resource for many more students, including transitional aged-youth who had multiple expulsions from district schools or those who have aged-out of alternative programs. The need for Five Keys is great, as some 84,000 adults in San Francisco alone lack a high school diploma or equivalency.²

Five Keys offers comprehensive support for students through an innovative model of partnership with the local workforce development communities across the NorCal and SoCal regions. Embedding teachers and learning centers into existing neighborhood workforce development programs, allows Five Keys to provide

¹ Huynh-Hohnbaum, A. L., Bussell, T., & Lee, G. (2015). Incarcerated mothers and fathers: How their absences disrupt children's high school graduation. *International Journal of Psychology and Educational Studies*, 2(2), 1-11.

² Statistical Atlas: [Educational Attainment in San Francisco, California](#) (2018)

students with access to wrap-around supports (such as housing, case-management, and vocational training) alongside their academic development, which helps increase our students likelihood of success. One Bay Area partnership in effect since 2011 includes a learning center for criminal justice involved and chronically truant youth sponsored by the District Attorney's office and operates in collaboration with the SF Adult Probation Department. Workforce partnerships like this serve as an important bridge for ex-offenders to continue their education.

In 2012, Five Keys achieved a major milestone by becoming accredited by the Western Association of Schools and Colleges (WASC). In 2015, Five Keys' accreditation was extended for six years. Today, in 2020, Five Keys delivers accredited educational programs in nine counties throughout California (Alameda, Los Angeles, Marin, San Bernardino, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma). These programs provide educational opportunities to incarcerated adults inside 25 county jail facilities. Additionally, Five Keys serves high school pushouts, transitional-aged youth, formerly incarcerated and at-promise students, or chronically under-employed individuals in more than 85 community-based learning centers through our partnerships with the local and state workforce development communities.

In 2020, Five Keys developed a comprehensive A-G approved curriculum. This was done in response to an increased interest of students to extend their education to the post secondary arena.

As a program operating in partnership with city and county workforce development boards, Five Keys is a hub for referrals from cooperating city and state agencies, including the California District Attorney's Office Department of Recidivism Reduction and Re-Entry "Back on Track" program. Through partnerships with job training and employment centers operating under the Workforce Investment Opportunity Act (WIOA) (e.g., Worksource Los Angeles, the Human Services Agency of San Francisco, and American Job Centers of California (AJCCs), Five Keys students have access to federally and locally funded job training in the same buildings in which they attend school.

In 2020, Five Keys was granted status as a WIOA Title II program. While much of our work prior to this was closely aligned with AJCCs and local workforce investment boards, the formalization of our status as a WIOA program solidifies our ability to ensure all students are able to access to full conitium of WIOA programming through larger numbers of AJCCs as well as other CBOs that provide opportunities for workforce development and re-entry employment. This approach ensures that students have access to wrap around services in alignment with all of the five keys elements.

Recent Awards and Recognitions

2014 - Charter School of the Year, California Charter Schools Association

2015, Five Keys earned numerous recognitions including:

- Winner of the Harvard University, Kennedy School of Governance *Innovations in American Government Award*
- *Smart on Crime Award* from then Attorney General Kamala Harris
- Pioneer Institute for Public Policy's Better Government Competition: *Reducing Recidivism Through Education*
- Berkeley-based "Opportunity Institute" selected Five Keys for its Renewing Communities Initiative to develop and scale custody-to-college pathways

2016, the NYU Wagner Center named Five Keys as "One of the 15 most innovative urban policy initiatives of the past decade from around the globe."

2017, Five Keys launched the Self-Determination Project, a mobile school on wheels supported in part by a Google Impact Challenge Award.

2018, a few key accomplishments include:

- Award in conjunction with San Bernardino County -- Achievement Award for its partnership and program titled "Five Keys Educational Program at Probation Adult Day Reporting Centers" in the category of Criminal Justice and Public Safety by the National Association of Counties (NACo)
- PBS: Five Keys featured in full-length film documentary called *The Corridor*, showing the in-custody educational models in practice in San Francisco County Jails

Founding Leadership

SUNNY SCHWARTZ, Co-Founder

Sunny Schwartz is a nationally recognized expert in criminal justice reform and author of the best seller, *Dreams from the Monster Factory* (Scribner 2009). Admitted to the California State Bar in 1985, she has pioneered new policy initiatives for prisoners' programs and their reentry as well as alternatives to incarceration. While practicing criminal and civil law, Ms. Schwartz received numerous awards from the San Francisco Bar Association including "Outstanding Pro Bono Attorney of the Year" and "Attorney Excellence in Public Interest Pro Bono Service." In 1990, Sheriff Michael Hennessey appointed Ms. Schwartz as the Program Administrator for the San Francisco Sheriff's Department. Ms. Schwartz directed the design and operation of prisoner programs in six county jails, which house a daily average of 2700 men and women prisoners. She supervises over 150 teaching and treatment professionals both sworn and civilian.

Ms. Schwartz changed traditional incarceration operations, categorized by "idle and wasted down time," to require inmates to participate in educational, vocational, and therapeutic programs and has affected dramatic shifts in training and education for deputized staff to encompass an understanding of various program modalities and program content for violence prevention, relapse prevention, parent-child visitation, and effective prisoner reentry.

Ms. Schwartz founded the Resolve To Stop the Violence Project (RSVP) , the first-in-the nation correctional program offering services to everyone harmed by violence: victims, offenders, and communities. RSVP was the recipient of the prestigious "Oscar's in Government" Innovations in Government Award, sponsored by the Kennedy School of Government of Harvard University and the Ash Institute. Ms. Schwartz is also the founder of the annual RSVP Day, now known as Strike Out Violence, in collaboration with the San Francisco Giants. Now in its 25th year, this event pioneered the concept of a professional sports organization participating in a program aimed at stopping domestic and random violence while raising community awareness.

Under the leadership of Sheriff Michael Hennessey, Ms. Schwartz founded another first-in-the-nation program: a charter high school for incarcerated and post-release adults. The Five Keys Charter School brings together a responsive curriculum that focuses on offender accountability, restoration, academic, and family and employment skills that invests in all impacted by crime: those who offended, victims and our community.

Currently Ms. Schwartz is leading up a new Five Keys initiative called Home Free, a transitional cohousing community for formerly criminalized survivors of domestic violence to support their lives with dignity as they reintegrate into society after spending decades in prison.

Ms. Schwartz is a highly regarded lecturer on topics such as new remedies and policies for criminal justice systems and responsible alternatives to traditional incarceration. She has lectured and trained on these topics to audiences throughout the world including Futuristics in Law Enforcement; the FBI Academy in Quantico, Virginia; the International Conference on Forensics Psychotherapists in Cambridge, Massachusetts; Prison Health, A Public Health Issue sponsored by the Albert Schweitzer Institute in Budapest, Hungary; numerous law and graduate schools, hundreds of universities, government and non-profit organizations, community-based agencies, and the faith communities.

Current Leadership

STEVE GOOD, Executive Director since 2008

Steve Good has more than twenty-five years in educational/non-profit leadership. In his current role as the Executive Director of Five Keys, he provides strategic vision and executive oversight of all of the schools' projects and activities. Under Steve's leadership, Five Keys was named Hart Vision Charter School of the Year for 2014; was the 2015 winner of the Harvard University, Kennedy School of Governance: Innovations in American Government Award; received the 2015 award from the Pioneer Institute for Public Policy and Research Better Government Competition: Reducing Recidivism Through Education; and the Smart on Crime award from the California Attorney General. In 2016, Five Keys was named by NYU Wagner Center for an Urban Future as one of the 15 most innovative urban policy initiatives of the past decade, worldwide.

During Steve's tenure, Five Keys has grown to more than 800 staff, teachers, case managers, and technical support staff serving in 25 county jails and in more than 80 community-based learning centers in nine counties. Programs span well beyond high school to include pathways to college, workforce development, job placement services, and transitional housing for homeless and reentry populations. Additionally, under Steve's leadership, Five Keys has launched employment programs across the state, such as the Navigation Centers Five Keys operates under the Department of Homelessness and Supportive Housing, which provide employment opportunities for many of Five Keys graduates. Through Five Keys' non-profit programs over 300 formerly incarcerated individuals are employed at Five Keys.

ELYSE GRAHAM, Deputy Executive Director

Elyse Graham has more than 10 years of successful Education Management experience and 25 years of experience working in incarceration settings. In her capacity as Deputy Executive Director for Five Keys, Ms. Graham is responsible for oversight of all operations related to Five Keys' three distinct charter schools, including programs in San Francisco County and Los Angeles County jails, as well as operations at more than 80 community partner sites in Northern and Southern California. Elyse has a wealth of experience designing and overseeing successful community and re-entry programs that provide direct services, education, and counseling support for clients, addressing homelessness, poverty, substance use, violence, and domestic violence including oversight of two Navigation Centers run in conjunction with the city of San Francisco.

Before joining Five Keys, Elyse held various positions in the jails, including San Francisco Sheriff's Department Rehabilitation and Program Coordinator, Program Manager and Violence Prevention Counselor for the SISTER Program, and Survivor Impact Facilitator for the RSVP Program. Elyse holds a Masters of Science Degree in Traditional Chinese Medicine and a Drug and Alcohol Counseling Certificate.

DR. CLARECE WEINRAUB, Ed.D., Area Superintendent, Southern California Region

Clarece D. Weinraub has spent decades working in education, first as a founding teacher at a charter school, then as a lead teacher and a curriculum co-chair before moving into administration. She is part of the founding Southern California administration team at Five Keys with responsibilities that include hiring, training, policy and curriculum review, plus day-to-day operations of numerous satellite locations. Clarece holds a Master's Degree of Education, Instructional Leadership and Academic Curriculum from the University of Oklahoma and completed her doctorate in Urban Education from the University of Southern California Rossier School of Education.

LISA HAYNES, Area Superintendent, Northern California Region

Lisa Haynes started with Five Keys in 2016. Her career journey has always focused on providing better opportunities for those involved in the justice system and underserved communities. In her prior role as Chief of Education and Careers, she led a team to launch a Career Pathway program for over 450 youth annually. In 2014, she wrote the petition which launched a K-8 charter school in the Bay Area where she served as a Founding Director. Lisa began her career in Education as an English and Social Science teacher. She understands the rich history and the culture of the learning necessary to change the lives of students. She has dedicated her life to teaching and learning and is deeply committed to equip faculty and staff with the best strategies and support to realize educational success for all students.

See [Appendix A for a comprehensive list of Board Member Expertise.](#)

Meeting the Needs of our Student Population

Five Keys tackles one of the most pressing issues in America today: the high emotional and financial cost of the school-to-prison pipeline - an epidemic that is plaguing schools across the nation. The ACLU describes it as “a disturbing national trend wherein children are funneled out of public schools and into the criminal justice systems. Many of these children have learning disabilities or histories of poverty, abuse or neglect.” Zero-tolerance policies that criminalize infractions of school rules fuel the pipeline with police contact, suspension, and expulsion being used to respond to behavior that the school is not equipped to address. Statistics reveal that these breaks in education disproportionately target students of color and those with a history of abuse, neglect, poverty, or learning disabilities.

Students who are pushed out of school for disruptive behavior are usually sent back to the origin of their angst and unhappiness— back into unstable home environments and neighborhoods that are unsafe or filled with negative influences. Those who leave school become hardened, confused, and embittered. They become stigmatized and fall behind in their studies; many are eventually pushed out of school altogether, and many commit crimes in their communities. Schools lack funds and capacity to counteract these trends, which have deep-rooted societal causes.

In the meantime, there are more than 10.35 million people incarcerated throughout the world with the most being in the United States—more than 2.2 million.³ Close to *seven million* adults were under correctional supervision (probation, parole, jail, or prison) in 2016.⁴ These statistics represent seven million families and countless communities that are disproportionately affected by crime and the criminal justice system. Sixty eight percent of released prisoners end up back in prison within three years.⁵

With parental incarceration rates at record highs, millions of children are also damaged by the hardships of incarceration. Parental imprisonment disrupts family dynamics, and the financial consequences are also devastating. More than half (54 percent) of the parents who are incarcerated were the primary breadwinners in their families and three-quarters were employed in the month prior to their arrest.⁶ The loss of this income forces their families further into poverty, placing new burdens on governmental services such as welfare and foster care.

Students who are victims of crime and witnesses to violence are also deeply impacted by the societal morass of punitive discipline, as it plays out in the school-to-prison pipeline and the failings of the justice system. A growing number of studies find that exposure to crime heightens children’s stress and diminishes their school performance. Their world outlook and personal ambition are profoundly shaped by experiences growing up in crime-plagued environments. Moreover, crime acts as a tax on the entire economy, draining government funds, diminishing property values, discouraging investments, and requiring reallocation of scarce resources.

Data released by the California Department of Education shows that for the 2017-18 school year, statewide high school graduation was 83 percent. However, the percentage of graduation rates for African American and Latino students continue to be lower than the state average.

Across the state, students experiencing homelessness, those in foster care and special education, and

³ International Centre for Prison Studies (2016)

⁴ [U.S. Bureau of Justice Statistics](#) (2016)

⁵ [U.S. Bureau of Justice Statistics](#) (2018)

⁶ deVuono-Powell, S., Schweidler, C., Walters, A., & Zohrabi, A. (2015). Who pays? The true cost of incarceration on families. Oakland, Calif.: Ella Baker Center, Forward Together, Research Action Design.

students from low-income neighborhoods are more likely to leave high school without having graduated. California school dropout rate reached 9.6 percent in the 2017-18 school year.

Parallel trends across high school drop-out rates and incarceration rates further demonstrate the breadth of the problem. Consider the following numbers:

1. At year-end 2018, a total of 51,436 prisoners (about 29% of all BOP prisoners) had not attained a high-school diploma, general equivalency degree (GED), or other equivalent certificates before entering prison.⁷
2. At year-end 2018, a total of 23,567 prisoners identified English as their second language (13% of all BOP prisoners).⁸
3. 64% of people in prison are academically eligible to enroll in a postsecondary education program, meaning that at the time of incarceration their highest level of educational attainment was a GED or high school diploma.⁹
4. Students assigned to a school that has one standard deviation higher suspension rate are 15 to 20 percent more likely to be arrested and incarcerated as adults.¹⁰
5. The costs of mass incarceration are astounding. California spends 8.6 billion for its prison system. Average cost per inmate is \$64,642. California can afford to send more than five kids to school for every person it keeps in jail or prison.

⁷ Bureau of Justice Statistics, National Prisoner Statistics, First Step Act Supplement, 2018

⁸ Ibid.

⁹ Investing in Futures: Economic and Fiscal Benefits of Postsecondary Education in Prison. Vera Institute of Justice, January, 2019

¹⁰ Bacher-Hicks, A., Billings, S. B., & Deming, D. J. (2019, August). The School to Prison Pipeline: Long-Run Impacts of School Suspensions on Adult Crime . Retrieved from http://conference.iza.org/conference_files/Education_2019/bacher-hicks_a28539.pdf

The Need for Five Keys

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

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

As the first Alternative School¹¹ of its kind, Five Keys helps incarcerated students return to their communities with new academic skills and vocational alternatives to crime. Numerous studies have been conducted throughout the country to demonstrate that educational opportunities provided to those pushed out of traditional high schools as well as to ex-offenders reduce the likelihood of their offending or re-offending. The best known of these studies, *The Three State Recidivism Study of 2003*, found that re-arrest, re-conviction, and re-incarceration rates were lower for the prison population that had participated in correctional education than for non-participants.¹² A study in Virginia¹³ tracked re-incarceration rates among offenders over a fifteen-year-period and found that recidivism rates were 59% lower for inmates who had participated in and completed prison educational programs versus those who had not participated.¹⁴

Similar studies indicate that reductions in recidivism increased proportionally to the amount of education received; these findings are reflected in every study on the subject. The research shows that specific treatment interventions including development of cognitive skills; alcohol, drug and sex-abuse treatments; vocational training; and other prison-based educational programs are all successful at reducing recidivism.

According to data collected by the San Francisco Sheriff’s Department, the recidivism rate for Five Keys’ graduates from 2003 to 2010 was 44% — an impressive figure considering California Department of Corrections and Rehabilitation (CDCR) recidivism rates for that same time period averaged close to 70%. Furthermore, the SFSD used a more encompassing definition of recidivism than CDRC. The CDRC counted only a return to jail or prison, whereas the SFSD included anyone who experienced re-arrest, including probation and parole violations, that may not result in re-incarceration. A subsequent analysis was conducted for 75 randomly picked graduates from 2010 to 2013, this time aligning with the CDRC definition of only new convictions; Five Keys graduates in this study had a recidivism rate of just 26%.

The Five Keys educational program goes beyond the minimum requirements, incorporating other proven strategies into the curriculum such as concepts and practices of Restorative Justice, pro-social reintegration, drug treatment, violence prevention, and vocational training. Five Keys invests in reversing the school-to-prison pipeline by reimagining the learning environment. Leveraged support from partners and private fundraising helps the school create an enriched educational experience that simultaneously addresses the larger social causes of recidivism. Resources are directed to technology, lower

¹¹ DASS Eligibility Criteria, <https://www.cde.ca.gov/ta/ac/eligibilitycriteria.asp> (2020)

¹² Steurer, S.J. and L.G. Smith. 2003. Education reduces crime: Three State Recidivism Study, executive summary. Lanham, Md.: Correctional Education Association.

¹³ Hull, Kim ; Stewart Forrester ; James Brown ; David Jobe ; Charles McCullen (June 2000). Analysis of Recidivism Rates for Participants of the Academic/Vocational/Transition Education Programs Offered by the Virginia Department of Correctional Education *Journal of Correctional Education* Volume:51 Issue:2.

¹⁴ As cited in the [Journal of Correctional Education, Jun 2007](#) by [Tam, Kai Yung \(Brian\)](#), [Heng, Mary Anne, Rose, Dennis](#): Voices from Correctional Educators and Young Offenders in Singapore: A Preliminary Needs Assessment Study of the Kaki Bukit Centre Prison School.

student-teacher ratios, internal curriculum development, integration of vocational training with academic courses, and other educational access and enrichment programs.

At FKIH, the educational approach is tailored to students' individual educational goals and skills needed for success post-graduation. In an effort to accelerate the learning process for our population, Five Keys provides one-on-one instruction and small-group instructional settings. To engage students, FKIH designs its own curriculum and offers students courses relevant to their life experiences and future plans. Five Keys continually adapts to real-time educational initiatives such as adopting Common Core-aligned curriculum with the use of Biozone and Cal-State Expository Reading and Writing Course (ERWC) as well as integrating state assembly bill initiatives such as the California Healthy Youth Act (CHYA) into graduation requirements. Five Keys' SMART Recovery, Parenting, and Job Readiness meet traditional high school standards, while providing forums for students to share their experiences and build future job skills. A robust special education program includes counseling, Response to Intervention (RTI), and leveled classes for students needing reading and math intervention.

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

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

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

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

To this point, the incarcerated population has been described as “the most educationally disadvantaged population in the United States.”¹⁵

Traditional education systems are working hard to prevent such students from dropping out of high school. Unfortunately, the social and academic barriers to education are complex. More than 1.2 million students drop out of high school in the United States annually. That is equivalent to a student dropping out every 26 seconds – or 7,000 each day.¹⁶

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

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

Five Keys is well-positioned to provide vocational opportunities to students. Vocational courses such as welding, masonry, construction, and pre-release employment training are aligned with community opportunities through business partnerships. The schools’ strong connections to workforce training programs ensure that, post-graduation, students will have on-site job training opportunities and guaranteed slots in competitive sector-specific training. Five Keys staff works closely with community colleges, including the City College of San Francisco, to provide a business certificate program and collaborates with additional job training partners to prepare and transition students to college and career options. In 2019, Five Keys formalized a social enterprise relationship with Xerox to offer students paid internship opportunities at in-house print shops across NorCal and SoCal; the program will be effective mid-2020.

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

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

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

What it Means to be an “Educated Person” in the 21st Century

¹⁵ Klein, S., Tolbert, M., Burgarin, R., Cataldi, E.F., & Tauschek, G. (2004). Correctional education: Assessing the status of prison programs and information needs. MPR Associates, Inc. Berkeley, CA.

¹⁶ U.S. Department of Education. "Fast Facts: Dropout Rates." Institute of Education Sciences.

Five Keys believes all students must be educated in a way that leaves them prepared not only for today's obstacles but also for future challenges. Being an educated person in the 21st century means being self-motivated, competent, lifelong learners. We know that an educated student is one who questions, thinks deeply and creatively, takes initiative, is self-directed and adapts to new situations. Such a student is self-aware and extends this awareness into academic and social life to contribute meaningfully to a society as a successful citizen capable of making sound decisions. As stated in our school's vision statement, the concept of preparing each student to demonstrate agency in a rapidly changing world is guiding Five Keys' continued design of curriculum, assessments, resource allocation and outcomes. Operationally, the guiding principles of the school translate into programs that focus on the general academic skills and qualities that are important for an educated person.

Academically, this means that students are able to:

- Display academic literacy and numeracy to solve simple and complex problems
- Show a deep understanding of reading, writing, the humanities, mathematics, and the sciences
- Understand the interconnectedness of all subjects
- Use technological literacy as a tool in the pursuit of continued learning
- Critically assess data including the ability to distinguish between fact and opinion
- Identify sources of social injustice and the economic impact of disenfranchisement
- Apply the Next Generation Science Standards disciplinary core areas of Physical Science, Life Science, Earth and Space Sciences, Engineering, Technology and the application of science to develop a coherent and scientifically-based view of the world

Being an educated person in the 21st century also includes a robust set of non-academic skills, such as the ability to:

- Understand the consequences of one's personal actions
- Understand and believe in social justice and restorative practices
- Communicate exceptionally across many different mediums
- Establish and complete long and short-term goals
- Acknowledge individual achievements, demonstrate creativity, validate personal goals, and recognize uniqueness
- Own the attributes of responsibility, citizenship, sociability, diligence, civility, integrity, and honesty

Based on a well-established, long list of 21st Century skills that move education beyond the traditional 3 R's to the 5 C's, Five Keys weaves the following skills and competencies throughout its curricula and college portfolio requirements:

FIGURE 1: Five Keys College and Career Portfolio Overview



- **Critical** Thinking and Problem Solving Skills
- **Creative** Thinking Skills
- **Communication** Skills
- **Collaboration** Skills
- Global **Citizenship**
- **Digital** Literacy

How Learning Best Occurs

Research states that in order to support students academically, you must also help students to thrive socially and developmentally. Our program is designed to provide a learning experience that is personalized, supports the academic achievement of our students, and empowers and promotes optimum learning by collaboratively developing a personalized learning plan for each student. Our objective is to empower students to become self-motivated, competent, lifelong learners. Learning best occurs for our adult students when they become involved with issues they regard as important and meaningful in their own lives. Students are shown to be most successful when they:

- Are engaged in exploring human differences
- Apply ideals such as fairness, equity, and justice to their lives and to activities in the classroom, as well as in the larger world around them
- Are actively involved in their learning
- Have access to instructors and study groups

- Receive instruction in social and emotional skills that enable them to become positively contributing members of society
- See the connection between education and employment, as well as education and recidivism

Learning best occurs for these students when:

- Additional focus is placed on individualized, personalized learning, academic goals, and abilities and interests, especially for students who are performing below grade level
- Students participate in the development of their personalized learning plan
- All persons involved in the student's life have the goal of ensuring that the student is never (re)incarcerated, when applicable
- The community is involved in preparing the students with work-ability skills
- Students are engaged in meaningful lessons that incorporate experiential or project-based models and are relevant to the student's personal motivation, when possible
- Programs have a strong emphasis on literacy-- Literacy provides a foundation for most academic success
- Programs incorporate technology-- Technological innovations can enhance communication, foster better relationships within the academic environment, and provide students with the knowledge and skills they need to enter or reenter business and social opportunities of the 21st century

Five Keys Data (2019 at a Glance)

Over the past five years, FKIH has seen consistent growth as we continue to add new counties and programs. One of the biggest shifts we have seen in our enrollment is the percentage of students in-custody vs community. During the 2018-2018 school year, custody students accounted for 57% of enrollment. During the 2019-20 school year, that percentage dropped to 51% despite adding new counties where the primary enrollment was in-custody.

Within this shifting enrollment change, the needs of the students changed which is reflected in the enrollment versus graduation data. Students who come to us from the communities we serve are more transient and face more stabilization barriers. For example, since the 2016-2017 school year, FKIH has seen about a 300% increase in the number of homeless students. Many of these students enroll with Five Keys for basic skill improvement in order to access employment and/or to improve employability skills and then leave once that goal is achieved. Also, because education sits above basic needs on the hierarchy of needs, students come and go based on the attainment of their basic needs.

To address the gap between enrollment and graduation, Five Keys has developed a comprehensive retention plan to promote success and persistence through graduation focus on classroom improvement in the following (5) ways: Expectations, Support, Assessment and Feedback, Involvement and Attendance Intervention.

Five Keys believes early intervention is key and has developed a Student Retention Attendance Team to provide support for students that are struggling with attendance. Our goal is to reduce the barriers to regular attendance and engagement by providing critical resources for our students. Resources Five Keys currently provides includes, but is not limited to, technology, transportation, socio emotional, community, skill share, skill building and more. This team will also use data to ensure equitable outcomes for all subpopulations.

ENROLLMENT DATA

FIGURE 2: 2019 Age and Gender

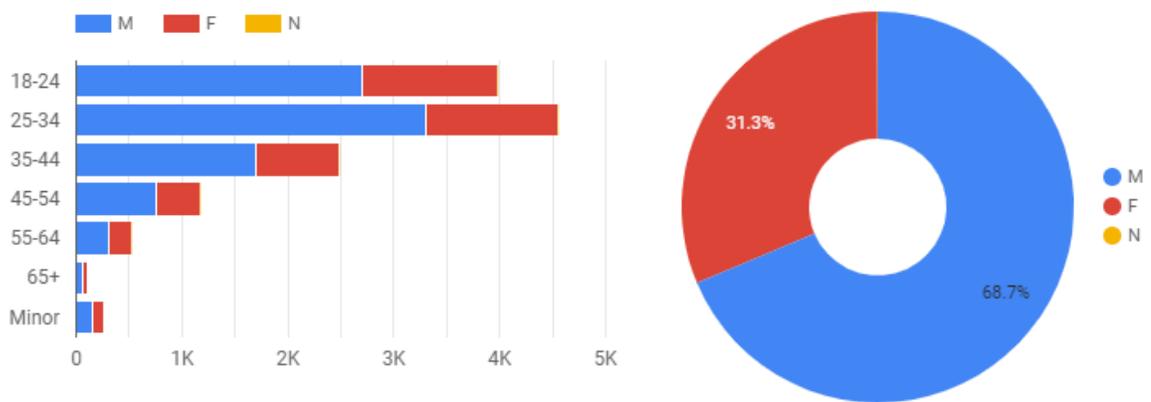


FIGURE 3: 2019 Enrollment Data By Race

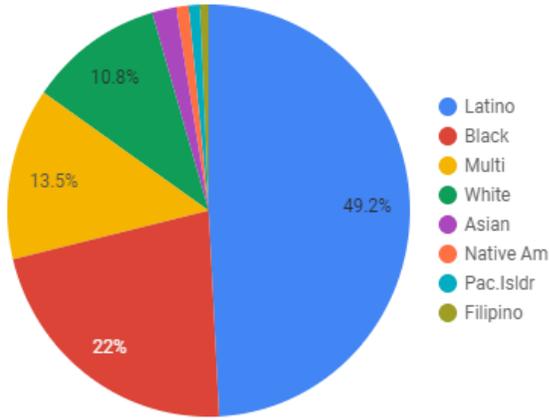


FIGURE 4: 2019 Student Enrollment by County

County ^	Students	%
Alameda	990	7.62%
Los Angeles	7,568	58.23%
San Bernardino	1,254	9.65%
San Francicso	1,646	12.67%
San Mateo	419	3.22%
Santa Clara	341	2.62%
Solano	817	6.29%
Grand total	12,996	100%

FIGURE 5: Average Length of Enroll Days Custody vs. Community

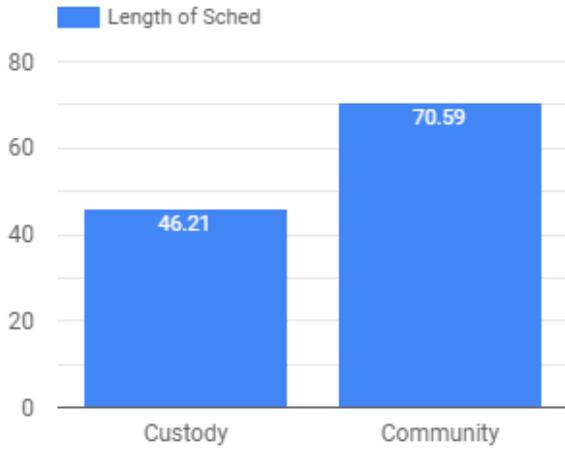
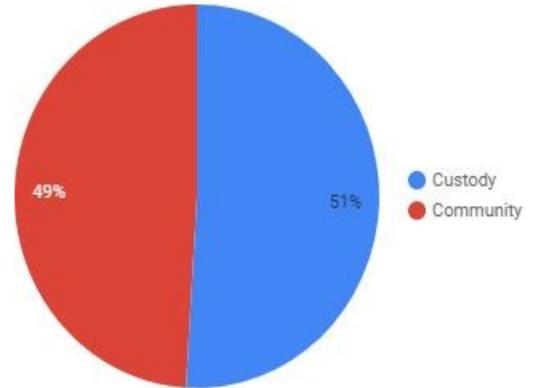


FIGURE 6: 2019 Enrollment Percentage of Custody vs. Community Program



**GRADUATION DATA
(Total Completers: 590)**

FIGURE 7: 2019 Percentage of Completers by Race

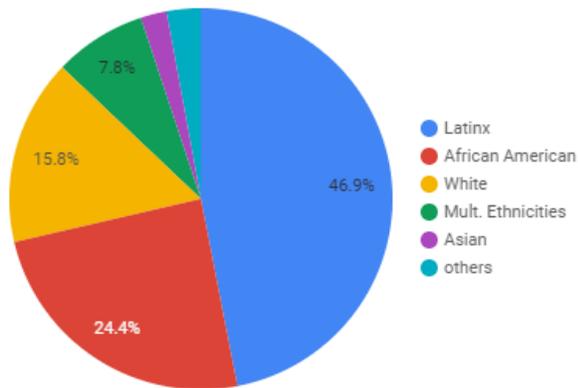
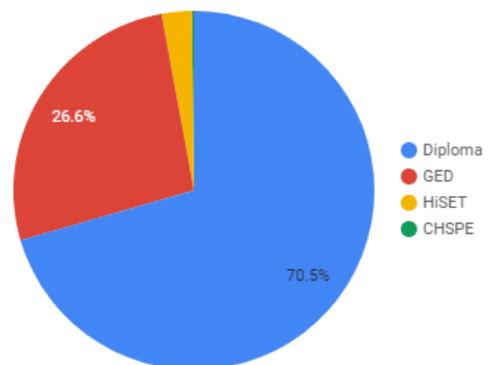


FIGURE 8: 2019 Percentage of Completers by Pathway



SPECIAL EDUCATION DATA

FIGURE 9: 2020 Special Education Demographics as of 3.13.2020

	NorCal	SoCal	Total
Active Students with Disabilities			
	85	148	233
Demographics			
Students 17 years old or younger	2	3	5
Eligibility			
Specific Learning Disability	25	100	125
Other Health Impairment	16	22	38
Emotional Disturbance	15	11	26
Autism	0	1	1
Intellectual Disability	0	0	0
Orthopedic Impairment	0	2	2
Speech and Language Impairment	2	0	2
Pending Eligibility	27	12	39
Related Services	27		
Education Related Mental Health (ERMH)	23	24	47
Speech and Language	2	1	93
Physical Therapy	0	0	0
Occupational Therapy	0	0	0

CALIFORNIA DASHBOARD DATA
Five Keys hold DASS Status (Dashboard of Alternative School Status)^{17*}

California Education Code (EC) Section 52052(d): *The Superintendent, with the approval of the State Board of Education, shall develop an alternative accountability system for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, . . . and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools . . .*

The Dashboard Alternative School Status (DASS) program replaces the previously administered Alternative Schools Accountability Model (ASAM) and holds alternative schools and alternative schools of choice accountable for modified methods of measurement for accountability indicators.

To qualify 70% of students must be one of the following: habitually truant, 45 enrollment gap, 1 or more semesters behind, repeated a grade, credit deficient, transient, pregnant, foster youth

Five Keys has qualified under these programs since 2009.

FIGURE 10: Five Keys Independence High School 2019 Dashboard Overview

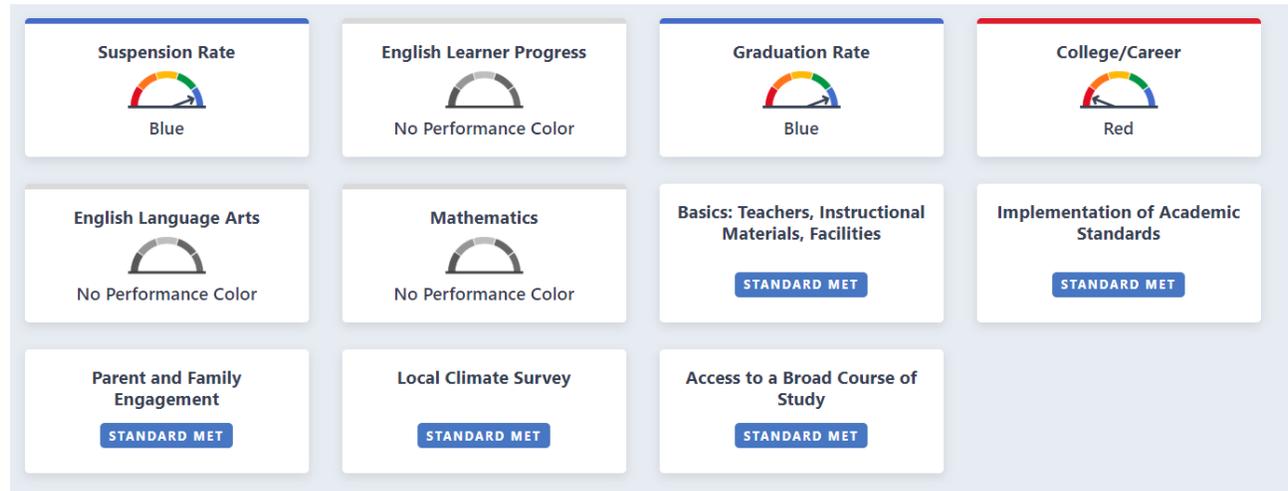


FIGURE 11: Five Keys Independence High School 2019 Student Population



¹⁷Dashboard of Alternative School Status Eligibility Criteria: <https://www.cde.ca.gov/ta/ac/eligibilitycriteria.asp> (2020)

FIGURE 12: FKIH 2019 Graduation Rate

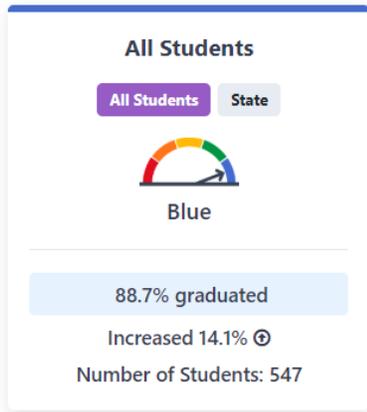
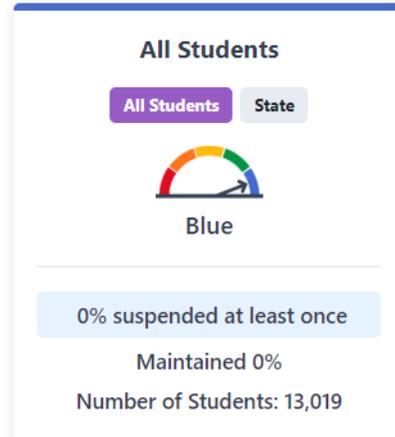


FIGURE 13: FKIH 2019 Suspension Rate



Comparing Five Keys Independence High Performance to Similar Programs in California

Five Keys serves students predominantly ages 15-50+. With referral from a school district, Five Keys may also make a rare exception and enroll a 14 year-old. Our population represents students who have been displaced and/or disconnected from education. Our model is individualized which allows us to provide credit to students regardless of their transcript. This presents a challenge when attempting grade purification. Students often come with gaps in all grade levels and therefore we have designed specific criteria for 11th grade state testing. In a traditional school setting, students take CAASPP equivalent courses in English , Math and Science. [At Five Keys] it is common for our student to enroll in our program with all of the content requirements but severely deficient in the skills taught in these courses.¹⁸ We believe that a more useful dashboard reference point would be comparing the performance of students at Five Keys against other schools serving similar populations.

FIGURE 14: FKIH State Dashboard Measurements of Academic Performance

Indicator	2018 State	2018 FKIH	Comparison	2019 State	2019 FKIH	Comparison
CAASPP ELA	Orange	No Performance Color		Green	Increased 82 points No Performance Color	
CAASPP Math	Orange	No Performance Color		Orange	Increased 29.5 points No Performance Color	
English	65.2%	25.9%	Lower	48.3 % making	Less than 11	

¹⁸ “Written Synthesis of Student Assessment Data for FKIH” (2020), Dr. Clarece Weinraub

Learner Progress	Level 4 and Level 3	Level 4 and Level 3		progress towards proficiency	students, data not displayed	
Graduation Rate	Yellow	Green	Higher	Green	Blue Increased 14.1%	Higher
Suspension Rate	Yellow	Blue	Higher	Yellow	Blue Maintained	Higher
College and Career	Yellow	Red	Lower	Yellow	Red Maintained	Lower

As mentioned, above, our mission is to provide a wrap around approach to our students' education and therefore many of our school sites are located in a “one-room” classroom setting within a Community Based Organization that address additional elements of the five keys. This has presented some challenges with cohort based instruction and grade level purification. Students and teachers work together independently to address the needs of the student which looks different for every student that enrolls. In addition, many students come to us having met the requirement for English and Math years before Common Core Standards were implemented but are required to take the state test. Five Keys compares favorably to schools serving similar demographics of students as indicated by the table below.¹⁹ In the following table, student achievement on the CAASPP ELA assessment is reviewed for comparison between schools.

FIGURE 15: FKIH Test Scores Versus Similar Schools

2018-2019 Similar School Patterns SBAC Analysis				
	Exceeded	Met	Nearly met	Not met
JMCS	0	5.6	16	78
NOCS	0	21.05	26.32	52.6
Five Keys INDH	10.6	21.2	40	28.24

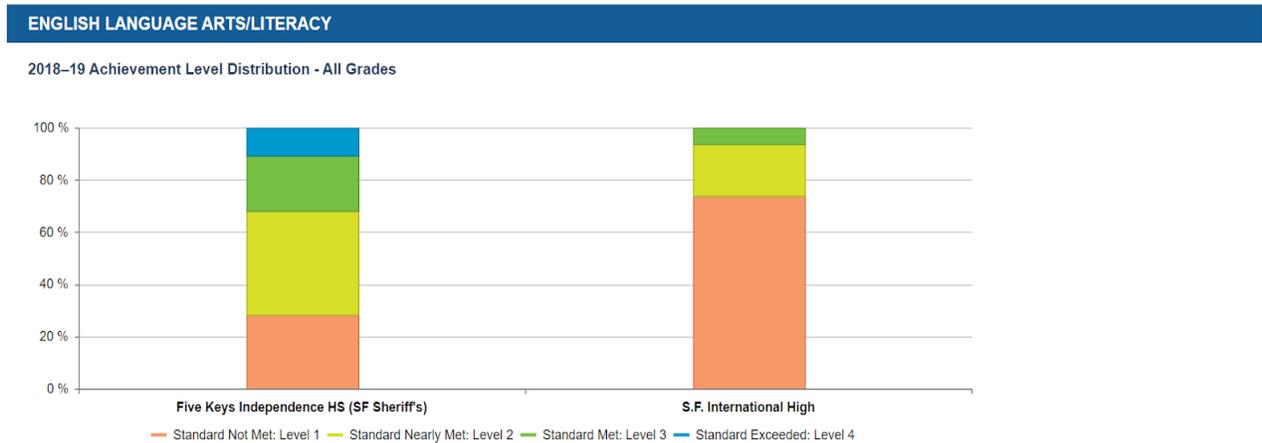
The school comparison shows that although Five Keys students did not score as well as the state or the district averages, compared to similar schools our students outperformed students with similar demographics. They did do well as compared to other similar programs. ”

Based on testing data, each year we have refined our approach to implementing common core curriculum

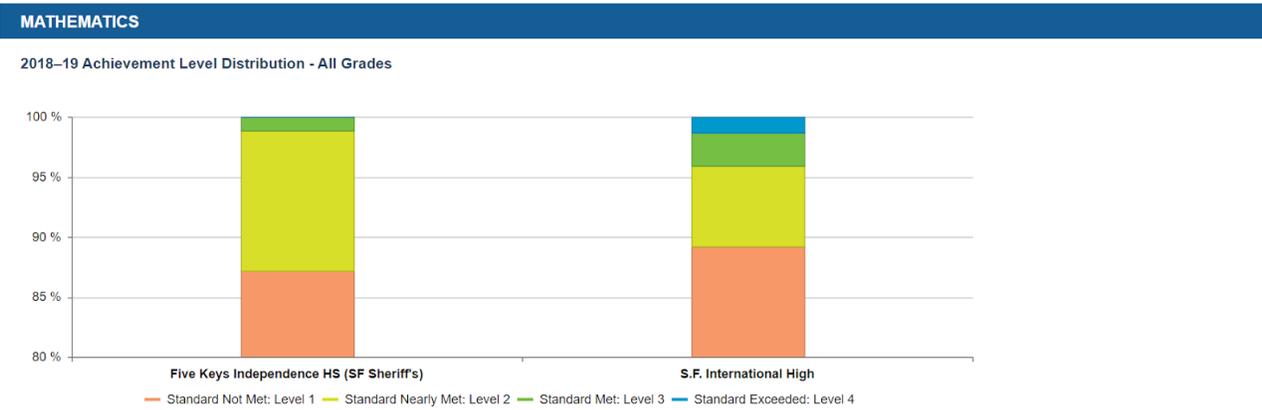
¹⁹ (NOCS) in the greater Los Angeles area serves students who have been pushed out of the traditional school system. (JMCS) serves students who are typically credited deficient, operating throughout the state of California serving similar demographics.

and assessment. In the 2019-2020 school year we introduced more standards aligned options, as well as modifying and expanding previous offerings in accordance with the support areas the test scores indicated. New curriculum includes a NGSS aligned 3 course model from Biozone and Expository Reading and Writing Curriculum across multiple grade levels. In addition to the new curriculum that students can use year round, we also have yearly initiatives to provide targeted support to prepare for testing. We have offered customized subject matter workshops, test taking skills sessions, and offered a “Question of the Week” in ELA and Math for short, sustainable practice with simulated test questions. In particular, we offer practice problems that target the areas where most students score in the “nearly met” or “not met” range.

FIGURE 16: Five Keys vs. SF International High Comparison for Reference



Math



Three Year LCAP Data

Since the inception of the LCAP, FKI’s LCAP has been adjusted to meet the requirements set forth by the state as well as effectively capture the evolving and improving academic program of Five Keys. As Five Keys has worked continually to improve the academic program resulting in more academically focused outcomes for all students the goals and metrics have been adjusted to reflect these changes.

Beginning with the 2019-20 LCAP, the goals were modified to be more academically focused. These are the goals we will use to carry us through the next three years.

Goal 1: Provide a high quality and comprehensive educational program

The foundation of every school is its educational program. The purpose of the goal is to ensure that all students who enroll with Five Keys receive a high quality education provided by trained and appropriately credentialed teachers. The metrics aligned to this goal reflect student academic growth through credits achieved, growth on internal benchmarks and state assessments, and completion of a-g and CTE pathways.

Goal 2: Provide students with a positive and safe school environment which promotes student retention, recovery, and reintegration into families and communities

Five Keys work is built on addressing all five of our foundational elements: education, employment, recovery, family, and community. This goal focuses on the integration of social justice, social-emotional learning, and other principles to encourage the holistic development of the student which, in turn, promotes students engagement and retention. The metrics aligned to this goal are primarily focused on attendance and school discipline. Graduation and program completion are also included here because, for Five Keys' students, graduation from high school is reflective of a lot more than just the completion of required credits.

Goal 3: Student will be college and career ready

Five Keys wants all students to be prepared for whatever pathway they choose after graduation. This goal focuses on ensuring students are prepared for their postsecondary path through both hard and soft skill development. The metrics for this goal are intended to reflect how well Five Keys prepared the student for what's next by collecting data on post-secondary plans.

With the modification of the goals also came adjustments to the metrics. As our status as a DASS school went into full effect for the 2018-19 school year (prior to that Five Keys was an ASAM school), we wanted to be sure to effectively address the required metrics with metrics that celebrate the growth of the population of students we serve. The charts below represent three years of the academically focused LCAP metrics.

FIGURE 17: LCAP Metric #1 Over Time

Goal 1: Provide a high quality and comprehensive educational program.

Metric/Indicator	17.18	18.19	19.20 (through 3.13)
% of students enrolled for the entire marking period will completed 2 academic credits per <i>marking period</i>	X	45%	Modified for 19.20 (see below)
% of students enrolled for full quarter who complete 1 academic credit per week during the <i>quarter</i> .	X	X	41%
TABE ELA: % of students who post test after two learning periods will demonstrate a 0.5 grade level increase in their reading levels	X	24%	30%

TABE Math: % of students who post test after two learning periods will demonstrate a 0.5 grade level increase in their reading levels	X	37%	60%
CAASPP ELA: The annual mean scale scores in grade 11 within the CAASPP summative content area of English Language Arts will increase by 2% each school year from the prior schools year	N/A*	1%	No scores due to COVID
CAASPP Math: The annual mean scale scores in grade 11 within the CAASPP summative content area of English Language Arts will increase by 2% each school year from the prior schools year	N/A*	1%	No scores due to COVID
% or more English Learners will be reclassified annually**	N/A**	1%	10%
FKIH will increase the average ELPAC scale scores by 2%**	N/A**	2%	2%
% of students have access to and are enrolled in a broad course of study	100%	100%	100%
% of core courses taught by fully credentialed in the subject area	85%	93.45%	95%

X Denotes not a metric for that school year

*Did not start testing until 2018-19 school year

** Not applicable due to ASAM status (DASS went into effect for the 18-19 school year)

FIGURE 18: LCAP Metric #2 Over Time

Goal 2: Provide students with a positive and safe school environment which promotes student retention, recovery, and reintegration into families and communities

Metric/Indicator	17.18	18.19	19.20 (through 3.13)
Cohort Graduation Rate (California School Dashboard)	74.6%	88.7%	52.8%
Increase in attendance rate	21%	X	X
Community sites will retain 80% or more students each grading period	X	60%	60%

% of in-custody potential grads with a reentry transition plan	n/a	15%	15%
<15% chronic absenteeism rate	N/A**	No longer a 9-12 indicator	No longer a 9-12 indicator
<1% suspension/expulsion	0%	0%	0%
Positive School Culture as measured by student survey	Various school culture surveys distributed throughout our organization this past year indicated high student satisfaction and therefore a positive school culture.	Student responses from the most recent org-wide school climate survey (June 2018) indicated that Five Keys provides a safe, welcoming, and inclusive environment for students.	Survey results indicate a generally positive school culture
Positive School Culture as measured by teacher survey	X	Teacher responses from the most recent org-wide school climate survey (June 2018) indicate that Five Keys provides a safe, welcoming, and inclusive environment for teachers..	Survey results indicate a generally positive school culture
Positive school culture as measured by staff (non-teacher) survey	X	Staff responses from the most recent org-wide school climate survey (June 2018) indicated that Five Keys provides a safe, welcoming, and inclusive environment for staff.	Survey results indicate a generally positive school culture
100% of facilities rated in good repair	100% of facilities rated in good repair	100% of facilities rated in good repair	100% of facilities rated in good repair

X Denotes not a metric for that school year

*Did not start testing until 2018-19 school year

** Not applicable due to ASAM status

FIGURE 19: LCAP Metric #3 Over Time

Goal 3: Student will be college and/or career ready

Metric/Indicator	17.18	18.19	19.20 (through March 13)
% of high school diploma/equivalency completers will meet the “prepared” performance level under the state CCI indicator	0%	0.7%	1%
80% of all students will complete appropriate learning/transition plans upon enrollment	X	X	20%
80% of 12th grade DASS cohort students will complete a transition plan to post-secondary education or a vocational pathway	X	X	12%

X Denotes not a metric for that school year

Looking Back and Looking Forward

Looking Back

Since our charter renewal in 2016, we have made noteworthy growth and implemented significant changes. Five Keys was founded on and designed around the principles of Restorative Justice (RJ) which is now demonstrated in our classrooms as Restorative Practices. Today those principles remain an important part of our holistic approach to education. In addition to RJ, 21st Century learning goals have been incorporated into our program in an effort to promote and improve collaboration, communication, creativity, and critical and computational thinking to foster greater learning in all students. Additionally, due to the new metrics by which all charter schools are measured (i.e., standardized tests scores, graduation rates, and the college and career readiness indicator), Five Keys has placed much more emphasis on professional development, summative and formative assessments, evidence-based instruction, rigorous curriculum, and the development of college and career pathways for our students. Another significant area of change has been our increased enrollment due to the growth of the organization and increased presence in more counties than in previous years. In 2019, we served over 15,000 students in nine counties; many of those students were transitional aged youth (TAY) ages 16 - 24 and students with special needs. Five Keys meets students where they are upon entry; we do not turn away students.

In the 2017-2018 school year, alternative schools were required to administer the California Assessment of Student Performance and Progress. Although we were not surprised at our overall results for the first year, Five Keys completed an in-depth needs assessment analyzing both quantitative and qualitative data, collected from a wide range of stakeholders, to drive program improvement. As a result of the data analysis, the need for stronger instructional alignment across all Five Keys classrooms was identified. The first step to move in this direction was to plan and implement a professional development program which

provided teachers with ongoing training and support around the implementation of evidence-based instructional practices best suited for supporting Five Keys diverse population. Along with professional development, a calibrated learning inventory was created to support classroom observations throughout Five Keys classrooms; the data from these observations was used to further refine professional development and increase overall support for teachers around the evidence-based practices. Furthermore, to better engage and support the growing and diversifying population of community site students, the plan to implement online learning was put into action. Along with online learning, the mandate to use varied instructional strategies, such as small-group instruction and project centered learning workshops, was instituted. Finally, the needs assessment identified the necessity for more concrete systems and procedures regarding outcomes for students with disabilities. These systems have since been put in place.

Looking Forward

Five Keys has identified opportunities for growth which will allow us to better support our dynamic population. Many of these opportunities are reflected in the revised charter petition. Five Keys is committed to achieving better outcomes for all subgroups through increased collection and use of meaningful data. To do this, the leadership team has begun to work collaboratively across all regions to ensure that all staff is trained to use data to drive instruction and increased student achievement. Additionally, with the state-level changes to assessment impacting all charter schools, including DASS schools, Five Keys will improve overall test scores for all students. This will be achieved through the more effective use of data, as outlined above and in our needs assessment strategic planning by aligning teacher and leader professional development to the quality professional learning standards, increasing access to A-G courses, and implementing a multi-tiered system that will provide supports for struggling students in a more timely manner. Finally, Five Keys will continue to create innovative learning opportunities that build on the strengths and knowledge students already have to better engage learners with the goal of improving daily attendance and overall retention and graduation rates.

Upon closer examination of this petition, the reader will find that much has changed in the educational program; the design of the new vision is built upon the foundation of Five Keys: education, employment, recovery, family, and community. From this foundation, Five Keys will strengthen the relationships between student success, data-driven practices, and the individualized education our students need. With the approval of the petition, Five Keys will ensure that we, through the use of the social and restorative justice principles, will provide traditionally underserved communities with the opportunity to improve their lives.

Charter Petition

In accordance with Education Code Section 47600 et. seq., FKIH petitions the San Francisco Unified School District (hereafter referred to as “District” or “SFUSD”) for renewal of FKIH’s educational charter, grades 9-12, for a term of five (5) school years ending on June 30, 2025.

ELEMENT A: Educational Program

A description of the educational program of the School designed, among other things, to identify those whom the School is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

— California Education Code Section 47605 (b) (5) (A)

If the proposed school will serve high school pupils, a description of how the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

— California Education Code Section 47605(b)(5)(A)(ii)

Mission Statement of Five Keys Independence High School

Through the use of social and restorative justice principles, Five Keys provides traditionally underserved communities the opportunity to improve their lives through a focus on the Five Keys: EDUCATION, EMPLOYMENT, RECOVERY, FAMILY, COMMUNITY.

FIGURE 20: Five Keys Student Success Model

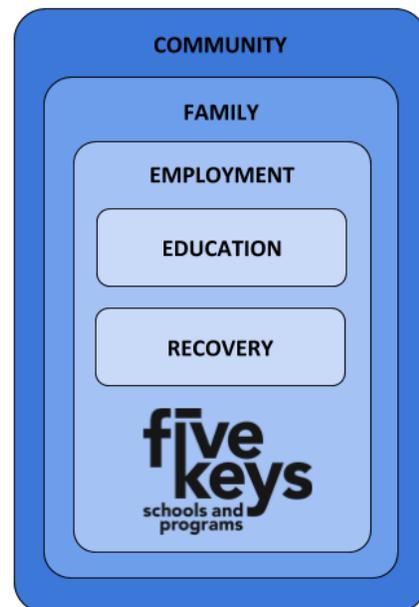
The 2019-2022 Strategic Plan outlines a framework for student success through the following initiatives:

1. Increase organizational efficacy through alignment of our educational values and priorities across regions.
2. Empower students through a school culture of differentiated instruction with a focus on rigor and relevance.
3. Align partnerships around our three areas of impact: access to education, workforce development, and vibrant communities.
4. Adopt proactive, flexible practices that strengthen Five Keys’ organizational sustainability.

Vision

Five Keys strives to redefine the way people think about the role of education in restoring communities. By placing education with recovery side-by-side in the center of a community model, Five Keys strives to empower individuals to develop the skills and supports necessary to establish agency over their lives in a rapidly changing world, whether they seek post-secondary or workforce-focused opportunities upon graduation. Five Keys Schools and Programs stands to disrupt the school-to-prison pipeline cycle of disenfranchisement, investing in those who may have been pushed out of traditional educational systems.

Five Keys Student Success Model



School Goals

Goal 1: Provide a high-quality and comprehensive education.

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.

Intensive

Five Keys understands the urgency with which students are seeking to complete their high school diploma. The Independence High School model affords teachers the resources to prescribe exactly the curriculum a student needs to fulfill their unique path to graduation and promotes dual enrollment in local community colleges where possible to provide students access to a head start toward post-secondary goals.

Engaging

Five Keys wants students to be able to see themselves in the content they study, promoting the adoption of interdisciplinary curriculum like *Black Boy Poems*. As many Five Keys students are adult learners, teachers strive to bring readings, assignments, and workshops to the classroom that provide relevance to their students' everyday lives while fulfilling their educational goals.

Individualized

Five Keys Independence High School is a successful model for many students who may not otherwise have the logistical capacity to complete a high school diploma program. Having a mixture of in-person, direct instruction time with a credentialed teacher paced with assignments that can be done individually allows students in-custody to stay academically engaged while incarcerated. The same model affords a working adult who enrolls in Five Keys Independence High School in the general community the opportunity to progress towards high school graduation while balancing other key obligations outside of their classroom visits. Meeting students where they are and designing an individualized plan around a student's strengths creates opportunities where other schools may only see barriers.

Goal 2: Provide students with a positive and safe school environment which promotes student retention, recovery, and reintegration into families and communities.

When students enroll at Five Keys, many of them are unaware of their potential. Student graduation speeches reflect time and again how they, themselves, did not believe that they could get a high school diploma, and yet they are celebrating the milestone thanks to the perseverance of their Five Keys teacher motivating them to come to school. Building agency and celebrating follow through in student performance by having students track their own weekly assignments, create appointments for their next classroom visit, or ask them to think about their own preferred way of learning through metacognition activities builds soft skills that motivate students to continue their education until they receive their diploma. Teachers are central to creating this positive and safe school environment for students, and bringing a coaching philosophy to the classroom is one of the most recognized ways in which Five Keys keeps students returning to the classroom when it would be easy to withdraw from school.

Centralizing educational opportunities near employment opportunities is another way in which Five Keys provides a positive school environment that promotes student retention. Studies have proven that as time away from school increases, the likelihood of returning to school decreases. By eliminating barriers to

education through partnerships with the workforce development community in San Francisco and Los Angeles' most disenfranchised sectors, Five Keys can provide the flexibility needed for adult and transitional age youth students to complete their high school education as they participate in American Job Centers of California programs.

Goal 3: Students will be college and/or career ready.

Five Keys recognizes an obligation to scaffold a rigorous academic environment so that students are prepared to pursue either a college or career path post-graduation. Five Keys seeks to disrupt the incarceration cycle by intersecting it with rigorous educational opportunities which prepare students to be competitive participants in the workforce or academic sectors when they move on from their high school program. The same philosophy strengthens communities as it applies to promoting adult learners in any of the community classrooms, highlighting education as an opportunity for independence and success in the community.

This is important because research shows that 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, 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. Contextualizing a student's high school journey of required academic assignments through the lens of their self-selected career or college goals primes them for success upon graduation as they will already be in motion toward their chosen path.

Unique Aspects of Five Keys Independence High School

Restorative practices are at the cornerstone of the Five Keys approach. If we are to transform and restructure the thinking behind unlawful behavior and change the state of inequality and injustice within schools and correctional systems, society must begin to deal with people using multiple, holistic approaches, examining the many strata within society that contribute to inequity.

Five Keys Independence High (FKIH) recognizes and addresses the fact that our students have been unsuccessful in traditional high school settings and have been pushed out due to inequities in the system. By creating an environment for all students to succeed, we address the issues of inequity in education and work to close the achievement gap. FKIH provides students with a different educational experience than they have previously encountered using our unique Five Keys 2.0 plan ([Appendix E](#)) which focuses on student engagement, quality instruction, progress monitoring, and successful transitions. Students are given equitable opportunities, resources, and support to meet their individual goals. In July 2019, Five Keys 2.0 was implemented through all-staff professional development, and throughout the 2019-2020 school year more training and consistent support has been provided around this initiative.

Beginning with enrollment, each student is assessed and a Common Core State Standard (CCSS)-aligned Personalized Learning Plan (PLP) is created based on individual goals and needs; this plan is the student's road map while they are with Five Keys. The PLP includes academic and personal goals, actions to meet each goal, and monthly success indicators. When creating the PLP, teachers also take into consideration the individual's social and emotional factors which may impede a student's ability to learn; based on these, individual learning strategies are developed. Additionally, students are provided with a personal schedule, a

monthly class calendar, and a map to graduation.

The Map to Graduation enables students to focus on areas needed to receive a high school diploma and meet California standards. The purpose is to determine the classes needed to receive a high school diploma. After reviewing available student records and transcripts, a staff member works with each student to create the plan. Students and teachers refine the Map to Graduation each semester to better meet student needs.

Throughout each student's journey, data from informal and formal assessments are used to monitor the student's growth and identify areas for needed improvement. With quality instruction and resources such as CCSS - aligned courses, Project-Centered Learning (PCL), Claim Evidence Reasoning (CER), and a Question of the Week (QOW) using Interim Assessment Blocks, students are provided with access to reach their academic and personal goals.

Along with those resources, the Five Keys 2.0 plan also includes new curriculum initiatives that are aligned with state standards and best practices in each content area.

A Restorative Justice Curriculum

A formal Restorative Justice curriculum, written by Five Keys teachers, is a graduation requirement of Five Keys Independence High School. This curriculum represents FKI'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, as a supplementary curriculum in subject-area classes, or as an English class. In any case, the restorative justice curriculum acts as a dynamic teaching guide for students and teachers alike.

The principles of Restorative Justice ask the questions:

- Who was harmed?
- What are their needs?
- How can the community help make the harm as right as possible?

When compared to existing models of justice that focus on punishment—whether in school discipline models (school-to-prison pipeline), community justice (the court system), or in family dynamics (discipline and/or abuse) —Restorative Justice brings about a paradigm shift in thinking about reactions to harm on both the personal and the community levels. A Restorative Justice approach works with offenders within a community to ensure they accept responsibility and accountability, empowering them to repair the harm caused by their actions. In the process, the entire community develops empathy for victims and comes to understand the impact of harming others, as well as harm to themselves. 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.

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 or remained *at-risk* or *in-risk*. Our entire program is based solely on educating those that have already exited the K-12 system, with the goal of reengaging them in education and providing them the opportunity to earn their high school diploma.

What is particularly unique about the FKI approach is that by partnering with existing community-based organizations (CBOs), Five Keys literally brings school to the student. FKI 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 students

enrolled in Workforce or Career Development programs. Reference [Appendix B](#) for a complete list of our community partnerships.

In partnering with the Sheriff's Department, City and County agencies, CBOs, and other nonprofit organizations, FKIHS sends independent study teachers to where the students are located, thus eliminating major barriers 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:

- *Partnering with City, County, and State agencies, as part of workforce development initiatives: (e.g., Mayor's Office of Economic and Workforce Development, Human Services Agency, Adult Probation, Sheriff's Departments, California Attorney General's Office Department of Recidivism Reduction and Re-Entry/Back on Track).* FKIHS has become an important part of San Francisco's education landscape, by partnering with agencies to create "learning labs" where students can enroll in school, meet weekly with an independent study teacher, and attend class daily for additional academic support.
- *Workforce Development Programs, WIOA Youth: (e.g., SF Access Points and One-Stops, WorkSource and YouthSource California, Los Angeles County, Solano County Workforce Investment Board).* Similar to the models above, individuals without a GED or high school diploma can access FKIHS's program through workforce development programs. Refer to Appendix B for a full list of community partners. Further, Five Keys is a WIOA title II program.
- *Five Keys Self-Determination Project:* While Five Keys continues to expand its reach, the capacity to serve members of the community is limited by virtue of students facing barriers to accessing school. Lack of access to a local campus is a primary reason why students who have been released from jail do not continue with their education post-release and why potential students in the community do not enroll at all. To reach a classroom, learners face barriers such as lack of transportation, time restrictions due to work and childcare, unstable housing, gang boundaries near school sites, or other safety issues that leave them with no means of getting to school. The mobile school model addresses the complex and varied reasons why students miss out on education, including systemic barriers for transitional age youth and adult learners. We shift the discussion with one simple statement: "Go to where the people are." To that aim, FKIHS with support from a \$100,000 Google Impact Design award, transformed a functional retired MUNI bus into a modern mobile classroom and library space that contains state of the art technology and a computer learning lab, providing individualized instruction that responds to the realities of students' complicated lives. This mindful, accessible space launched in June of 2017, encouraging that first important step toward enrollment in school. The Self-Determination Mobile School adheres to a weekly schedule, visiting four locations around San Francisco to offer high school diploma and GED preparation instruction to adults who might not otherwise have safe geographic access to education. In 2020, the San Francisco Office of Economic and Workforce Development partnered with Five Keys to provide long-term funding to cover vehicle maintenance for the *Self-Determination Project*.
- *Independent Study Inside the Jail:* Certain classifications and housing units in jails do not allow some inmates to attend regular daily classes at Five Keys Charter School. In these instances, Five Keys Independence High teachers meet weekly with inmates in their housing unit. To provide additional support, the instructor will also hold weekly study groups for inmates (classifications permitting) to provide these inmates with additional support beyond their weekly appointment.

Growth Across California

Five Keys currently provides educational services in-custody and in the community in nine counties

across the state (San Francisco, San Mateo, Alameda, Sonoma, Marin, Solano, Santa Clara, Los Angeles, San Bernardino). The school fulfills a unique opportunity to serve students who are not able to utilize standard public school services while incarcerated or in a workforce development program. Indeed, the Governor’s Office and the State legislature recognizes the unique role Five Keys play in supporting sheriffs offices across the State as few other education options exist for County Jails. Because of the lack of options for county jails, Five Keys expects to expand into Sacramento and San Luis Obispo county jails in 2020-2021, and to partner with workforce development programs in Riverside and Contra Costa Counties.

FIGURE 21: Anticipate County Expansion

Current Counties of Operation as of 2020	Anticipated Expansion between 2020-2025
Alameda County	Contra Costa County
Los Angeles County	Riverside County
Marin County	Sacramento County
San Bernardino County	San Diego County
San Francisco County	San Luis Obispo County
San Mateo County	
Santa Clara County	
Solano County	
Sonoma County	

Additional Unique Aspects of the Five Keys Independence High School (FKIH)

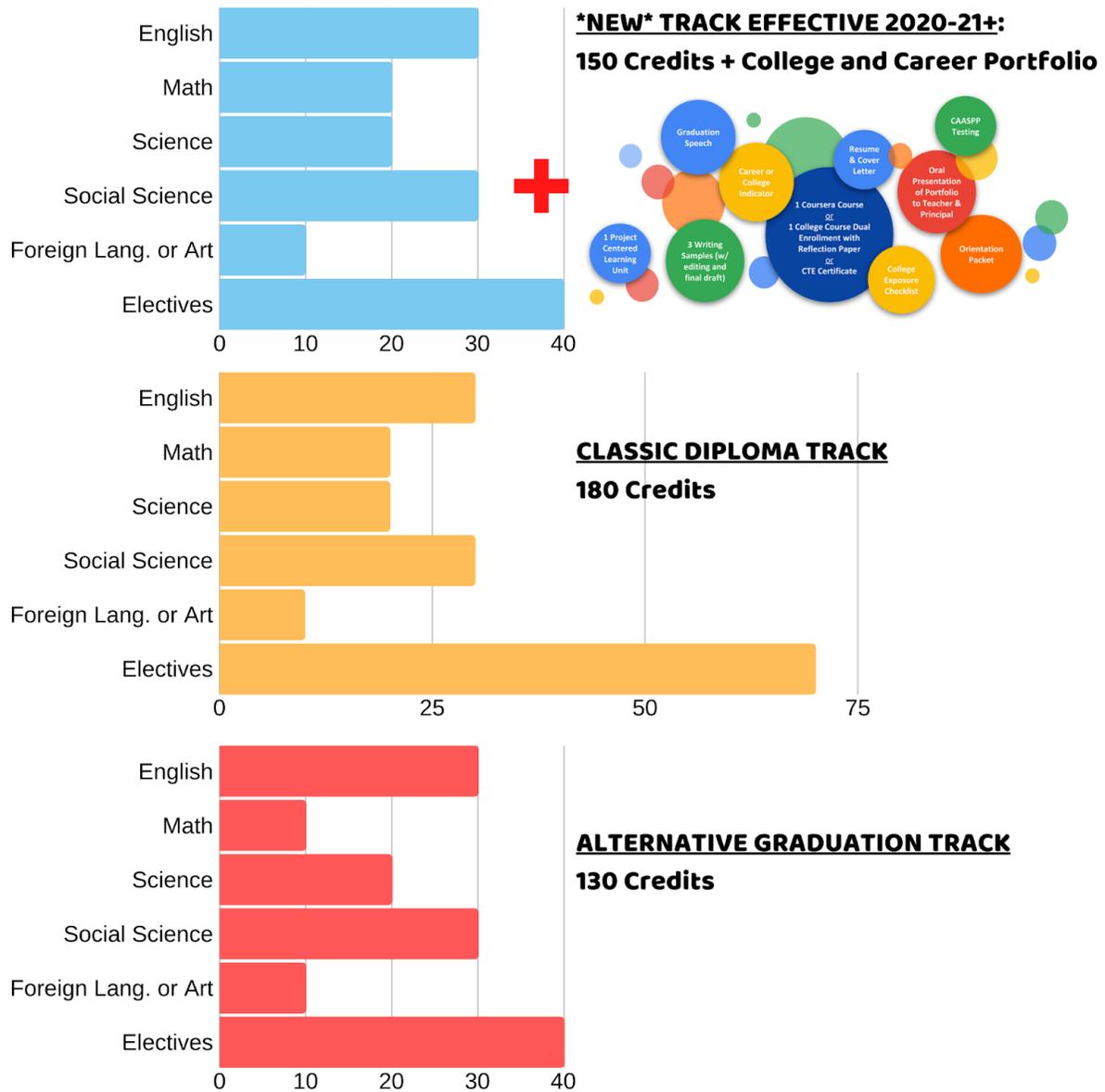
- Small group and one-on-one individualized instruction and educational programs that accelerate the learning process
- An educational approach that is tailored to students’ individual educational goals and needs with three diploma tracks:
 - Five Keys has always offered a **180 Credit Standard High School Diploma** track. This is the classic model all new students enroll under and follow, unless they opt for (and meet the criteria) of one of the other tracks.
 - A new **150 Credit** track (approved by the Five Keys School Board in Spring 2020) integrates state core content requirements, same as the classic track, while centering general elective credits around a robust College and Career portfolio. Affording students a more condensed, yet rigorous, option is yet another way the school supports the development of 21st century learning for our mostly adult demographic in need of relevant, applicable concepts and skills that connect fluidly to their everyday experience.
 - Students who qualify under state requirements may opt for the **130-Credit Alternative Graduation Requirement (AGR)** track. This option is offered after talking with a teacher to

understand how this track translate into modified opportunities upon graduation.

See **Figure 18** for a visualization of the different Graduation Tracks

- Direct access to community college through MOU's with City College of San Francisco, Chabot College in Alameda County, Santa Rosa Community College in Sonoma, College of the Canyons, in Los Angeles as well as the Bridge Program of Antioch University in Los Angeles allows students with college interest to attain dual enrollment working on both high school and post-secondary goals at the same time.

FIGURE 22: Five Keys Graduation Tracks



Community Partnerships that Support Work-Ready Skills:

Workforce Investment Act (WIA) and the Workforce Investment and Opportunity Act (WIOA) Programs

On July 22, 2014, President Obama signed the Workforce Innovation and Opportunity Act (WIOA) into law, replacing the WIA of 1998, to improve access to education, job training and supportive service for participants. The precursor, WIA, offered a comprehensive range of workforce development activities through statewide and local organizations. Workforce development activities provide benefits and services to job seekers, laid off workers, youth, incarcerated youth and adults, incumbent workers, formerly incarcerated adults, new entrants to the workforce, offenders, veterans, persons with disabilities, and employers. The purpose of both acts is to promote an increase in the employment, job retention, earnings, and occupational skills improvement by participants. This, in turn, would improve the quality of the workforce, reduce welfare dependency, and improve the productivity and competitiveness of the nation.

Five Keys operates in partnership with workforce development programs in all counties that Five Keys has programs. In San Francisco, for instance, Five Keys is designated as an approved educational partner in the *San Francisco City & County of San Francisco 2015 Citywide Workforce Development Plan (a publication of the Workforce Investment Board)*. Additionally, Five Keys contracts with the Office of Economic and Workforce Development (OEWD) to coordinate the education and assessment needs of the county’s workforce development clients.

As a WIOA Title II program Five Keys is a mandated education partner for many Federally-funded workforce development programs. Our designation as a WIOA Title II program allows us to develop literacy and numeracy skills for clients of our workforce partners while also providing access to a high school diploma or high school equivalency certificate.

FIGURE 23: WIOA Title II Program Designations

WIOA Title II Adult Basic Education	WIOA Title II High School Equivalency	Five Keys High School Diploma
<ul style="list-style-type: none"> ● CASAS score below 6.0 ● Student has desire to earn HSD ● Student enrolled in Workforce Development Program ● Student has a HSD ● Teacher assigns appropriate interventions to develop literacy and numeracy skills 	<ul style="list-style-type: none"> ● CASAS score above 8.0 ● Student has desire to earn GED/HiSet ● Student is enrolled in Workforce Development Program 	<ul style="list-style-type: none"> ● CASAS score about 6.0 ● Student has desire to earn high school diploma ● Student enrolled in Workforce Development Program ● Teacher assigns appropriate interventions to develop literacy and numeracy skills

Education and Assessment Coordination for the City and County of San Francisco, Office of Economic and Workforce Development

Through our contract with OEWD, Five Keys performs the following functions for the workforce development community:

- Consultation on the acceptable forms of academic assessments and the differences between the Comprehensive Adult Student Assessment System (CASAS) and the Test of Adult Basic Education (TABE)
- Assistance in selecting and structuring assessment at Access Points (One Stops)
- Guidance in connecting assessment results to educational goals and employment plans
- Onsite proctoring and set-up for online TABE testing
- Consultation on how to measure and document level gains by clients
- Assistance assessing clients' readiness for Sector Academics
- GED practice testing and payment of testing fees for eligible students
- Placement into Five Keys classes for clients without a GED or high school diploma
- Training/consultation on how to address the educational needs and strengths of job-seekers
- Referrals to educational opportunities outside of Five Keys

California Education Code 47612.1

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:

- The federal Workforce Investment Act of 1998
- Federally affiliated Youth Build programs
- Federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider
- The California Conservation Corps or local conservation corps certified by the California Conservation Corps pursuant to Sections 14406 or 14507.5 of the Public Resources Code
- To prepare the 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.

Through its charter and its partnerships with WIOA entities (i.e., San Francisco OEWD, Federal WIOA Title II recipient, WorkSource California Los Angeles County, Solano County Workforce Investment Board, etc.), Five Keys is able to offer a high school education with K-12 resources to students over the age of 19.

Whom the School is Attempting to Educate

Targeted school populations, age, grade levels, number of students, and type of desired student populations:

FKIH targeted students shall include:

- Adults incarcerated in county jail or at a California Department of Corrections Re-entry facility whose inmate classification or housing prevents them from attending a classroom-based setting
- Individuals living in the community and participating in Workforce Development Training programs
- Adult individuals in re-entry programs such as San Francisco Sheriff’s Department / Probation Department Community Programs
- Adults residing in therapeutic communities preparing for re-entry to society
- Minors 15 years and above, who have completed 9th grade or 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

Based upon prior demographics, FKIH anticipates serving approximately 23% African American, 47% Hispanic/Latinx, 3% Asian, 13% White, and 15% Two or more races. The age range to be served will be aged 14 and above.

The students to be served by Five Keys will represent the most disenfranchised members of society, consisting primarily of persons who have been incarcerated and individuals enrolled in community-based programs who are 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 be minors expelled from district schools, living in group homes, or high school dropouts. Finally, some may attend on a voluntary basis through word-of-mouth referrals.

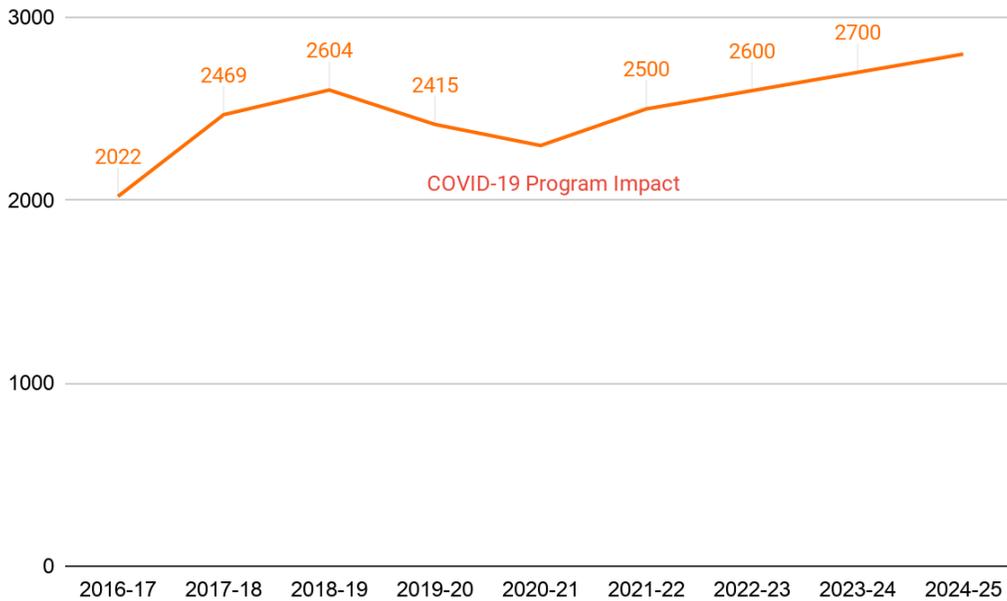
The students will range from age 15 through age 60+. Because of the transient nature of our student population, and based upon current enrollment trends, it is anticipated that Five Keys Independence High will hold active enrollments for 3500 students per day, with an average daily attendance of approximately 2800.

FIGURE 24: ADA per Enrollment 2016-2020

	2016-2017	2017-2018	2018-2019	2019-2020
Average Daily Attendance	2022	2469	2604	2415
Student Population per Dashboard	n/a*	n/a*	3417	~3500
Total Students Enrolled to Date	9,891	11,835	13,896	12,440

*[Dashboard for Alternative School Status began displaying enrollment data during the 2018-19 School Year.](#)

FIGURE 25: Projected ADA Growth between 2020-2025 for FKIH



The Academic Calendar runs year-round from July to June. Northern California and Southern California regions have slightly different calendars for a total of 205 school days and an additional five Professional Development Days for staff. FKIH runs year-round programming to prevent learning loss that may occur during a long break and also to address the urgency students have to progress toward their educational goals.

Records of Attendance

FKIH shall maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection. “Attendance” means the attendance of charter school pupils while engaged in educational activities required of them by their charter schools. Attendance shall be computed by completion of individual independent study agreements as described in Independent Study Board Adopted Policies. Teachers will keep a log of daily engagement of students in educational activities.

The Independence High School is further designated into 10-20 day Work Progress Reporting (WPR) periods. Attendance and student credits earned are reported and updated to student records on timeframes shorter than the 9-week grading period at traditional schools, which affords more real-time tracking and timely intervention as it relates to student progress and success among a highly mobile population. As student movement around in-custody facilities (or out of custody to the community) is outside the school’s control, shorter than standard reporting windows establish a necessary pacing that keeps teacher rosters and student records accurate in an environment with much higher turnover than a traditional school, as students are enrolled and dropped daily as opposed to seasonally.

FKIH has increased student retention rates; over the past five years, Five Keys has seen an increase in student enrollment and average daily attendance. Given FKIH’s work with transient populations, monthly updates to the student transcript has proven to be beneficial. Five Keys honors student progress and students have demonstrated increased engagement and retention.

Five Keys retention strategies to promote success and persistence through graduation focus on classroom improvement in the following (5) ways. Expectations, Support, Assessment and Feedback, Involvement and Attendance Intervention.

Clearly defined expectations in the classroom and high expectations of students can help develop realistic expectations and begin to plan their time according to competing demands in life and higher education.

Academic support is vital to students as they strive to meet high expectations. For under- represented and underserved populations, early intervention in the form of academic support can make or break the educational experience. Social support can be equally important for students when difficulties arise in the educational experience. Academic Counselors and Teacher mentors serve to provide a social and academic support network to struggling students.

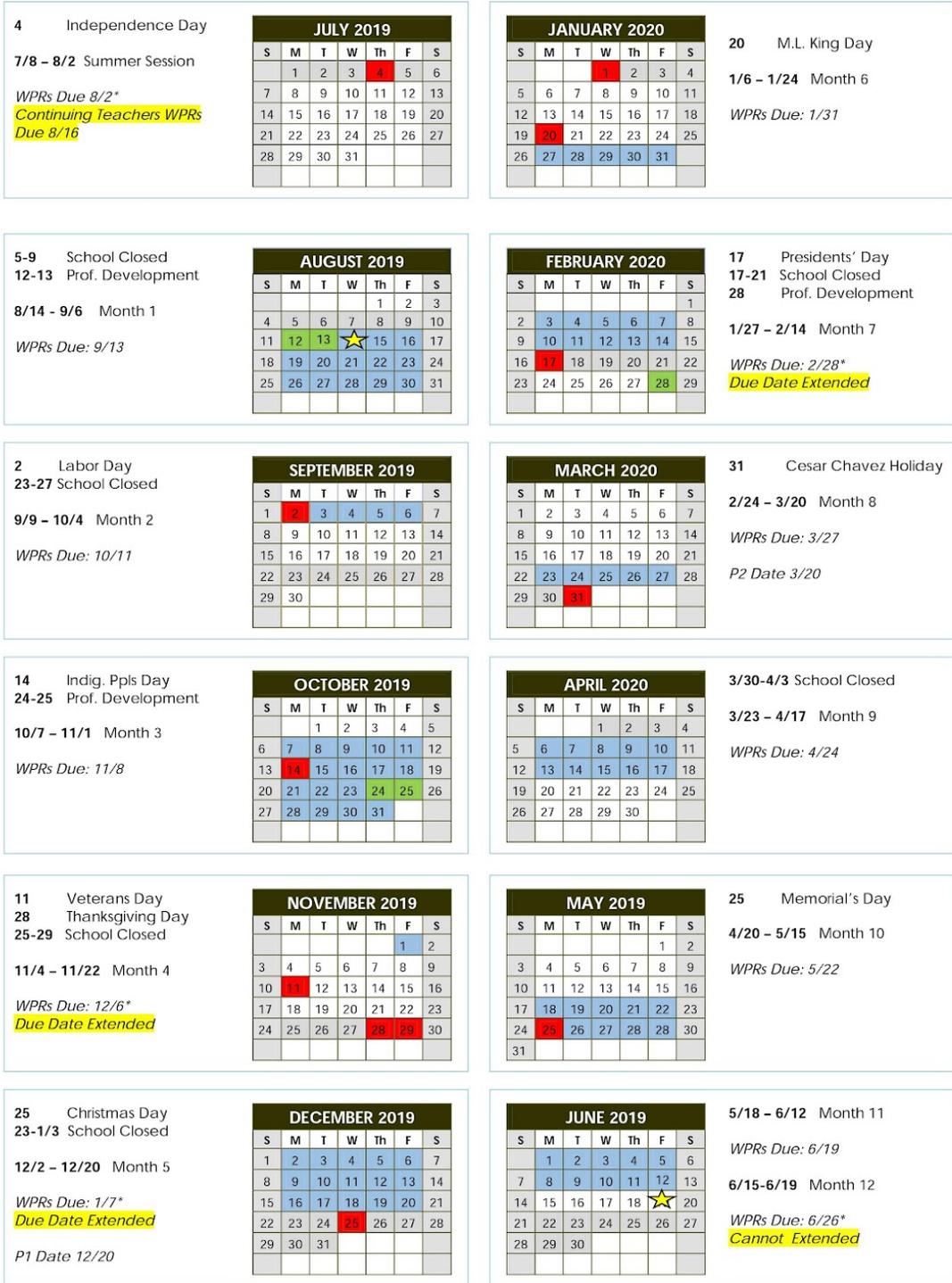
Frequent assessment and feedback can keep students informed of their progress and allow all parties to adjust their actions accordingly. Assessment and feedback opportunities not only create an environment that promotes self-reflection on progress but also encourage students to “think about what they are learning as they are learning. Assessment Coordinators have been instrumental in ensuring all students are pre- and post-tested to determine appropriate academic placement.

Student engagement or “involvement” within the classroom can greatly influence student success and persistence. Building community and involvement, Five Keys adopts a cohort model or learning communities that foster progression through the program with a common set of peers. This model encourages student interactions and team-building, helping students to develop critical skills. Studies have shown that peer to peer interaction encourages consistency.

Five Keys believes early intervention is key and has developed a Student Retention Attendance Team to provide support for students that are struggling with attendance. Our goal is to reduce the barriers to regular attendance and engagement by providing critical resources for our students. Resources Five Keys currently provides includes, but is not limited to, technology, transportation, socio emotional, community, skill share, skill building and more.

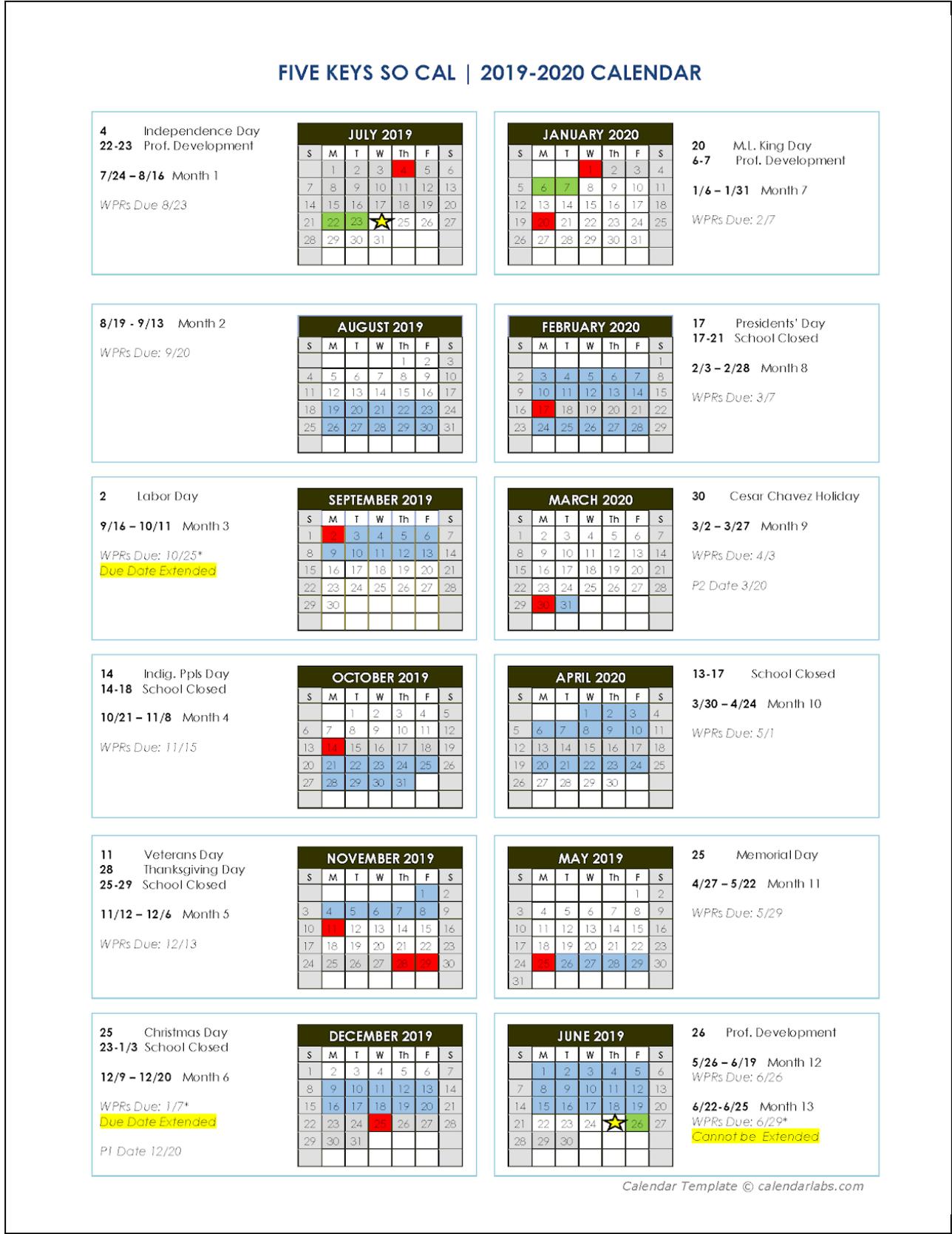
FIGURE 26: Five Keys SAMPLE Regional Academic Calendars - NorCal

FIVE KEYS NOR CAL | 2019-2020 CALENDAR



Calendar Template © calendarlabs.com

FIGURE 27: Five Keys SAMPLE 2019-20 Regional Academic Calendar - SoCal



The school day varies widely between locations as many of our Independence High School teachers operate at the invitation of Community Partners.

At in-custody facilities where we serve students through the Independent Study model, daily jail operations dictate where and when teachers have permission to see students. Where permitted, teachers provide small group instruction to students in day rooms or inside group living areas in addition to independent coursework. In situations where teachers are unable to conduct small group instruction, teachers interact with students individually, checking in a few times each week. The expectation is that students continue to progress on their individual assignments between class and teacher visits.

For students enrolled in our Independent Study Program at one of our community sites, class times vary depending on location. Most of our partnerships provide Five Keys staff and students unlimited access to the space Monday through Friday during normal business hours. Each teacher then creates a class schedule based on student needs; class times vary between 9am-4pm. A limited number of partnerships designate adjusted school hours based on when shared space is available. Five Keys keeps potential students informed about school locations and hours with community classroom flyers available for download from our website, fivekeys.org. For students, each site has a monthly calendar which details class hours, activities, workshops, and other pertinent information. Site calendars are available in class or on each individual site's social media page. See the full-sized list of community partners in [Appendix B](#).

FIGURE 28: Community Classroom Flyers, see Appendix B for full page versions

2-sided Northern California Community Classroom Flyer (see Appendix)

<div style="background-color: #003366; color: white; padding: 5px; text-align: center;"> IT'S NEVER TOO LATE TO GRADUATE </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;"> <p>CLASSES ARE FREE</p> </div> </div> <div style="background-color: #003366; color: white; padding: 5px; text-align: center; margin-top: 10px;"> GET YOUR HIGH SCHOOL DIPLOMA, GED, OR HiSET </div> <div style="margin-top: 20px;"> <p>SAN FRANCISCO COUNTY 415.734.3310 or 415.821.2400</p> <p>Adult Probation Department M-F: 9-4 880 Bryant Street • San Francisco, CA 94103</p> <p>Arriba Juntos M-F: 8:30 - 3:30 1850 Mission Street • San Francisco, CA 94103</p> <p>Bayview YMCA M-F: 8-3 (17-19.5 YO) 1601 Lane Street • San Francisco, CA 94124</p> <p>Community Assessment and Services (CAS) M-F: 9-4 564 4th Street • San Francisco, CA 94103</p> <p>ECS Adult Education MW: 9-3 165 8th Street • San Francisco, CA 94103</p> <p>Father Alfred Center (for current Center residents only) 165 8th Street • San Francisco, CA 94103</p> <p>Five Keys Community Programs (HEADQUARTERS OFFICE) M-Th: 8-4 Closed Fridays for GED 70 Oak Grove Street • San Francisco, CA 94103</p> <p>Five Keys Southeast Campus (EDUCATIONAL OFFICE) M-F: 9-4 (ESL Offered) 1800 Oakdale Avenue • San Francisco, CA</p> <p>Friendship House (for current residents only) 56 Julian Avenue • San Francisco, CA 94105</p> <p>Glide Memorial MW: 9-4 330 Ellis Street • San Francisco, CA 94102</p> <p>Healthright 360 (for current clients only) 1563 Mission Street • San Francisco, CA 94103</p> <p>Homeless Prenatal Program MWF: 1-3 2500 18th Street • San Francisco, CA 94110</p> <p>Jericho Project (for current residents only) 150 N Hill Dr # 15 • Brisbane, CA 94005</p> <p>Larkin Street Youth Services MWF: 9-4 134 Golden Gate Avenue • San Francisco, CA 94110</p> <p>Mission Language & Vocational School (MLVS) M-F: 9-4 (ESL Offered) 2929 19th Street, San Francisco, CA 94110</p> <p>OMIE Beacon at James Denman Middle TTh: 6-8 (ESL Offered) 241 Oneida Avenue • San Francisco, CA</p> <p>Sunset Youth Services MW: 5-8, TTh 10:30-4:30 3918 Judah Street • San Francisco, CA 94122</p> <p>The Village MWF: 9-4 (w/ESL from 9-11) 1099 Sunnysdale Avenue • San Francisco, CA 94134</p> <p>Young Women's Freedom Center (For female/SIS/Trans only) TTh: 9-4 832 Polk Street, Suite 700 • San Francisco, CA 94107</p> <p>SELF-DETERMINATION MOBILE SCHOOL Alice Griffith Apartments MW: 9-12 / F: 12-3 by appt. (©1800) 2600 Avetous Walker Drive Sunnysdale MW: 9-12 1652 Sunnysdale Avenue Potrero Hill TTh: 9-12 25th Street and Connecticut Street Alemany TuTh 12-3 Alemany Boulevard and Ellsworth Street</p> </div> <div style="background-color: #003366; color: white; padding: 5px; text-align: center; margin-top: 10px;"> <small>ADULT AND YOUTH CLASSES CAN ONLY BE TAKEN BY NON-HIGH SCHOOL GRADUATES.</small> fivekeys.org </div>	<div style="background-color: #003366; color: white; padding: 5px; text-align: center;"> ALAMEDA COUNTY 510.823.2165 </div> <p>BOSS Oakland M: 1-3, W: 1-4 1600 San Pablo Avenue • Oakland, CA</p> <p>CASA Ubuntu - Bonita House ESL classes TuTh 10-12 High School Diploma and GED classes M&F: 9-12 7200 Bancroft Avenue, Suite 267 Eastmont Town Center • Oakland, CA 94605</p> <p>Cypress Mandela # 12-4 (for participants only) 977 66th Avenue • Oakland, CA 94621</p> <p>First Place for Youth TTh: 9-4 (18-24YO) (For participants only) 426 17th Street • Oakland, CA 94612</p> <p>Five Keys Oakland TUWF: 9-4 320 13th Street, Suite 106 • Oakland, CA 94607</p> <p>Five Keys West Oakland (MAIN OFFICE) M&Th: 11:30 - 4:00, TuW: 9-4, F: 11:30-4 975 7TH Street • Oakland, CA 94607</p> <p>MOMS MWF: 1:30 - 3:30 (for participants only)</p> <p>Paradise Baptist Church Community Center (MRBC) MF: 9-4, W: 9-12 9704 Empire Road • Oakland, CA 94603</p> <p>Rubicon Programs - Hayward MTh: 9-4 24100 Amador Street, 3rd Fl • Hayward, CA 94544</p> <p>Side by Side 22245 Main Street • Hayward, CA 94541 Tu: 1-6, W: 10-2, Th: 1-3:30</p> <p>Youth Uplifting TuTh: 12-7 8711 MacArthur Boulevard • Oakland, CA 94605</p> <div style="background-color: #003366; color: white; padding: 5px; text-align: center; margin-top: 10px;"> SAN MATEO COUNTY 415.734.3310 or 415.821.2400 </div> <p>JobTrain M-Th: 9-9, F: 9:noon 1200 O'Brien Drive • Menlo Park, CA 94025</p> <div style="background-color: #003366; color: white; padding: 5px; text-align: center; margin-top: 10px;"> SOLANO COUNTY 707.784.7009 </div> <p>Center for Positive Change Vallejo Probation MWF: 9-3, TuTh: 10-4 355 Tuolumne Ave • Vallejo, CA 94590</p> <p>Center for Positive Change Fairfield Probation MTWTF: 9-4, Th: 11-6 475 Union Avenue • Fairfield, CA 94533</p> <p>Goodwill Vacaville M-F: 9-4 1309 East Monte Vista Avenue • Vacaville, CA 95688</p> <p>Youth Achievement Center (open to youth 16-20) M-F: 8-12 1715 Tennessee Street • Vallejo, CA 94590</p> <div style="background-color: #003366; color: white; padding: 5px; text-align: center; margin-top: 10px;"> SONOMA COUNTY 707.243.3069 </div> <p>Sonoma Day Reporting Center DRC Morning and Evening Classes Available 2400 County Center Drive • Santa Rosa, CA 95403</p>
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Southern California Flyer

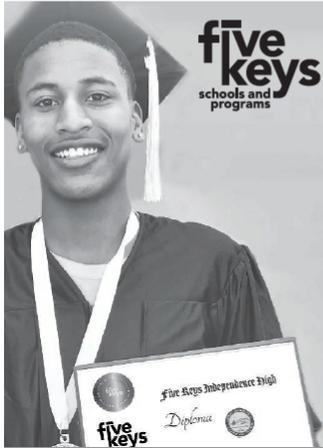
(zoomed in for reference)

ADULT AND YOUTH SERVICES FOR HIGH SCHOOL DIPLOMA, GED, OR HiSET

CLASSES CAN ONLY BE TAKEN BY NON-HIGH SCHOOL GRADUATES



CLASSES ARE FREE
fivekeys.org • 323.685.2782



Boyle Heights Adult WorkSource
1505 E. 1st Street • Los Angeles, CA 90033
City Area
1535 E. Highland Avenue, Ste. B • San Bernardino, CA 92404
50026
3965 S. Vermont Avenue 3rd Floor • Los Angeles, CA 90037
City Area
2301 Bellevue Avenue • Los Angeles, CA 90026
E. Commerce Area
2130 E. 1st Street • Los Angeles, CA 90033
Five Keys Lancaster
540 W. Lancaster Boulevard, Unit 105 • Lancaster, CA 93534
Five Keys First Street
2420 E. 1st Street • Los Angeles, CA 90033 (Night Classes Only)
Five Keys Pomona
272 E. Monterey Avenue • Pomona, CA 91767
Phone for Directions
980 Rio Grande Ave • Pasadena, CA 91104 (Night Classes Only)
Fontana DRC*
17830 Arrow Boulevard Fontana, CA 92335 • (909) 356-3496
Goodwill Southern California Panorama City
14565 Lanark Street • Panorama City, CA 91402
Jordan Downs Recreation Center
9900 Grape Street • Los Angeles, CA 90002 • (323) 249-2910
New Economics for Women
303 S. Loma Drive • Los Angeles, CA 90017
Northeast Los Angeles WorkSource Center
342 N. San Fernando Road • Los Angeles, CA 90031
Para Los Niños Family Preservation
234 S. Loma Drive • Los Angeles, CA 90026
Palmdale
38424 8th Street East Suite D & L • Palmdale, CA 93550
Para Los Niños Family Preservation
234 S. Loma Drive • Los Angeles, CA 90026
Pasadena
470 E. 3rd Street Ste. 8C • Los Angeles, CA 90013 • (213) 620-5712
Phonics 180
4001 South Broadway • Los Angeles, CA 90037
Pueblito Del Sol
1300 Plaza Del Sol E • Los Angeles, CA 90033
Rancho Dominguez Comprehensive AJCC
2909 E. Pacific Commerce Drive • Compton, CA 90221
San Bernardino DRC*
104 West 4th St. San Bernardino, CA 92415 • (909) 382-7800
Goodwill Comprehensive AJCC
2677 Zee Avenue, 2nd • Floor Huntington Park, CA 90255
SPHES/DS for Families
11202 Denby Way, Norwood, CA 90242
SPHES/DS for Family/PLN
3331 N. Hill Street • Los Angeles, CA 90037
South Los Angeles Weibel Community Center
3847 Center Street N • Los Angeles, CA 90033
South Pasadena Christian Church
1316 Lyndon Street • South Pasadena, CA 91030
Torrance DRC*
15480 Ramona Avenue • Victorville, CA 92392 • (760) 843-8168
Wilshire Metro WorkSource
3050 Wilshire Boulevard, Suite 800 • Los Angeles, CA 90010
* Site work must be approved. MUST call first.

YOUTH LOCATIONS
Boyle Heights Youth Technology Center
1600 E. 4th Street • Los Angeles, CA 90034
Brookwood Creative YouthSource
4601 Canfield Boulevard • Los Angeles, CA 90043
Covenant House
1325 N. Western Avenue Los Angeles, CA 90027
Para Los Niños YouthSource
3845 Selig Place • Los Angeles, CA 90031
The Village LA LGBT Center
1125 N. McCadden Pl. • Los Angeles, CA 90038

Boyle Heights Adult WorkSource
1505 E. 1st Street • Los Angeles, CA 90033
Del Rosa
1535 E. Highland Avenue, Ste. B • San Bernardino, CA 92404
DOORS
3965 S. Vermont Avenue 3rd Floor • Los Angeles, CA 90037
Dream Center
2301 Bellevue Avenue • Los Angeles, CA 90026
El Centro de Ayuda
2130 E. 1st Street • Los Angeles, CA 90033
Five Keys Lancaster
540 W. Lancaster Boulevard, Unit 105 • Lancaster, CA 93534
Five Keys First Street
2420 E. 1st Street • Los Angeles, CA 90033 (Night Classes Only)
Five Keys Pomona
272 E. Monterey Avenue • Pomona, CA 91767
Focus for Success
980 Rio Grande Ave • Pasadena, CA 91104 (Night Classes Only)
Fontana DRC*
17830 Arrow Boulevard Fontana, CA 92335 • (909) 356-3496
Goodwill Southern California Panorama City
14565 Lanark Street • Panorama City, CA 91402
Jordan Downs Recreation Center
9900 Grape Street • Los Angeles, CA 90002 • (323) 249-2910
New Economics for Women
303 S. Loma Drive • Los Angeles, CA 90017
Northeast Los Angeles WorkSource Center
342 N. San Fernando Road • Los Angeles, CA 90031
Pacoima
13545-B Van Nuys Blvd. Suite B-8 • Pacoima, CA 91331
Palmdale
38424 8th Street East Suite D & L • Palmdale, CA 93550
Para Los Niños Family Preservation
234 S. Loma Drive • Los Angeles, CA 90026

Flexibility is an intentional design element of the Independent Study model. Attendance is defined by student engagement; the work students produce each school day demonstrates their attendance whether or not they met in-person with a Five Keys teacher. For that reason there is not a standard bell schedule or uniform number of instructional minutes at the center of the Independent Study model. Rather, students engage in an Independent Study agreement that defines the school's expectations for rigor in credit attainment and teacher interface with the understanding that students will engage in case conferencing if they are not able to thrive within the Independent Study model. Policies differ between minors and adult learners ages 18+. [Refer to the complete Master ISP Agreement in Appendix C.](#)

Adult students engage with their teachers earning attendance on calendar school days either:

- At an in-person classroom check in where the teacher and student interact face-to-face
- Through electronic communication such as email or text where the student demonstrates a sample of the work they are completing for teacher review visually (e.g., a photo of a worksheet, an essay that is emailed)
- Over the phone in a verbal check-in where the teacher is able to offer remote assistance on standardized, portable curriculum the student can complete away from the classroom
- Through the use of a student tracking tool where the individual can annotate which part of a given assignment they worked on each school day so that a teacher can see at any given appointment what progress has been made since the last in-person visit

Adults enrolled are not mandated to demonstrate daily engagement with the teacher as long as they follow the basic guidelines outlined in the Master Independent Study Agreement to progress at an average rate of one unit of curriculum and one day of engagement with their teacher each week. Adult students agree to the terms that more than ten school days of sequential absence will result in automatic withdrawal and that any partial units earned since the last recorded day of attendance will be forfeited.

Students who are minors may demonstrate student engagement in any of the same ways adult students engage, but they must do so daily. Five Keys strives to support minors enrolled by referring them to sites with Monday through Friday classroom hours when possible, to encourage the option for a structured in-person routine, and they may refer students back to traditional school when possible to promote the social benefits of being in school with peers.

While emancipated minors hold their own educational rights and are solely responsible for attending school daily, non-emancipated minors enroll with the permission of the adult who holds their educational rights; this adult will be contacted by the school for any unexcused day of absence.

FIGURE 29: Youth Attendance Communication Policy

<i>Number of Absences (per WPR period)</i>	<i>Communication</i>
After 3rd Absence	Student will receive attendance contract to rectify their attendance.
After 5th Absence	Student will be referred to potential drop list (pending further absence). Student will receive warning letter to notify of scheduled drop date and forfeiture of credits.
After 10th Absence	Student officially dropped from school or placed on probation, based on reason for absence. Official letter mailed to student’s listed address.

Curriculum and Persuasive Instructional Design

Curriculum Scope, Sequence, and Content

FKIH provides a Common Core and state standards-based curriculum. The core curriculum includes English Language Arts, Mathematics, Social Science, and Biological and Physical Sciences. Foreign language, art, technology and vocational courses supplement these core courses and are sometimes integrated into core classes. While a GED or other high school equivalency test may be appropriate for a small number of our students, the program primarily focuses on obtaining a high school diploma.

Five Keys Independence High makes the learning of core academics relevant and meaningful to the lives of transitional-aged youth and older students. Courses are still designed around the CDE curriculum frameworks for each subject area; however, the curriculum additionally integrates a restorative justice component and an emphasis on the five key components that give the school its name: community, employment, family, recovery and education. The content standards for each subject and grade level represent the knowledge that students must acquire and the skills that they must master; these standards-based competencies are the basis for grading, while the restorative justice and five key elements provide context for *how* the standards are explored by students. For example, students in an English class may write expository texts contrasting restorative and punitive approaches to addressing crime, while those in a science class may explore how brain neurology is affected by the use of alcohol and drugs.

Five Keys students have vastly different academic levels and varying educational backgrounds. Students create individual learning plans based on three factors: (1) reading and math grade level equivalencies; (2) current credit standings; and (3) personal needs and interests. Upon enrollment, students’ literacy and numeracy skills are assessed using the Comprehensive Adult Student Assessment System (CASAS), and their transcripts from prior schools are analyzed. Students then meet with a teacher or administrator to create the learning plan and be assigned to classes; they are then invited to select courses at their level that meet their interests and help them progress toward graduation. For post-release students who had previously attended Five Keys Charter School while incarcerated, existing education plans are transferred to FKIH in community settings.

Some high school courses have reading and math skill prerequisites. Small Group Instruction (SGI) and Individual Learning Plans ensure that students with remedial literacy and numeracy skills have the foundational knowledge needed to be successful in standards-based high school courses and that those in need of skill-building are placed in courses that provide level-appropriate literacy and numeracy instruction. Students in the independent study program benefit from a myriad of instructional strategies including ERWC, CER, QOW, PCL, and others that are tailored to students’ particular strengths, interests, and learning goals. The pace and sequence of courses differs with each student, taking into account their individual learning plan, academic skills, and post-graduation goals.

English and Language Course Progression

Five Keys teachers will use the information gathered from the initial CASAS assessment to make sure students access English and Language Arts curriculum appropriate to their skill level. With literacy intervention resources available for those who score below the 5.0 Grade Level Equivalency threshold, students can earn up to 5 of their general education ELA credits conducting skill-building work in preparation for accessing grade-level appropriate work. Scaffolding continues with the use of NewsELA to offer content-relevant passages to students at their given reading level with the goal of reassessing ELA skills with the CASAS to show growth gained during enrollment.

FIGURE 30: A sampling of the Five Keys High School-Level ELA Curriculum by grade level

Requirements	10th	11th	12th
30* units (*Gen. vs. Adv. requirements based on graduation track)	Expository Reading and Writing Curriculum On-ramp	English Lit Document-Based Questions (DBQ) Project	Restorative Justice
	ERWC 9 & 10	ERWC 11	ERWC 12
	English Lit On-Ramp	Forced & Voluntary Migration	Black Boy Poems
	American Literature I	Literary Analysis	

Next Generation Science Standards

Recently Five Keys has adopted the *Biozone* integrated three course model. Earth Science content is embedded throughout the Biology, Chemistry, and Physics courses. The courses are NGSS aligned and use the 5E model in each lesson, which in general promotes an inquiry-based approach to learning. Activities and investigations (i.e., labs) are embedded throughout the coursework. The courses follow the instructional sequence recommended in the CA Framework.

In addition to the core science courses, we also offer some project and lab-based units in our *Hands On Science* and *Science Works* series. In these offerings, students can explore a topic in depth, including water pollution or microfossils (using materials supplied by the La Brea Tar Pits), or conduct experiments, like

testing the physics of flying objects or the way our eyes perceive and interpret images.

Math Curriculum and Instruction

Five Key Students on average have been away from a structured educational program between 10-15 years. As a result we see an increased gap in reading and mathematics, more significant in math. As a result we have developed a comprehensive math program. We have recently adopted a new scope and sequence to address the gap in state testing results.

See [Appendix G](#) for the full Curriculum Scope and Sequence for Algebra.

Co-Enrollment with Career Technical Education or Cognitive-Behavioral Programming

Independent study students, whether incarcerated or in the community setting, are often co-enrolled in programs through our partner agencies. Schooling takes place in conjunction with other vocational and personal goals. For example, incarcerated students may be enrolled in *Back on Track* (a program co-funded by federal and foundation funding and jail resources) during the first part of the day, in which students attend Career Technical Education (CTE) courses and cognitive-behavioral classes. Students then attend small groups and individual study sessions in the afternoon, through FKIH. Independent work is assigned for days when students do not meet with a teacher. In community settings, Five Keys' strong connection with WIA/WIOA training programs mean that students may attend vocational training while also attending FKIH. Similarly, recovery programs and other court-mandated programs may comprise part of a student's day, while school attendance and independent work through FKIH make up the other part.

Students are awarded elective credit for completion of life-skills and CTE programs, including:

- Get Focused, Stay Focused
- Man-Alive (a program committed to helping men stop violence against themselves, their intimate partners, their families, and their communities)
- ROADS TO RECOVERY (a structured substance abuse recovery program)
- Resolve to Stop the Violence Program/RSVP (a violence intervention and prevention program for men focusing on anger management, violence prevention, survivor impact and restorative justice)
- Thinking For A Change (a cognitive-behavioral change program for offenders that includes social skills development and development of problem solving skills)
- CBI Employment (evidence-based career readiness for the reentry population)
- Keys to Change (focused on recovery, restorative justice and re-entry skills)
- Back on Track (a comprehensive curriculum integrating CTE, recovery, and reentry components)
- Work and CTE programs (such as welding, construction, fire camp, and culinary training)
- WIOA Work and CTE programs (such as sector academies and summer youth internships)

Given the large number of Five Keys students reading below a high school level, and the high percentage of students who enroll with reading below a 5th grade level, the school integrates a rigorous literacy curriculum. Five Keys offers a number of remedial English and Mathematics courses particularly designed to build literacy and numeracy skills for adult students testing below a 5th grade reading and/or math level.

These study programs have a strong emphasis on universal design, RTI, and evidence-based reading and math instruction. Students attending Five Keys at community settings blend computer-based and small group instruction with individual instruction and independent work.

Other courses are specifically geared toward students who test above a 5th grade reading level but are not yet at grade level to meet the Common Core literacy requirements for English, Social Studies, and Science. For example, a student may test at a 7th grade level based on CASAS scale score. Such a student may have sufficient reading skills to be placed into a World History course that meets core subject content, as long as they have extra one-on-one support and direct instruction around the Common Core reading and writing elements of the course. Five Keys offers these independent study students *mid-level* courses, in which they access high school content while receiving additional reading and writing support.

A third group of courses is available to students with reading and math abilities above 9th grade level. Literacy support is still provided, but content is more accelerated and challenging activities are offered for college and career readiness. Similarly, Mathematics courses are also offered at three levels: elective, introductory high school, and advanced.

The levels of courses are designed to progressively build academic skills at targeted levels, while advancing students towards graduation and successful reentry or community participation. Unlike traditional high schools, the pacing and sequence of courses is dependent upon each individual’s learning needs, goals and progress. A sample of available courses at various levels is shown in the chart below.

FIGURE 31: Course Examples by Grade Level

Grade Level	Courses		
1 st – 4 th	<ul style="list-style-type: none"> ● English Lab / Literacy ● Life Skills ● Lexia Learning* 	<ul style="list-style-type: none"> ● Breakthrough to Math A ● DMV Test - Elective 	<ul style="list-style-type: none"> ● ReadWorks / Reading / Writing A-Z series ● Challenger
5 th - 7 th	<ul style="list-style-type: none"> ● Visual Art ● Conventions for Writing ● English Comp. I & III ● Breakthrough to Math B ● Earth Science ● Hands-On Science <ul style="list-style-type: none"> ■ Units 1 and 2 ● KET Fast Forward* 	<ul style="list-style-type: none"> ● Expository Reading, Writing and Curriculum (ERWC) ● Job Readiness ● Math for Work ● Digital Literacy 	<ul style="list-style-type: none"> ● Econ On-Ramp (1 unit) ● Gov. On-Ramp (1 unit) ● Literature On-Ramp ● US History On-Ramp (1 unit) ● Migration on-Ramp (2 units) ● Plato Edmentum*
8 th - 12 th	<ul style="list-style-type: none"> ● Economics ● Government ● Voting Unit ● Forced and Voluntary Migration ● U.S. History I and II ● World History I and II ● Expository Reading, Writing and Curriculum (ERWC) ● English Literature DBQ Project 	<ul style="list-style-type: none"> ● Biozone NGSS Integrated Three Course Series: ● The Living Earth (Biology) ● Chemistry in the Earth System (Chemistry) ● Physics of the Universe (Physics) ● Hands-On Science <ul style="list-style-type: none"> ■ Units 3 and 4 	<ul style="list-style-type: none"> ● Data and Modeling ● Math Vision Project (Algebra) ● Algebra I ● Geometry ● Probability and Statistics ● Business Technology ● Art History and Appreciation ● CA Health Requirement ● College and Career Readiness

	<ul style="list-style-type: none"> ● American Literature ● English: Literary Analysis ● Restorative Justice 	<ul style="list-style-type: none"> ● Investigating an Accident (Cross-curricular STEM curriculum) ● Physics
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*Online learning programs (available at higher levels also – access varies by site)

Most courses are worth 5 units and are composed of 5 modules. A student who completes one module per week earns at least 1 credit per week. A student could typically complete one course in five weeks. Also, Five Keys’ curriculum utilized in custody is the same curriculum used in our community sites, so released students can seamlessly continue with their courses upon reentry and re-enrolling. And, although many in custody sites have technology restrictions which limit computer and internet usage, our community site classrooms are equipped with computers and access to online resources.

Plato Learning (*Edmentum*) is one online resource utilized by Five Keys whereby the school provides site licenses for students to access this online learning system as a key instructional tool for all three learning tracks: high school diploma, GED, and Adult Basic Education (ABE). For students on the GED track, Plato will pre-test students in the 5 GED content areas; based on the results, students will work on building necessary content skills to prepare for the official GED pretest and then the official GED. ABE students will be placed in the appropriate program module based upon their corresponding TABE levels in an effort to increase basic literacy and numeracy skills.

In the Spring of 2020, Five Keys will implement the use of an LMS, Canvas, to provide students with more e-learning courses and learning options. Students will have the option to complete coursework using a combination of online learning, traditional classroom-based direct instruction, and independent study assignments.

In addition to the above courses and options, students with knowledge of core subjects gained outside of high school may test-out of certain courses by demonstrating their mastery of the skills. For example, any student who has completed medical training in a nursing program outside of the country may be permitted to complete a science test equivalent to an introductory biology course, or a student who has sustainable employment may earn elective credit for work experience. [See an example of Work Experience Evaluation for Credit in Appendix D.](#)

Independent Study Program

Overseeing the Five Keys Independent Study program are two regional superintendents (Northern California and Southern California), an Assistant Superintendent and a Curriculum, Instruction, and Assessment Team who all work closely with principals and teachers to provide continuous professional development training to ensure students are provided standard-aligned curriculum, differentiated and evidence-based instructional strategies, access to informative and formative assessments, and additional supports needed to assist all sub populations. Additionally, principals conduct frequent informal and formal classroom observations and provide immediate feedback and coaching.

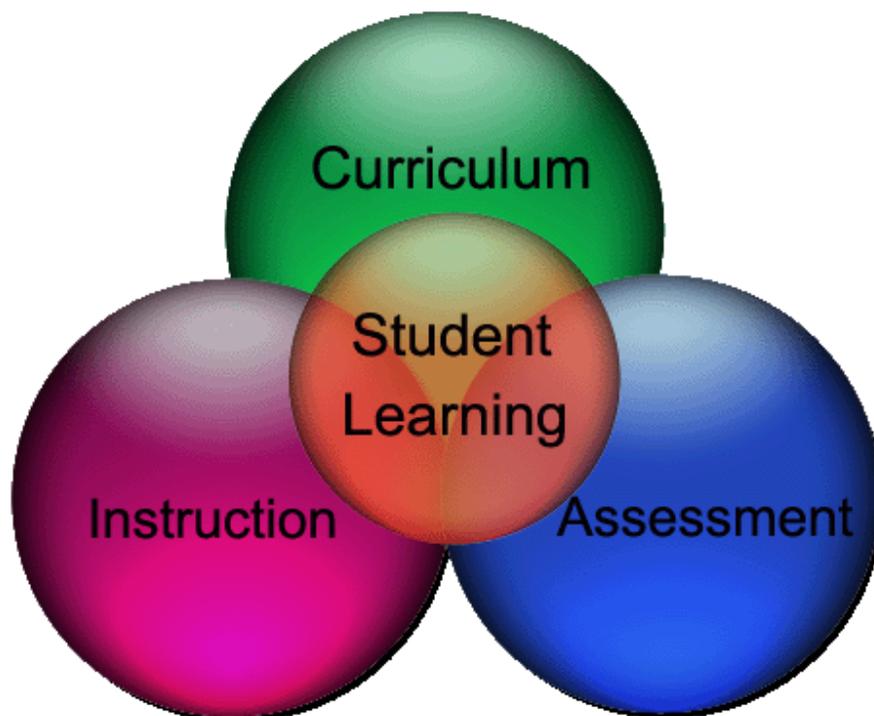
Our Independent Study Program (ISP) is a way for incarcerated, working, or in-program adults to complete credits and earn a high school diploma. In this program, students attend class 1 to 5 times a week and complete a portion of their work outside of class. Upon entry, each student is assessed and receives an individualized learning plan; students work independently but are provided one-on-one support by a credentialed teacher as needed. In a unique manner, Five Keys blends the standard ISP model with the

benefits of a traditional classroom setting. When students physically attend a Five Keys ISP class (teachers have regularly scheduled class times daily), they have the opportunity to participate in lessons taught by qualified teachers, work in small groups, participate in project-centered learning activities, partake in field trips, gain information from guest speakers, and experience a community.

In order for the school to report attendance to the state, student attendance is based upon the combination of attending class and work product completed throughout the week (i.e., in class or independently). Students are assigned courses based on credit deficiency and their individual readiness levels. The program is structured in accordance with California Department of Education requirements for ISPs. The percentage of assigned work that students complete on school days will determine academic and attendance credit (ADA).

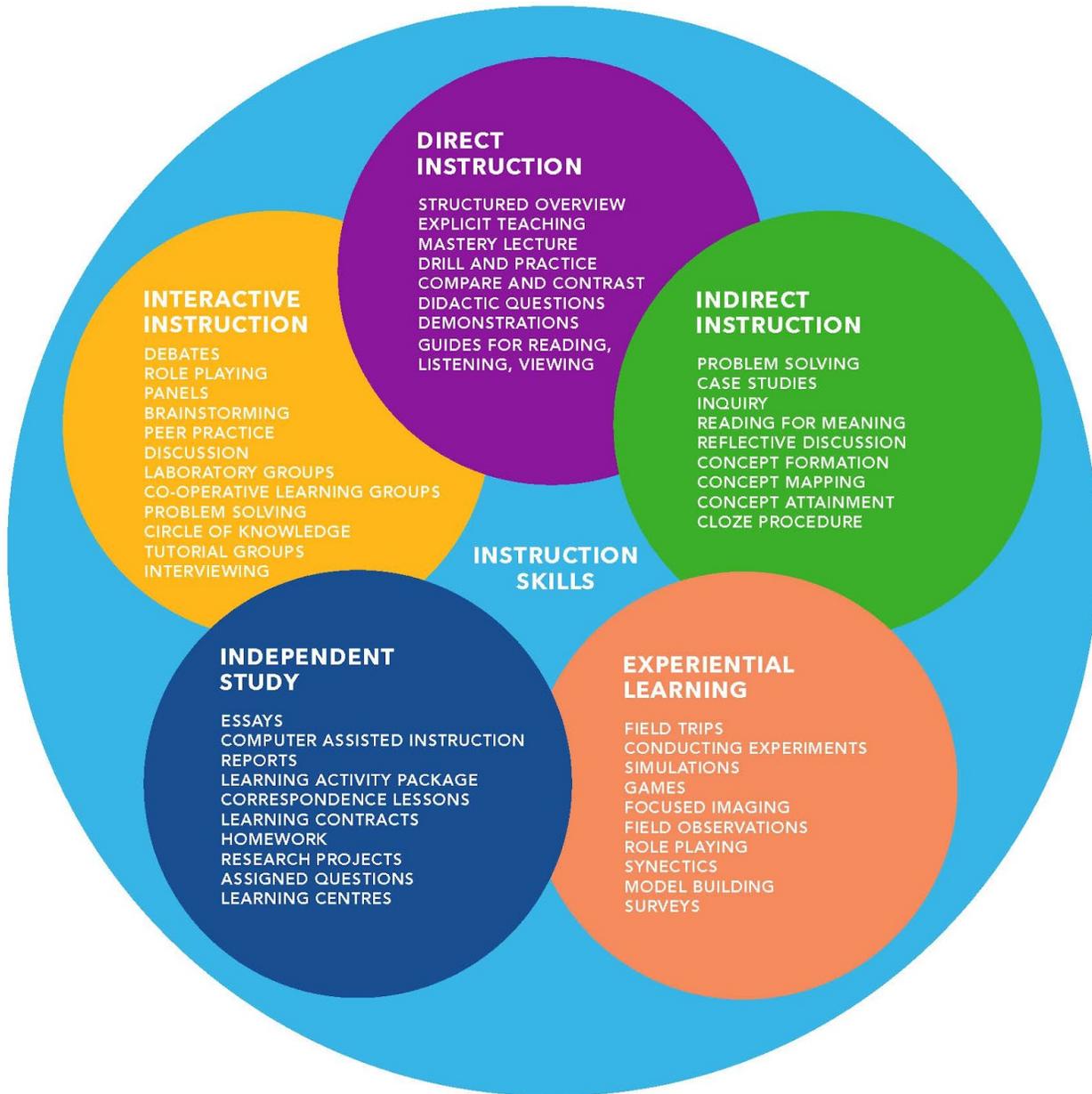
FIGURE 32: Instructional Model

Our approach to student learning is integrated with Curriculum, Instruction and Assessment. All three are essential to a rigorous student program and necessary for student success.



INSTRUCTIONAL MODEL -- Our instructors' primary role is to facilitate learning for unique communities of learners, including adults and transitional age youth. Five Keys wants to ensure that students are engaging in a variety of formative assessments and opportunities for collaboration and experiential opportunities. The strategies below are activities that teachers can use to highlight students learning while embedding real-world experiences with 21st century tools.

FIGURE 33: Models of Instruction



– Adopted by *Learning on Purpose* (2014)

Tracking Graduation Progress - Five Keys enables students to plan their path to a high school diploma by providing students a Map to Graduation tool. After reviewing available student records and transcripts, a staff member will work with each student to map the sequence of the remaining units needed on their chosen diploma track. Students and teachers refer to this map and update it as students complete units and progress toward graduation.

Five Keys staff will identify the particular needs of each student by providing informal and formal assessments in content areas to determine gaps in the individual student’s knowledge and skill base by taking into consideration the individual’s social and emotional factors which may impede a student’s ability

to learn. Once strategies have been discussed and developed with the student, the Supervising Teacher will discuss and collaboratively design a Personalized Learning Plan (PLP) that is state standards-aligned. The Supervising Teacher will make certain that each PLP contains learning goals that align to state benchmarks and standards for the age/grade of each student in Math, Reading, Language Arts, Social Studies, and Science. Other classes such as Parenting, Career Exploration, and Finance will be included on the PLP.

Learning Setting

Five Keys demonstrates its strong commitment to community partnership by co-locating within agencies that provide wraparound services for students. FKIH students typically complete their high school courses while co-enrolled in vocational training or other programs on site. Five Keys maintains a designated school classroom within the partner agency equipped with computers and instructional resources. For example, WIA/WIOA partner agencies such as Goodwill, Inc. have designated classrooms for Five Keys, where students meet with their teachers prior to or after attending scheduled job-seeking workshops. At training program sites, students meet with their Five Keys teachers before, after, or in-between hands-on vocational courses. Incarcerated students meet with teachers individually, in personal meeting rooms, in the housing pod area, after hours, or in-between other programming. At some Five Keys learning sites, teacher's aides—either paid or volunteer—provide additional one-on-one and small group instruction.

Student Support Services

Plan for Students Achieving Below Grade Level

FKIH administration has high expectations for all students. FKIH is committed to working with students who are not meeting outcomes to help them achieve at expected levels and those who are performing above grade level and needing an additional challenge. FKIH utilizes the skills of an Intervention Coordinator to support students who may need customized success planning outside of the structure of the standard Special Education Department.

Intervention Coordinators work with the student in analyzing their individual learning plans; the individual learning plan will be utilized as a first step in identifying these students. FKIH will identify students who are performing below grade level, performing above grade level, or those students otherwise having behavioral/social issues and who do not respond to the general education curriculum.

FKIH utilizes a Multi-Tiered System of Support (MTSS) for all student support. Having a robust variety of approaches or Response To Intervention (RTI) affords the school customizable options to help each individual achieve in a way that compliments their unique learning style.

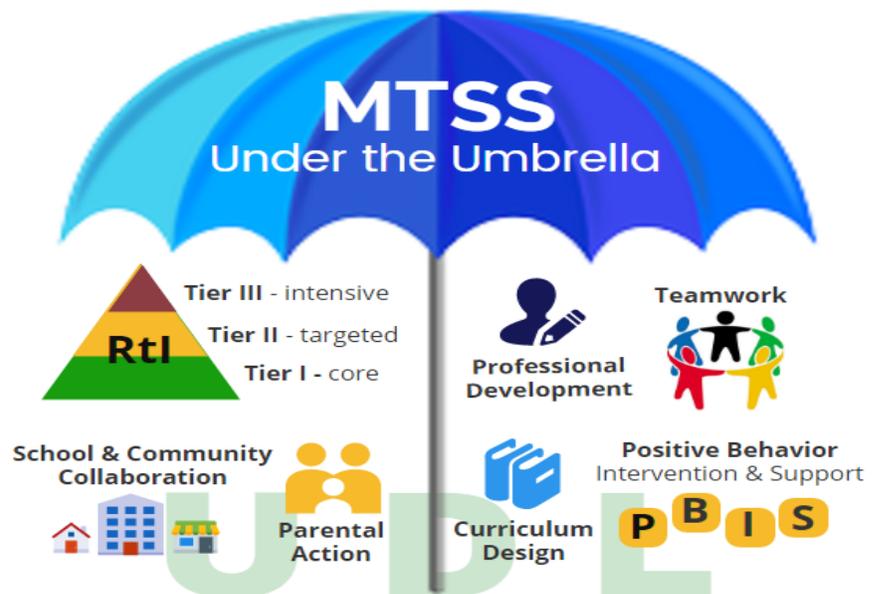


FIGURE 34: MTSS Chart

ACADEMICS (RTI)	MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)	BEHAVIORAL (PBIS)
<p>Five Keys offers individualized academic programming in Tier 1 to address known academic gaps resulting from age or lack of engagement. Interventions include 1:1 support, as well as hybrid learning options (digital and in-person). Students generally test at a 7.0 GE in this level.</p>	<p>TIER 1</p>	<p>As all of our students share the experience of being disconnected from school. All students are explicitly taught positive behavioral expectations. The teacher uses a consistent approach to classroom management.</p>
<p>In addition to Tier 1 supports, Five Keys provides supplemental instruction by an Intervention Coordinator to scaffold the remediation of skills, most commonly using the Aztec and iReady platforms. They may also work with Education Coordinators for additional tutoring.</p>	<p>TIER 2</p>	<p>The school provides supplemental targeted behavioral skill interventions, with progress monitoring, often in small groups.</p>
<p>In addition to Tier 1 support Five Keys provides more intensive, skill-specific interventions following the Student Success Team (SST) process, with frequent progress monitoring including the use of the Woodcock-Johnson IV Test of Achievement to discern best strategies for intervention.</p>	<p>TIER 3</p>	<p>The school provides customized interventions with frequent progress monitoring in collaboration with administration, specialists, and families.</p>
<p>In addition to high quality classroom instruction and support from the general education teacher, consent gathered to evaluate student needs above and beyond interventions available in lower tiers.</p> <ul style="list-style-type: none"> ● Age 22 and under: IEP or 504 as identified ● Ages 23+: PRIM strategies & scheduling intervention with 504 development as needed 	<p>Child Find</p>	

Response to Intervention (RTI) Implementation

The implementation of the RTI model may vary by site. In general, the table below shows a guideline for what RTI looks like for students within each tier.

FIGURE 35: Five Keys Intervention Program

	INTERVENTION PROGRAM			Teacher Intervention
	FREQUENCY	SESSION LENGTH	DURATION	
TIER 1	Differentiation & small group instruction in-classroom.			Classroom teacher
TIER 2	1 to 5 times per week	20 to 45 minutes	Up to 8 weeks	Classroom teacher, Intervention Coordinator or Education Specialist
TIER 3	4 to 5 times per week	40 to 60 minutes	Up to 8 weeks	Intervention Coordinator or Education Specialist
TIER 4	Special Services as determined by the Special Education Department.			Education Specialist

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Five Keys currently uses components of the Positive Behavioral Interventions and Supports Framework (PBIS). PBIS is a framework for using evidence-based prevention and intervention practices along a continuum that supports students’ academic, social, emotional, and behavioral competencies. Each school program describes the appropriate behavioral expectations, and classroom teachers are trained in supporting students to meet these expectations. The PBIS components for Five Keys are described below.

FIGURE 36: Five Keys PBIS Practices

PBIS-Inspired Practices	Resources
<ul style="list-style-type: none"> ● Behavior Plans ● Restorative Justice Circles ● Student Recognition Programs and Incentives ● Guidance Counselors 	<ul style="list-style-type: none"> ● Professional Development Training <ul style="list-style-type: none"> ○ Depowering the Deficit View Through Social Emotional Learning and Teaching ○ Trauma Informed Educational Approaches ○ Art and Trauma Informed Instruction ○ Implicit Bias ● Restorative Justice Five Keys Curriculum ● Five Keys Certificate of Achievement

ELIGIBILITY CRITERIA

Students are eligible for support services in the following instances: they are not making adequate progress toward the learning goals or the content standards in the core academic subjects, they are at risk of not meeting proficiency standards on the California Statewide assessments, or they are not meeting behavioral expectations

SCREENING, ASSESSMENTS, AND PROGRESS MONITORING

Five Keys uses the MTSS model and our Student Information System for preventing academic failure through

universal screening, strong core teaching, progress monitoring, and increased levels of support for students who need it. MTSS ensures that we are addressing students’ academic and socio-emotional needs by evaluating how students respond to interventions. Students, who respond to interventions, will continue to receive those interventions to support their academic progress. Students, who do not respond to interventions of increasing support, will have a series of meetings to discuss more individualized services to meet their needs. Various tools are used to screen students, monitor progress, and assess their learning and behavior. Some of the tools include:

- Unit Completion
- Classroom assessments and grades
- CAASPP
- TABE
- CASAS
- Lexia

Five Keys hired academic counselors to support the progress monitoring and individualized support for all students. Our current SIS feature allows all stakeholders to identify and support the needs of students in all our tiers. In addition, all students are provided an educational plan and class schedule that they can use to monitor their own progress.

When a student enrolls in Five Keys, their goals and needs are identified through our enrollment process and they are connected with an academic counselor. The counselor works with the student to develop a schedule that is aligned to their availability and skill set.

FIGURE 37: Student 4 Year Plan Overview

Student: ██████████		Birth Date: ██████████		SSID: ██████████		Student ID: ██████████		Gender: F							
Education Plan								Edit Plan Add by Learning Area ↓							
9th Grade Add Course Group ↓		10th Grade Add Course Group ↓		11th Grade Add Course Group ↓		12th Grade Add Course Group ↓									
Other Courses: None		Other Courses: None		Other Courses: None		Other Courses: None									
Post Secondary Plans:		Post Secondary Plans:		Post Secondary Plans:		Post Secondary Plans:									
Counselor Meeting: None		Counselor Meeting: None		Counselor Meeting: None		Counselor Meeting: None									
Course on Schedules															
9th Grade Enroll from Plan ↓				10th Grade				11th Grade				12th Grade			
Course	Level	Unit Earned	Grade	Course	Level	Unit Earned	Grade	Course	Level	Unit Earned	Grade	Course	Level	Unit Earned	Grade
Vocational / Electives - Breakthrough to Math A		3.0	A	Vocational / Electives - Eng Sk Rev		3.0	D								
Vocational / Electives - Breakthrough to Math A		0.0													
MAT: Mathematics - Breakthrough to Math A		0.5	A												
MAT: Mathematics - Breakthrough to Math A		0.5	A												
English: General - Conventions for Writing		0.0													
English: General - English 1		2.0	B-												
English: General - English 1		3.0	D+												
Vocational / Electives - Eng Skills Rev		2.0	C												

Once a student is enrolled in courses relevant to their college /career goals, the counselor will work with their teachers to ensure that they are meeting their goals. Students who have not demonstrated progress based on their quarterly assessments or are identified as not meeting the unit requirement for each period are assigned to the Student Study Team to individualize their academic or behavioral needs. All information is notated in the student file and can be supported as the student matriculates through their academic career.

FIGURE 38: Customizing Student 4 Year Plan

10th Grade		11th
Other Courses:		Other Courses:
Post Secondary Plans: 4-Year Coll		Post Secondary Plans:
Counselor Meeting: 10/10/2019 - Spoke with student; would like to be moved into the College Prep track. ACTION: Please enroll in A-G pathway. Check back with student to identify preferred CCI option.		Counselor Meeting:

FIGURE 39: Student Learning Plan Progress Overview

Units Required to Graduate			
Subject	Required	Completed <small>(overages moved to Voc/Elect and not included in Subject total)</small>	Deficient
Arts/Foreign Language	10.0	0	10.0
Career Technical	0.0	0	0
English: Advanced English	10.0	0.0	10.0
<i>Restorative Justice - Adv English</i>	5.0	0.0	5.0
English: General	20.0	5.0	15.0
MAT: Advanced Math	10.0	0.0	10.0
MAT: Algebra I	10.0	0.0	10.0
MAT: Mathematics	0.0	1.0	0
Restorative Justice	0.0	0	0
SCI: Biological Sciences	10.0	0	10.0
SCI: Physical Sciences	10.0	0	10.0
SOCS: Economics	5.0	0	5.0
SOCS: Government	5.0	0	5.0
SOCS: US History I	5.0	0	5.0
SOCS: US History II	5.0	0	5.0
SOCS: World History I	5.0	0	5.0
SOCS: World History II	5.0	0	5.0
Vocational / Electives	60.0	9.0 <small>(includes 1.0 units from other areas)</small>	51.0
<i>California Health (CHYA)</i>	2.0	0	2.0
<i>Physical Education</i>	0.0	0	0.0
<i>Preventative Health</i>	0.25	0.0	0.25
VOC/ELECTIVES: Computers and Technology	5.0	0	5.0
VOC/ELECTIVES: Five Keys	5.0	0	5.0
Totals:	180.0	14.0	166.0 <small>(depending on RJ, Prev Health, CHYA)</small>

CCIs	
CCI Status:	Counselor Meeting Notes:
<input type="text"/>	<div style="border: 1px solid gray; height: 100px;"></div>
A-G Requirements:	
Yes <input type="text"/>	
Earned State Seal of Biliiteracy:	
<input type="text"/>	
<small>(will update most recent enrollment record)</small>	
College Credit Courses: No <input type="text"/>	CTE Completer: Yes <input type="text"/>
<u>Course</u>	<u>Unit Earned</u> <u>Grade</u> <u>CTE Pathway</u> <u>Completed</u>

These reports are viewed at the end of each period by academic counselors, intervention coordinators, teachers and principals to ensure that all students are supported.

Student Success Team (SST) Process

A Student Success Team (SST) includes, when appropriate, the student, the parent (or person with educational rights for minors), the teacher, and other school personnel or interested persons; the SST uses a systematic problem-solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the teacher and student. An SST is a general education function. All students can benefit from an SST including, but not limited to, those students achieving below grade level, those who are achieving above grade level and requiring greater challenge, and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to an SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns, and strategies that have been used in the past. These people may include, but are not limited to, teachers, counselors, doctors, administration, social workers, parole officers, and other law enforcement officials.

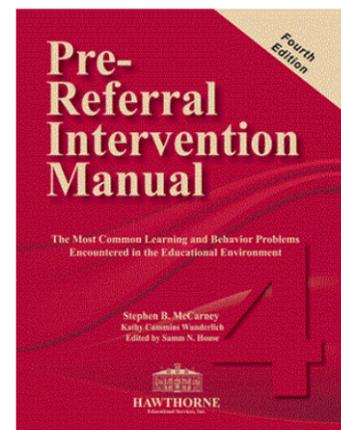
The following is a ten-step process for guiding an SST:

1. Team members introduce themselves and their roles.
2. The purpose and process of the meeting are stated.
3. The strengths and challenges facing the student are identified.
4. Concerns are discussed, clarified and listed.
5. Concerns are synthesized; one or two are chosen for focus.
6. Modification and accommodations to the student's educational plan and to classroom activities and instruction are discussed.
7. Modifications and accommodations are finalized.
8. Persons responsible for implementing modifications and accommodations are identified.
9. All of the above is included in the SST Plan.
10. A follow-up date is set.

After the implementation of an SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education assessment may be deemed necessary by the SST.

INTERVENTIONS

FKIH structures its Multi-Tiered System of Supports around the professional guidelines found in the fourth edition of the *Pre-Referral Intervention Manual* (PRIM). Each leader has access to this manual at their



site and can request assistance learning to implement the strategies in the manual through the support of the Special Education department. Assistive Technology is an example of an intervention that could be utilized at any level of intervention across the different tiers of MTSS. Examples of academic and behavioral interventions are noted in the descriptions of RTI and PBIS above. Each site reviews the success of appropriate interventions with the Leadership Team and makes appropriate changes or additions as necessary.

EXIT CRITERIA

Students are exited from support services based upon a demonstration of appropriate progress toward meeting the grade-level learning and behavioral goals and expectations using progress monitoring data, classroom performance, and recommendations from the instructional support teams.

Plan for Students Who Are Achieving Above Grade Level

Students achieving above grade level will be served by increasing the level of coursework required by the individual learning plan and by encouraging them to pursue the scholars track to complete the University of California A–G requirements.

Section 504 /ADA

FKIH shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the school shall be accessible for all students with disabilities in accordance with the ADA.

FKIH recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Any student who has an objectively identified disability that substantially limits a major life activity such as learning is eligible for accommodation by the school.

Instructional Practices

Five Keys employs credentialed teachers, with highly qualified instructors teaching core high school subjects. Each course has an approved course outline which includes a detailed description of the course content and the instructional design. It also outlines the scope and sequence of the course, teaching methods and materials used, and the means utilized for student assessment. Additionally, the major assignments and the grading rubrics are included. Principals (seasoned teachers themselves) review and participate in deciding which instructional practices will be used; additionally, Instructional Lead Coaches (ILC) are available to support and advise teachers in the classroom. Course outlines are shared across sites so that teachers in different locations can benefit from each other's expertise.

Evidence-based instructional strategies are integrated in learning environments. Professional development is focused on deepening the use of proven teaching techniques. Highly qualified instructors incorporate multiple modalities of instruction, including brain-based learning, which breaks up longer classes into shorter activities, multi-sensory strategies to assimilate and evaluate new information, frequent checks for understanding, and metacognitive approaches for students to assess their own understanding and progress. Students are encouraged to learn by doing and exploring, with teachers using the Inquiry Model to guide critical thinking. Because Five Keys students enroll with widely varying literacy and math skills, FKIH has instructional coaches who meet students where they are building their skills in preparation for accessing the advanced level curriculum required for graduation.

Students must fulfill stated graduation requirements, and success is encouraged by tailoring curriculum to students' unique cultures and interests in an intentional sequence that builds on students' larger goals and activities. For example, students in construction programs may focus on project-based Geometry to practice

the skills they will use post-graduation. Similarly, those in nursing assistance programs may opt for Physiology to fulfill their science requirements in lieu of Biology. Relating curriculum directly to life beyond graduation builds not only content knowledge but mastery to be applied in either the college or career track of the student's choice. Emphasizing relevance and real-life application of a topic while developing content mastery is a keystone of andragogy, the education of adults.

Five Keys also employs a number of teachers who have a special education background. Response to Intervention (RTI) is essential at FKI, where a large number of students have learning disabilities and other learning challenges. The flexibility to work with students in purposeful, leveled, and individualized instruction allows the school to build interventions into general instruction. Employing additional strategies such as chunking and varying content for each student is standard practice, with immediate feedback and adjustment provided if students are not mastering the standards.

Five Keys teachers support the social and emotional development of students. Considering that most of our target population has experienced significant amounts of trauma throughout their lives, through incarceration, loss of family, homelessness, violence and/or living in socio-economically disadvantaged neighborhoods, among other things, a trauma-informed approach to education is essential to student learning. Our teachers focus on building trusting relationships, which leads to students feeling safe and, therefore, being able to make academic progress. To this end, teachers and administrators get to know each student and go above and beyond to help them meet individual challenges, including providing food, school supplies, bus passes, and referrals to community resources available to homeless students.

Technology and Blended Learning

The administration and staff of Five Keys believe that access to and utilization of technology is essential to preparing students for secondary and post-secondary education, as well as for productive placement in the business and professional world. Many of Five Keys students have had limited access to technology and 21st century skills. In 2018, we began the process of launching a hybrid online and in-person learning platform. Familiarizing students with online learning broadened the scope of their online communication skills, preparing them for digital communication in the college or career path they choose post-graduation. Accessing students through an electronic learning management system will help those with transportation or scheduling barriers continue working at their own pace and availability while enhancing soft skills like written communication, time-management, and typing speed, alongside the common core state standards met during focused curriculum assignments.

Currently at Five Keys community sites, students have full access to the Internet; blended learning is emerging as an important instructional tool. Several online programs including NewsELA are used to engage students at different Lexia reading levels with Common Core-aligned non-fiction reading assignments pairing rich, relevant current events with key content area objectives. Digital fluency is paramount as students take key assessments online, including the Test of Adult Basic Education (TABE) and the California Assessment of Student Performance and Progress (CAASPP). Five Keys realizes the relevance of preparing students to confidently navigate technology as it is directly related to so many of the career and educational goals students have post-graduation.

As COVID-19 hit California, Five Keys was positioned to pivot to a broader online presence incorporating a variety of Distance Learning practices, both the E-learning model incorporating ZOOM and other online platforms like Canvas for communication as well as safe curbside curriculum correspondence for those who were not able to transition to the digital platforms-- models which are now permanent features of Five Keys.

Innovation In-Custody

Since 2014, Five Keys implemented a tablet computer program in jail sites. The lack of Internet access for incarcerated students, and lack of access to technology for students in certain housing areas, had previously made blended and computer-based learning an impossibility in the jails. Under this pilot project, which involved extensive security precautions, limited access to selected web-based, evidence-based education programs was made available via use of tablets, allowing students to access online content without being physically moved throughout the jail. In-house curriculum, learning support programs, and external, specialized reading and vocational software are currently available on the tablets. The technology plan includes expanding this project to provide tablets to more incarcerated students and to students at community partner sites.

Technology is integrated into many independent study courses; for example, students enrolled in the Job Readiness course take online vocational assessments and use online resume-makers. Courses include supplemental online components that support core content and provide students with additional credit. Standalone computer classes focus on vocational skill building, such as certificates in the Microsoft Suite.

High School Equivalency (HSE) Programs

As a general rule, FKIH intends to provide a high school curriculum to all students; however, a situation may arise where obtaining a GED or other HSE test is more practical. Students who fit the following criteria are encouraged to explore HSE options:

- Student left school prior to grade ten and/or is more than 100 units away from graduating
- Student has a job and/or other personal responsibilities that makes graduating quickly a necessity
- Student has high school-level math and reading skills

Students considering a HSE option still participate in the same courses as diploma-orientated students, as the HSE content is aligned to high school subjects. Five Keys operates an authorized testing center in San Francisco, and pays for students to test elsewhere if they can more easily access other locations.

Serving English Language Learners

Instructional Strategies and Programs for English Learners

According to the U.S. Department of Education Office of the English Language Acquisition (2019), nearly two-thirds of public school districts with high school grades reported enrolling high school ELs in their district, serving a total of 774,500 high school ELs. In the United States, there are about 212,000 14-to 21-year-old ELs who are not currently enrolled in school and who never obtained a high school degree.

The California Department of Education defines English Language Development as a specialized program of English language instruction appropriate for the EL's identified level of language proficiency. The EL program is implemented and designed to promote second language acquisition in the domains of listening, speaking, reading and writing. Effective classroom practices need to be evident for ELs in every classroom.

A broad range of instructional practices and strategies should be employed in supporting ELs to learn content area concepts as they learn the English language. All ELs will be placed in ELD based on year and proficiency level. ELs at the Emerging and Expanding Levels (1, 2, or 3) will receive a Designated ELD class

until Reclassified Fluent English Proficient (RFEP) as well as integrated support in general education classes. ELs at the Bridging Level (4) will receive Integrated EL supports in their content classes and access to Designated ELD classes for bridging learning. Support strategies, such as SDAIE, are used in all classrooms as best practice at Five Keys Schools.

Program Requirements

All students classified as EL will:

- Be enrolled in Designated ELD instruction
- Be enrolled in core general education courses with integrated ELD supports in English, Mathematics, Science, Social Studies, Health, Art, and/or Foreign Languages based on matriculation levels within the academic year, unless a student is considered a Newcomer with less than one year of schooling in the United States

Designated English Language Development (ELD 1, 2, 3, 4)

English Language Development courses allow teachers to strategically target students' language needs. Designated ELD courses are based on ELD level (ELD 1, 2, 3, 4), with placement based on student proficiency level (Emerging, Expanding or Bridging). Instruction in these courses is designed, implemented, and scaffolded to meet the needs of the group (Emerging, Expanding or Bridging).

Designated ELD instruction must reflect the California ELA/ELD Framework. Because secondary EL students are a diverse group of learners in terms of their educational backgrounds, native language literacy, and socioeconomic status, acquiring English proficiency requires the use of a variety of strategies. Five Keys uses the following guidelines from the US Department of Education Office of English Language Acquisition to provide a well-planned, Designated ELD program:

1. **Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices which are designed to build conceptual understanding and language competence in tandem.** Learning is a social process that requires teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline.
2. **Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.** ELLs' home language(s) and culture(s) are regarded as assets and are used by the teacher in bridging prior knowledge to new knowledge and in making content meaningful and comprehensible.
3. **Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.** Instruction that is rigorous and standards-aligned reflects the key shifts in the CCSS and NGSS. Such shifts require that teachers provide students with opportunities to describe their reasoning, share explanations, make conjectures, justify conclusions, argue from evidence, and negotiate meaning from complex texts. Students with developing levels of English proficiency will require instruction that carefully supports their understanding and use of emerging language as they participate in these activities.
4. **Instruction moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences.** ELLs within a single classroom can be heterogeneous in terms of home language(s) proficiency, proficiency in English, literacy levels in English and student's home language(s), previous experiences in schools, and time in the U.S. Teachers must be attentive to these differences and design instruction accordingly.
5. **Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.** ELs must learn to use a broad

repertoire of strategies to construct meaning from academic talk and complex text, to participate in academic discussions, and to express themselves in writing across a variety of academic situations. Tasks must be designed to ultimately foster student independence.

6. **Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.** These assessment practices allow teachers to monitor students' learning so that they may adjust instruction accordingly, provide students with timely and useful feedback, and encourage students to reflect on their own thinking and learning.

[Understanding Language District Engagement Subcommittee, 2013](#)

In addition, best practices regarding scheduling students in Designated ELD courses include the following:

Newcomers with Formal Education: In their first year at the school, newcomers will be enrolled in ELD (Emerging), utilizing curriculum such as Stand Out, Duolingo Classroom, or other curriculum appropriate for Newcomers; as well as the opportunity to take content courses in English appropriate for grade level.

Newcomers with Limited Formal Education: In their first year at the school, newcomers with limited formal education will be enrolled in ELD (Emerging), utilizing curriculum such as Stand Out, Duolingo Classroom, and/or literacy development and intervention classes approved by Five Keys, as well as the opportunity to enroll in content courses.

Long Term English Learners: Receive designated support based on their level of proficiency (Emerging, Expanding, Bridging), grade level, and school offering. Curriculum includes Stand Out with teacher embedded ELD Supports. All LTELs must be enrolled in appropriate grade-level courses.

FIGURE 40: Instructional Program for Designated English Language Development Chart

ENGLISH LEARNER LEVEL	INSTRUCTIONAL PROGRAM (EL Levels and % of Designated/Integrated)	CURRICULUM (ELD)
<ul style="list-style-type: none"> • NEWCOMER • LEVEL 1/EMERGING • LEVEL 2/EMERGING 	ELD EMERGING PROGRAM <ul style="list-style-type: none"> • NEWCOMER • EL 1 (80/20) • EL 2 (80/20) 	<ul style="list-style-type: none"> • HIGH SCHOOL CONTENT W/ELD STRATEGIES • STANDOUT: <ul style="list-style-type: none"> ◦ BASIC ◦ LEVEL 1 ◦ LEVEL 2
<ul style="list-style-type: none"> • LEVEL 3/EXPANDING 	ELD EXPANDING PROGRAM <ul style="list-style-type: none"> • EL 3 (50/50) 	<ul style="list-style-type: none"> • HIGH SCHOOL CONTENT W/ELD STRATEGIES • STANDOUT: <ul style="list-style-type: none"> ◦ LEVEL 3 ◦ LEVEL 4
<ul style="list-style-type: none"> • LEVEL 4/BRIDGING 	ELD BRIDGING PROGRAM <ul style="list-style-type: none"> • EL 4 (20/80) 	<ul style="list-style-type: none"> • HIGH SCHOOL CONTENT W/ELD STRATEGIES • STANDOUT: <ul style="list-style-type: none"> ◦ LEVEL 5
<ul style="list-style-type: none"> • ACADEMIC LEARNING PROGRAM 	HIGH SCHOOL CURRICULUM <ul style="list-style-type: none"> • ELD SUPPORTS <ul style="list-style-type: none"> ◦ RFEP (MONITORED 2 YEARS) 	<ul style="list-style-type: none"> • HIGH SCHOOL CONTENT W/ELD STRATEGIES

Integrated English Language Development

The mastery of content requires that teachers of English Learners use appropriate ELD strategies to make

content comprehensible and accessible. It requires that instruction be organized to support students while teaching cognitively demanding, grade-level content. Instruction in Integrated ELD is based on Common Core State Standards and other content standards (i.e., NGSS and California History Standards) and is provided by content teachers utilizing appropriate strategies to ensure comprehensibility of instruction:

- All ELs will receive Integrated ELD in all content classes throughout their school day
- Teachers will receive professional development that focuses on topics such as key features of Integrated ELD, the ELA/ELD Framework, and strategies that support students to develop proficiency in reading, writing, listening and speaking within the content area

FIGURE 41: Annual Reclassification (RFEP) Counts and Rates

School	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Five Keys Independence HS (SF Sheriff's)	970 (28.4 %)	621 (18.2 %)	6 (0.9 %)
SFUSD	16,960 (28.1 %)	16,212 (26.8 %)	1,919 (11.4 %)

2018-2019 School Year (per Dataquest)

Based on the 2018-2019 Reclassification rates of Fluent English Proficient students (RFEP), Five Keys has placed a priority on the improvement of instruction for English Learners. First steps include the formation of an EL Team focused on Curriculum, Instruction, and Assessment specific to English Learners, as well as the formation of an English Language Advisory Committee (ELAC). With a comprehensive EL Master Plan in place and a commitment to providing continuing professional development for staff in the ELA/ELD framework, students have improved access to the curriculum and learning.

[APPENDIX F: EL MASTER PLAN](#)

Serving Students with Disabilities

Five Keys is committed to serving students with disabilities. FKIH will comply with all provisions of federal law and implement regulations related to the rights of disabled students and their parents (20 U. S.C. Chapter 33, the IDEA). FKIH shall not deny nor discourage any student from enrollment due to a disability or due to FKIH’s concerns about its ability to provide appropriate services.

Students with disabilities are offered a full continuum of Special Education programming as defined by the District in the Charter School Memorandum of Understanding, through the El Dorado County Office of Education’s Charter Special Education Local Plan Area (SELPA). Five Keys shall act as an independent Local Education Agency (LEA) for purposes of Special Education.

As its own LEA for special education, FKIH provides full inclusion for students with disabilities. Related services are offered as push-in, pull-out, and distant learning online platforms. To support this model, FKIH employs Special Education staff for each region (Northern California and Southern California) responsible for implementing the Individual Education Program (IEP) for all eligible Five Keys students ages 14–22. Each region will employ a regional leader, Education Specialists, Paraprofessionals, a Transition Specialist, a School Psychologist, and School Based Mental Health Providers to meet the diverse needs of our students.

FKIH provides additional related services through California Department of Education (CDE) approved Non-Public Agencies.

Confidential student records related to special education will be maintained using the SELPA's designated data system, Special Education Information System (SEIS). This data platform is integrated with CalPads and the student information system (OASIS) of FKIH in order to meet state accountability measures.

Students who are ineligible for Special Education due to being "aged out" are referred by their core subject teacher to receive differentiated and small group instruction. Five Keys makes all reasonable efforts to provide services for all who wish to improve their basic education skills and when necessary, develops 504 plans for such students.

Areas of Growth:

- Education Specialists hired during teacher shortage for region-specific need
- Transition Specialists hired to address specific need for post-secondary outcomes and opportunities
- School-based Mental Health Providers hired to meet expansive need for students with disabilities
- Increased efforts for Child Find 1) intervention coordinator and 2) daily enrollment review for students with history of SPED
- Department-led professional development for general education staff
- Increased assessment for SLI

Plans to Improve:

- Continued Child Find efforts through attention to MTSS process
- Collaboration with SELPA charters to offer SDC programs for eligible students as a collective

Identification and Referral

FKIH in compliance with Child Find, shall have the same responsibility as any other public school in the District to work cooperatively with the District in identifying and referring students who have or may have exceptional needs that qualify them to receive special education services. These policies and procedures will be in accordance with California law and District policy. A pupil typically shall be referred for special education instruction and services after the resources of the regular education program have been considered and, where appropriate, utilized.

Assessment

The Department of Special Education employs school psychologists to provide assessments for active and referred students. Appropriate assessments will be conducted for initial evaluations, triennial evaluations, related services and upon request of parent.

Transferability of high school courses

FKIH is fully accredited by the Western Association of Schools and Colleges (WASC). High school credits and grades are assigned based on demonstrated competency of Common Core standards; therefore, credits are transferable to other high schools. Transferability includes the opportunity for eligible students to transfer back to their home district having achieved some credit recovery if enrolled in Five Keys academic programming while incarcerated.

Although many of our students do not enter with A-G courses that they have passed, FKIH offers A-G courses for all students who meet the appropriate reading and math grade equivalency. Five Keys also partners with local community colleges to offer classes inside the jail. For eligible high school students,

these courses count towards dual enrollment. In addition to general education courses, Five Keys also works with local community colleges to provide appropriate career pathway courses in custody and in the general community. In addition to classes, Five Keys provides college counseling to both high school students and graduates; all students will understand their post-graduation college options when they graduate. Where appropriate, Five Keys works with students and graduates to enroll in college while still in jail. Upon release, these students leave with their diploma and enrollment paperwork in hand. For students who are not incarcerated, Five Keys helps connect them to their local community college campus while enrolled in high school. These students work towards certificate and general education courses, with Five Keys staff helping to support them through the process from application to course completion.

Independent Study Laws and Regulations

Independent Study - Students who participate in independent study will meet with credentialed teachers at least once a week in order to remain in the program and will not miss more than two assignments before a conference is held to determine if independent study is an appropriate program for the student. FKIHS will comply with all state and federal laws regarding independent study, including but not limited to, the following:

Independent Study Board Adopted Policies:

- A. This Policy shall apply to all pupils of the school.
- B. The program offered by the school is a non-classroom based school as defined in Title 5 CCR Section 11963. In accordance with that section, and Section 11963.1, the school shall comply with the laws related to independent instruction. (Education Code Section 51745, et seq.)
- C. Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee.
- D. The maximum length of time that may lapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work is one (1) semester for all students in grades 9–12.
- E. After two missed assignments an evaluation shall be conducted to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record.
- F. A current written master agreement for each independent study pupil shall be maintained on file for each participating student. The independent study agreement for a student must require and cover a study plan that represents the same amount of study that would be required of a student in the classroom. Written agreements may include subsidiary agreements, such as course contracts and assignment and work records. Each master agreement shall contain the following:
 - The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress
 - The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work
 - The specific resources, including materials and personnel that will be made available to the

pupil

- A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study
 - The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement, recognizing that no independent study agreement shall be valid for any period longer than one semester
 - A statement of the number of course credits to be earned by the pupil upon completion
 - The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate
 - Each written agreement shall be signed prior to the commencement of independent study and prior to reporting or collecting attendance (ADA) by the pupil, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and by all persons who have direct responsibility for providing assistance to the pupil
- G. FKIH shall not provide any funds or other thing of value to the pupil that a school district could not legally provide to a similarly situated pupil of the school district.
- H. FKIH must comply with Education Code Section 51745.6 and California Code of Regulations Section 11704 regarding teacher to ADA limits
- I. It is understood that no student who qualifies for special education services under the Individuals with Disabilities in Education Act (IDEA) may participate in independent study unless his or her individualized education program specifically provides for that participation

Prohibition Against Provision of Funds or Things of Value

FKIH shall not provide any funds or other thing of value to the pupil that a school district could not legally provide to a similarly situated pupil of the school district.

County or Contiguous County Residents

The geographic limitations of Sections 47605 and 47605.1 do not apply to a charter school that provides instruction exclusively in partnership with any of the following:

1. The Federal WIA of 1998
2. Pursuant to Section 42238.18(c) or pursuant to Section 1981 for individuals who are placed in a residential facility

As such, FKIH intends to serve or will serve certain communities outside of the restriction on other charter schools (including but not limited to Los Angeles County, San Bernardino County, Solano County, Alameda County, San Francisco, San Mateo, Marin, Sonoma, Santa Clara, Sacramento, Contra Costa, Riverside, San

Luis Obispo, San Diego or other Five Keys Board approved locations).

Teacher/Student Ratio

FKIH must comply with Title 5 California Code of Regulations Section 11704 and Education Code Section 5745.6(a) regarding teacher to ADA limits. Currently ADA limits for FKIH teachers shall not exceed 25:1.

Accreditation: Western Association of Schools and Colleges

Five Keys has been formally evaluated by several independent entities, most notably the Accrediting Commission for Schools Western Association of Schools and Colleges (ACSWASC) and the Civil Grand Jury as part of a review of the San Francisco Sheriff's Department.

In 2012, WASC formally evaluated Five Keys. Upon completion of the audit, WASC awarded Five Keys its three-year accreditation. In 2015, WASC returned for a follow-up visit to determine the school's worthiness for an additional six years accreditation. The extensive report produced by the visiting team detailed Five Key's accomplishments, stating the "teachers are distinctively gifted and understand their role as educators in this unique learning environment." It named further strengths of the school, including a "highly qualified and effective leadership team" and an "advanced system of support services to address the extraordinary needs." The school was awarded six years accreditation, without a mid-accreditation cycle visit.

In 2014, a Civil Grand Jury (a government oversight panel appointed to scrutinize the conduct and operations of public entities) investigated the SFSD, including Five Keys Charter Schools. The jury found Five Keys to be "an excellent implementation of an important rehabilitation program" and went on to say that "the accomplishments [of the school] have proven noteworthy. The jury was impressed and supports its efforts to bring change and reduce recidivism in the jail." A copy of the report may be requested from City Hall, 1 Carlton Goodlett Pl, Room 488, San Francisco, CA 94102.

Credit Attainment

As a school that endeavors to move from rule-based to performance-based education, FKIH will offer students the ability to complete work for academic credit through a variety of means. FKIH's approach to teaching and learning will be to seek and match a student's educational experiences to his or her identified abilities, interests, motivation, learning styles, and demonstrated achievement. ILPs will be adjusted to match the student's level and pace of learning through a variety of instructional practices.

Students may demonstrate their ability in various academic areas by selecting from the following choices:

- *Academic Credit:* Students may earn credit by completing the course work based on mastery of the state standards as measured by assessments and use of the course rubrics.
- *Standardized Tests:* Students may receive credit for a given course by demonstrating mastery of the content for that course by obtaining an acceptable minimum score on a standardized, norm-referenced test. A teacher or proctor designated by the Charter School will administer the exam in compliance with strict procedures and methods.
- *High School Units Awarded for High School Equivalency (HSE) Exams:* Five Keys students will be awarded high school "test-out" credits for passing one or more sub-sections of a high school equivalency exam. Only CA Department of Education-approved HSE exams will be accepted, and official (not practice) tests must be passed. If a student has already earned units in a content area prior to passing an HSE sub-test, the sub-test credits awarded by FKIH will be adjusted so as not to

exceed the requirements for the itemized transcript table assigned. Units will be allocated based on the published content break-down of the official exams as follows:

FIGURE 42: High School Equivalency Units Awarded

GED	<i>(a passing score of 150 is needed on each sub-test)</i>
20 Units	English/Language Arts
10 Units	Math (5 algebra, 5 math)
10 Units	Science (5 biology and 5 physical science)
10 Units	Social Studies (4 Government, 2 Economics, 1 World History, 3 US History)
TOTAL:	Up to 50 units available

HiSet	<i>(a minimum passing score of 9 for any individual sub-test is needed. Students passing the complete battery with an average score of 45 may receive full credit)</i>
10 Units	English Lit (reading test)
10 Units	English Composition (writing test)
10 Units	Science (5 biology and 5 physical science)
10 Units	Math (5 algebra/5 math)
10 Units	Social Studies (4 Government, 2 Economics, 1 World History, 3 US History)
TOTAL:	Up to 50 units available

TASC	<i>(a minimum passing score of 5 is needed for each subtest, with at least two out of the eight points on the essay)</i>
10 Units	English Lit (reading test)
10 Units	English Composition (writing test)
10 Units	Science (4 biology and 6 physical science)
10 Units	Math (5 algebra/5 math)
10 Units	Social Studies (2 Government, 2 Economics, 3 World History, 3 US History)
TOTAL:	Up to 50 units available

ELEMENT B: Measurable Pupil Outcomes

The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes' for purposes of this part means the extent to which all pupils of the school demonstrate that they have attained skills, knowledge, and attitudes specified as goals in the school's educational program.

– California Education Code Section 47605 (b)(2)

GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B) , a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d) , can be found in the Charter School’s Local Control and Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current 2017-20 LCAP is on file with the District and is also available in [Appendix H](#). The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

School-Wide Outcomes

It is the goal of Five Keys Independence High that students achieve the following school-wide outcomes aligned to the adopted California content standards, the state priorities and the the five areas central to the Five Keys mission:

FIGURE 43: Vision for Our Educational Model

EMPLOYMENT	Students will develop the 21st century skills needed to succeed in the workforce.
EDUCATION	Students will develop essential reading, writing, math, verbal, and critical thinking skills to increase education and career opportunities.
RECOVERY	Students will demonstrate growth in social-emotional skills needed to overcome barriers to success.
FAMILY	Students will maintain healthy relationships.
COMMUNITY	Students will practice restorative justice principles and become contributing members of their communities.

Student Learner Outcomes

Five Keys school-wide learner outcomes were developed through the WASC self-study and accreditation process and aligned to the school’s mission by the Five Keys Academic Committee. The school’s Local Control Accountability Plan (LCAP) sets three key actionable goals that integrate the mission-aligned Student Learning Outcomes with accompanying state priorities.

Five Keys will comply with all requirements pursuant to California Education Code §47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e., schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). These priorities are as follows:

1. Quality Teachers, Curriculum, and Facilities (Basic Services)
2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELs and other subgroups
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access and Enrollment
8. Student Outcomes

FIGURE 44: LCAP Goals and Metrics (through SY 2019-20)

LCAP Goal 1: Provide a high quality and comprehensive instructional program.						
State Priority & SLO Alignment	Measurable Pupil Outcomes					
<p>State Priorities: 1, 2, 4, 7</p> <table border="1" style="margin-left: 20px;"> <tr><td style="background-color: #e0e0e0;"><i>EMPLOYMENT</i></td></tr> <tr><td style="background-color: #a0c0ff;">EDUCATION</td></tr> <tr><td style="background-color: #e0e0e0;"><i>RECOVERY</i></td></tr> <tr><td style="background-color: #e0e0e0;"><i>FAMILY</i></td></tr> <tr><td style="background-color: #e0e0e0;"><i>COMMUNITY</i></td></tr> </table>	<i>EMPLOYMENT</i>	EDUCATION	<i>RECOVERY</i>	<i>FAMILY</i>	<i>COMMUNITY</i>	<p>45% of students enrolled for the entire marking period will complete 2 academic credits per marking period</p> <hr/> <p>TABE ELA: 24% of students who post test after two learning periods will demonstrate a 0.5 grade level increase in their reading levels</p> <hr/> <p>TABE Math: 37% of students who post test after 2 learning periods will demonstrate a 0.5 grade level increase in their computation and/or applied math levels</p> <hr/> <p>CAASPP ELA: The annual mean scale scores in grade 11 within the CAASPP summative content areas of English Language Arts will increase by 2% each school year.</p> <hr/> <p>CAASPP Math: The annual mean scaled scores in grade 11 within the CAASPP summative content area of mathematics will increase by 2% each school year from the prior school year.</p>
<i>EMPLOYMENT</i>						
EDUCATION						
<i>RECOVERY</i>						
<i>FAMILY</i>						
<i>COMMUNITY</i>						

	CAST Science: The annual mean scale scores within the CAASPP summative content area of science will increase by 2% each school year from the prior school year.
	21% or more English Learners will be reclassified annually
	Average ELPAC scale scores will increase annually by 2% or more
	% of teachers are implementing CSI evidence-based interventions, as measured by a shared classroom observation forms
	100% of students have access to and are enrolled in a broad course of study
	100% of students have access to common core aligned curriculum
	85% of course courses are taught by teachers fully credentialed in the subject area
	Increase the number of students referred to the MTSS by general education process

LCAP Goal 2: Provide students with a positive and safe school environments which promotes student retention, recovery, and reintegration into families and communities.						
State Priorities & SLO Alignment	Measurable Pupil Outcomes					
State Priorities: 3, 4, 5, 6	75% Graduation Rate (Among 11th and 12th graders identified in the Dashboard of Alternative School Status (DASS) Cohort)					
<table border="1"> <tr><td>EMPLOYMENT</td></tr> <tr><td>EDUCATION</td></tr> <tr><td>RECOVERY</td></tr> <tr><td>FAMILY</td></tr> <tr><td>COMMUNITY</td></tr> </table>	EMPLOYMENT	EDUCATION	RECOVERY	FAMILY	COMMUNITY	70% or more of student who complete all 4 GED subtests or complete HiSet Pass
EMPLOYMENT						
EDUCATION						
RECOVERY						
FAMILY						
COMMUNITY						
	Community sites will retain 80% of more students each grading period					
	<1% suspension/expulsion rate					
	Positive school culture as measured by student survey					
	Positive school culture as measured by teacher survey					
	Positive school culture as measured by staff survey					
	100% of facilities rated in good repair					

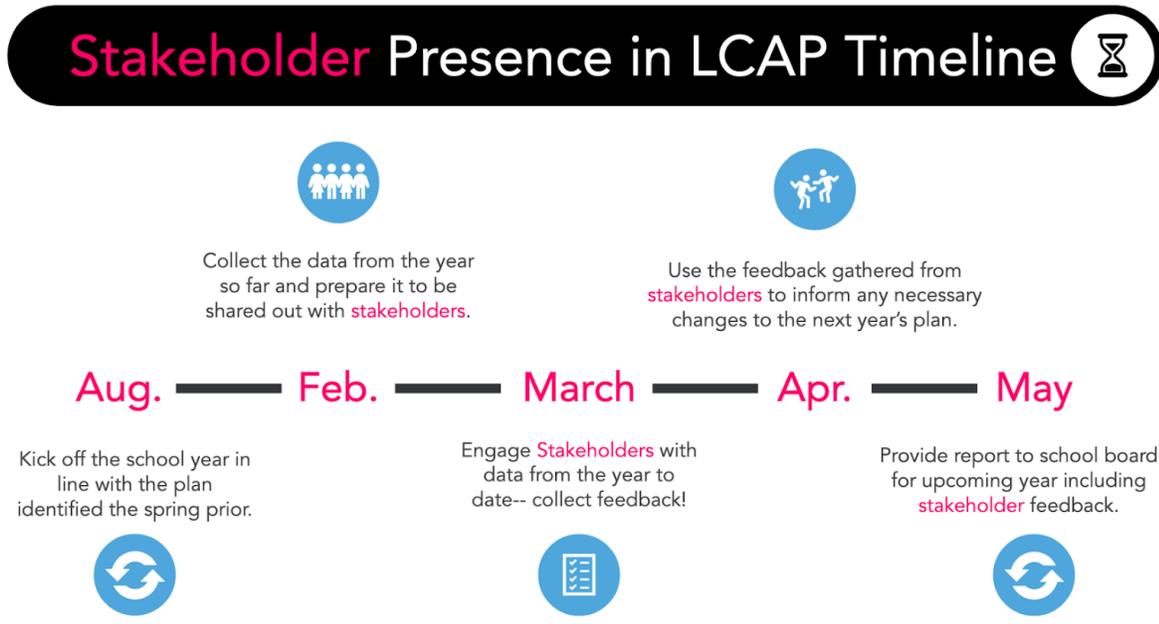
LCAP Goal 3: Students will be college and/or career ready.	
State Priorities & SLO Alignment	Measurable Pupil Outcomes
State Priorities: 4, 8 <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> EMPLOYMENT </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> EDUCATION </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> RECOVERY </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> FAMILY </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> COMMUNITY </div>	50% of high school diploma/equivalency completers will meet the “Prepared” performance level under the state college and career indicator 80% of all students will complete an appropriate learning/transition plan upon enrollment 80% of DASS cohort students will complete a transition plan to post-secondary education or a vocational pathway 99% or more of employees will receive training on college and career counseling

These goals represent the mission, vision, and core values of the school and were developed with stakeholder input. In line with accreditation guidelines, FKI reviews data related to these outcomes on a regular basis; WASC accreditation standards form the foundation for curriculum and instruction practices schoolwide. Pupil and school outcomes will be reviewed at least once annually by the Administration and teachers, who make recommendations as to revisions to pupil and school outcomes to the Five Keys Board of Directors.

Five Keys is unique in that our students are also our parents. As adults, we ensure that the voice of our students are taken into consideration when making school wide decisions through surveys, town hall meetings, and parent/partner satisfaction surveys. In addition, many of the Five Keys Leadership have had their own children take advantage of our program and provide regular feedback on ways to better improve our academic program.

Student outcomes are measurable and based upon curriculum-aligned assessments. Included in the *Achievement of Academic Benchmarks* are a range of course-based requirements that are reflective of Five Keys’ mission to reduce recidivism and prepare students for careers, college, and increased personal accountability. For example, students must participate in classes aligned with the five “keys” (employment, community, family, recovery and education) – these include parenting and vocational training. A diverse range of assessments are used to measure accomplishments in these elective classes; the skills developed include those needed to be articulate and self-assured in professional environments and to be able to demonstrate emotional maturity, including empathy and responsibility.

FIGURE 45: LCAP Timeline



Dashboard of Alternative School Status Model (DASS)

The previously administered Alternative Schools Accountability Model (ASAM) was developed in 2000 by the California Department of Education (CDE) in conjunction with the 1999 Public Schools Accountability Act (PSAA) Subcommittee on Alternative Accountability. This was the original model under which FKIH wrote its charter. Since then, California has developed the Dashboard Alternative School Status (DASS) metric for alternative schools. As of the 2018-19 school year the DASS program replaces the ASAM and holds alternative schools accountable for alternative accountability indicators.

Five Keys has been designated with Alternative School Status because it serves a unique population of students with a wide spectrum of abilities. The school also has a significant (95%–97%) turnover of the students enrolled at FKIH year after year. It would be difficult and statistically unreliable to compare the school’s performance through the statewide ranking and similar schools index to other schools, none of which have a similar population as that being served by Five Keys. Rather a more valid analysis is to measure its own performance over time, as accomplished through the DASS.

Graduation Requirements

Five Keys Independence High School requires students to fulfill all requirements of their designated graduation track and show evidence of at least one Career or College Indicator in order to earn their diploma. Many students earn elective credits by taking additional content area courses through work experience or dual enrollment in college classes.

FIGURE 46: Graduation Requirements

Course Requirement	FK General Diploma	FK Portfolio Diploma	AGR Diploma*
English	30* 20 General 10 Advanced ● 5 RJ** Included	30* 20 General 10 Advanced ● 5 RJ** Included	30
Algebra	10	10	10
Math	10 Advanced	10 Advanced	10 General
Biological Science	10	10	10
Physical Science	10	10	10
US History	10	10	10
World History	10	10	10
Government and Civics	5	5	5
Economics	5	5	5
Visual/Performing Arts or Foreign Language	10	10	10
Electives	5 Computer/Tech 5 Five Keys Units 60 General	5 Computer Tech 5 Five Keys Units 30 General Portfolio	20 General
CA Healthy Youth Act	2	2	2
Preventative Health	0.25	0.25	0.25
TOTAL CREDITS	182.25	152.25 + Portfolio	132.25

*Alternative Graduation Requirements (AGR)--Students who meet the minimum requirements in ELA and Mathematics (30 and 20 credits respectively) may substitute additional credits in any subject area to meet the 180 credit requirement.

** Restorative Justice may also meet ELA requirements for students choosing an RJ course option that meets 11th/12th grade CCSS. Five Keys units are earned through mission-aligned classes that relate one or more of the five “keys” (Family, Community, Education, Employment, Recovery); students must earn 5 credits from one or from a combination of courses aligned to the keys (e.g., Parenting, Addiction and Recovery, community service, vocational training, etc.)

Physical Education Credit Exemption

The average age of students at the time of enrollment is over 22 years, so Five Keys shall exempt students

from 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*.”

Career College Indicator

In an effort to prepare our mostly adult population for a smooth transition out of high school and to a career or college option, Five Keys requires each student to accomplish at least one career or college indicator in order prior to graduation. Students are presented a variety of options and may expand on them in areas of interest as they wish:

FIGURE 39: CCI Indicators

Career Indicators	College Indicators
<ul style="list-style-type: none"> ● Food Handler Certification Program Completion ● Internship ● Workforce Readiness Certificate Program Completion ● Pre-Apprenticeship Certification Program Completion ● State or Federal Job Program Completion ● WorkAbility I Work-Based Learning Program Completion ● Department of Rehabilitation Student Services Work-based Learning Program Completion 	<ul style="list-style-type: none"> ● 2 semesters of college coursework ● A-G Diploma requirements ● Smarter Balanced Summative Assessments

ELEMENT C: Methods of Assessment

The method by which pupils' progress in meeting these pupil outcomes is to be measured.

—California Education Code Section 47605 (b) (3)

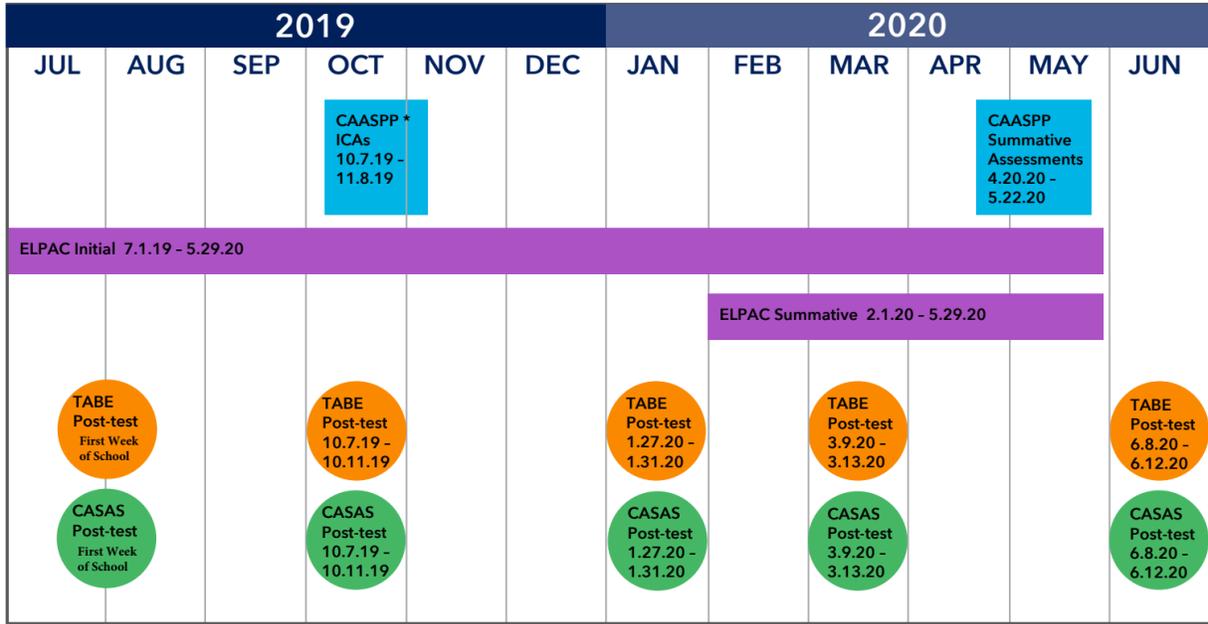
FKIH will conduct all required pupil assessment tests pursuant to Education Code Section 60605 or any other pupil assessments applicable to pupils in non-charter public schools.

School Wide Assessments

1. Five Keys implements the assessments in compliance with SFUSD and CDE. The results from the following external assessments are used to track student progress, used as reference points to improve instruction, and an end of year snapshot of mastery of growth. The Five Keys Leadership Team analyzes the external assessment data to set yearly goals; measures are developed externally for the purpose of accountability through organizations such as ETS, Data Recognition Corporation, etc.
 - a. **State Assessments and/or other standardized tests:** As mandated by Education Code 47605c(2), Five Keys will annually administer each of the following assessment measures under the California Assessment of Student Progress and Performance (CAASPP), or legal equivalent, to all students required to test:
 - i. Smarter Balanced Assessment Consortium (SBAC)
 1. Interim Assessment Blocks
 2. Interim Comprehensive Assessment
 3. Summative Assessment
 4. California Science Test
 5. California Alternative Test (CAA)
 - ii. English Language Proficiency Assessments for California (ELPAC)
 - iii. Test of Adult Basic Education (TABE)
 - iv. Comprehensive Adult Student Assessment (CASAS)
 - v. General Educational Development tests (GED)
 - vi. High School Equivalency Test (HiSET)
 - b. **College Entrance Exams:** In addition to the state's required measures, Five Keys supports students in taking college entrance exams (SAT or ACT) as part of providing a college/career pathway. Upon request, students may receive a fee waiver to take the appropriate test. The results of these assessments to determine an action plan to continue to work on the students' strengths and challenges.

FIGURE 48: Five Keys Assessment Timeline

Five Keys Assessment Dates **School Year: 2019-2020**



■ California Assessment of Student Performance and Progress (CAASPP)
Interim Comprehensive Assessments (ICAs)

* Non standardized practice tests Interim (IABs) can be done any time in the year starting 9.3.19

■ English Language Proficiency Assessments for California (ELPAC)

● Test of Adult Basic Education (TABE)

• Pre-Test: Within 1 week of enrollment

• Post-Test: First week of school (Test only students that have not taken a post-test since March) & during any additional testing window.

● Comprehensive Adult Student Assessment Systems (CASAS)

• Pre-Test: Within 1 week of enrollment

• Post-Test: First week of school (Test only students that have not taken a post-test since March) & during any additional testing window.

For additional details about each school-wide calendared assessment, see below.

FIGURE 49: School-Wide Calendared Assessments

School-Wide Calendared Assessments			
External Measures of Achievement			
Assessment	Subjects	Timeline and Delivery	Expected Outcomes
Smarter Balance Assessment California SBAC (a.k.a., CAASPP)	ELA, Math, Science	<ol style="list-style-type: none"> 1. Interim Assessment Blocks (Non-Standardized) <ol style="list-style-type: none"> a. Administered during classroom instruction 2. Interim Comprehensive Assessment (Standardized) <ol style="list-style-type: none"> a. Administered during the Fall 3. Summative Assessment <ol style="list-style-type: none"> a. Administered during the Spring 4. California Science Test <ol style="list-style-type: none"> a. Administered during the Spring 5. California Alternative Test (CAA) <ol style="list-style-type: none"> a. Administered during the Spring to eligible students 	Standard Met
English Language Proficiency Assessments for California ELPAC	ELD	<ol style="list-style-type: none"> 1. Initial-Administered Upon enrollment 2. Annually-Administered during the Spring 	Level 4 (Well Developed) or Level 3 (Moderately Developed)
Test of Adult Basic Education TABE	Reading, Math Computation, Applied Mathematics	<ol style="list-style-type: none"> 1. Diagnostic-Administered upon Enrollment 2. Interim-Administered during internal testing windows. 	Grade Level Equivalency 12.9
Comprehensive Adult Student Assessment System CASAS	ELD Reading and Math	<ol style="list-style-type: none"> 1. Diagnostic-Administered upon Enrollment 2. Interim-Administered during internal testing windows. 	NRS ESL Levels 4,5, 6
General Education Development Exam GED Exam	Offered GED Subjects	As needed to achieve passing the CA High School Equivalency	Passing

High School Equivalency Test HiSET	Offered GED Subjects	As needed to achieve passing the CA High School Equivalency	Passing
PSAT, SAT, ACT	Reading, Math, Writing	Upon Request-Students are scheduled at a local testing center.	At the National Norm

School-Wide Performance Indicators

FKIH will report their indicator data through the DASS/Dashboard Reporting System to the California Department of Education at the end of each school year. This will determine the results published in the annual School Dashboard report.

CALIFORNIA DASHBOARD DATA

FIGURE 10 (R): Five Keys Independence High School 2019 Dashboard Overview

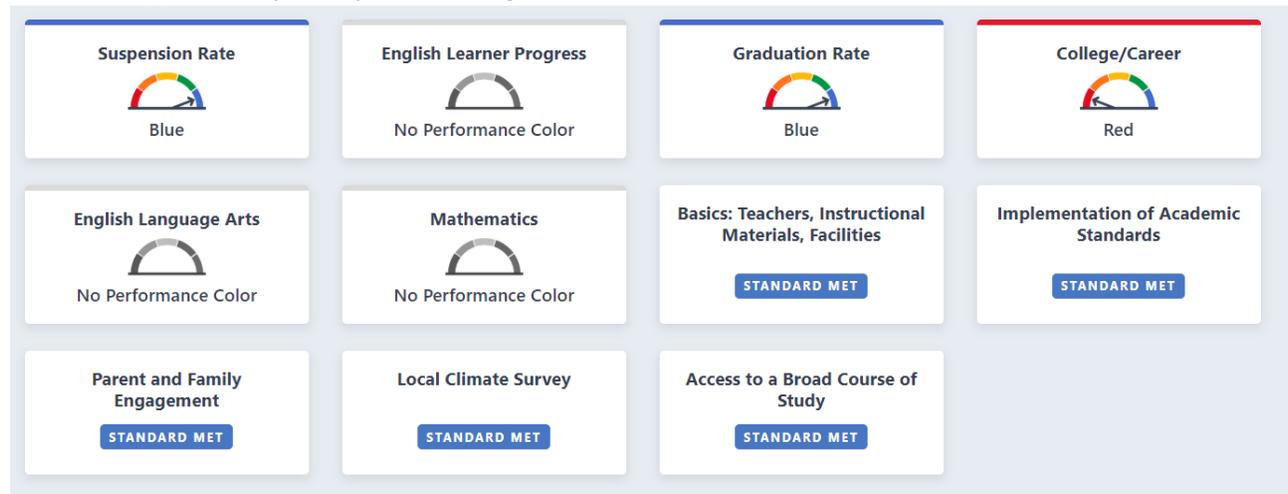


FIGURE 11(R): Five Keys Independence High School 2019 Student Population



FIGURE 12 (R): FKIH 2019 Graduation Rate

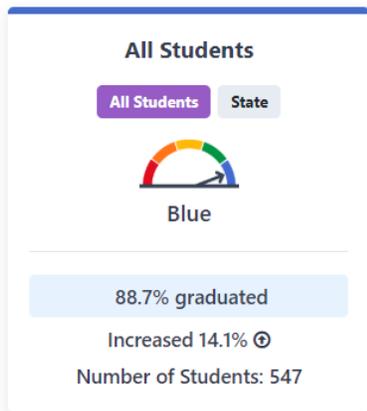
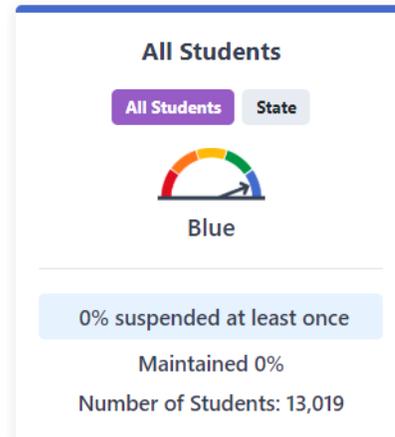


FIGURE 13(R): FKIH 2019 Suspension Rate



Performance standards

Performance standards will be implemented according to the Common Core State Standards. These standards will be results-oriented and measured, evaluated, and refined by means of:

1. Pre- and post-testing to provide diagnostic, baseline, and follow-up scores
2. Multiple assessment measures in all subjects to provide weekly feedback to students and teachers regarding educational progress
3. Other assessment measures of writing on demand, essay exams, exhibitions, portfolios and oral presentations, and textbook curriculum testing--standards-based report cards will inform students of academic progress

APPENDIX H: Pupil Outcomes and Assessments as organized by LCAP Goal

Students will be closely followed week-by-week and students identified as failing performance standards will be given individual tutorial assistance. Any student in danger of failing a class will be provided with enough advance notice to take corrective action in order to improve performance and achieve a passing grade.

Strategic Planning

By October following an academic year, FKIH will prepare for the community and the District, an annual accountability report similar to the Schools Accountability Report Card (SARC) with additional elements reflecting on the school's performance toward meeting the provisions of the charter and charter laws as highlighted below. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes listed above
- An analysis of whether student performance is meeting the goals specified above--this data will be displayed on both a Charter school-wide basis and disaggregated by grade level and subject area categories, to the extent feasible without compromising student confidentiality

- A summary of major decisions and policies established by the Five Keys Board during the year
- Data regarding the number of staff working at the school and their qualifications
- Information demonstrating whether FKIH implemented the means listed in the charter to strive to achieve a racially and ethnically balanced student population
- An overview of FKIH admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists and the numbers of students expelled and/or suspended
- Analysis of the effectiveness of FKIH internal and external dispute mechanisms and data on the number and resolution of disputes and complaints
- Other information regarding the educational program and the administrative, legal, and governance operations of FKIH relative to compliance with the terms of the charter generally

ELEMENT D: Governance

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

— California Education Code Section 47605 (b) (4)

The SFSD's FKIH shall be a separate legal entity from the SFUSD. The school will operate as a California nonprofit public benefit corporation and has secured 501-c-3 federal tax exempt status. As provided in the California Corporations Code, FKIH School will be advised 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 of the schools. As such, and with particular reference to the Educational Employment Relations Act, the charter school will set the terms and working conditions for all employees, will do so consistent with state (EERA) and federal law, and shall be the employer of the charter school employees (as opposed to the SFUSD). The school will follow all of the mandates of the Brown Act for governance. FKIH will be governed by a Board of Directors whose duties are set forth in this section.

The school will comply with federal, state, and local laws that are applicable to public charter schools and public corporations; it will retain its own legal counsel when necessary, purchase general liability, automotive liability, errors and omissions, property, workman's compensation, and unemployment insurance policies as necessary. FKIH will be non-sectarian in its programs, admissions policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate against any student or staff member on the basis of race, ethnicity, age, sexual orientation, gender, disability, or any other category of persons identified in law as being applicable to public charter school enrollment.

Pursuant to Education Code Section 47604(c), the District in performing its oversight of the FKIH as required by Education Code Section 47604.32, shall not be liable for the debts and obligations of the school or for claims arising from the performance of acts, errors, or omissions by the charter school.

The method of board member election, terms, and replacement are all addressed in detail in FKIH Board adopted Corporate Bylaws attached as Appendix I. These bylaws contain the following:

1. The means by which Board Members are to be nominated, selected, and removed from office
2. The duration of each Board Member's term of office
3. The method by which Board meetings will be held
4. The means by which teachers, students, other constituents and members of the community may communicate with the Board
5. The procedure by which bylaws may be amended

Board of Directors

The Board of Directors will comprise up to nine voting members and retain a seat for the sitting Sheriff of San Francisco.

In accordance with Education Code Section 47604(b), the District may appoint a single representative to the Board of Directors.

Figure 50: Current Board of Directors

Paul Miyamoto	Sheriff of San Francisco City and County	
Delia Ginorio	San Francisco Sheriff's Department, Women's Services	President
Sunny Schwartz	Retired Program Administrator, San Francisco Sheriff's Department	Secretary
Tijanna Eaton	Technical Writer	Treasurer
Freya Horne	Attorney	
Vicki Hennessy	Former Sheriff , San Francisco City and County	

Board Duties

The Board of Directors will be responsible for the operation and fiscal affairs of the school, including but not limited to:

- Approval of the annual school budget, calendar, salary schedules, major fundraising events, and grant writing
- Approval of a Memorandum of Understanding (MOU) or other contracts with the School District
- Approval of all contracts, contract renewals, and personnel actions (e.g., hiring, discipline, dismissal) subject to the disclosure and recusal of the employee board members
- Approval of bylaws, resolutions, and policies and procedures of school operation
- Approval of all changes to the school charter to be submitted as necessary in accordance with applicable law
- Long-term strategic planning for the school
- Participation as necessary in dispute resolution
- Monitoring overall student performance
- Hiring and firing the position of Executive Director, as necessary (subject to the disclosure and recusal of the employee board members)
- Evaluation of the Executive Director (subject to the disclosure and recusal of the employee board members)
- Monitoring the performance of FKI and taking necessary action to ensure that the school remains true to its mission and charter
- Monitoring the fiscal solvency of the school

- Participation in the school independent fiscal audit
- Participation in the school programmatic audit
- Participation as necessary in student expulsion matters
- Increasing public awareness of FKIH

FKIH will update the District of changes to the FKCS Board of Directors.

The Board of Directors is directed in its operations and its actions by FKIH corporate bylaws, which shall be consistent with the terms of the Charter, the Charter Schools Act, and any and all other applicable laws. The day-to-day management of FKIH shall be delegated to the Executive Director, as hired and evaluated by the Board of Directors.

The Board of Directors will comply with all applicable federal, state, and local laws. It will retain independent legal counsel when necessary. It will purchase and maintain, as necessary, general liability, property, workers' compensation, and unemployment insurance policies. The Board of Directors may initiate and carry on any program, activity, or may otherwise act in any manner that is not in conflict with, inconsistent with, or preempted by any law, and which is not in conflict with the purposes for which charter schools are established.

Board Delegation of Duties

The Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties. The board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of present Board members

Board Meetings

The Board of Directors will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act.

FKIH shall adhere to its conflicts code, which complies with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code, and any charter school-specific conflicts of interest regulations as adopted by the State Board of Education.

The Board of Directors meetings will be headed by a Board President, who will be elected by the Board at the concluding meeting of the school year.

As long as quorum exists, as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

The Board of Directors shall participate regularly in training regarding board governance, Brown Act, and conflicts of interest rules.

Executive Director

The Executive Director will be responsible for administering the school in all aspects of its day-to-day operations, working with the Five Keys Board of Directors, the School District, students, community members, and the other governing bodies specified by local and state law. The Executive Director's duties shall include, but are not limited to, the following:

- Provide instructional leadership to the Five Keys Independence High School
- Attend District Administrative meetings as requested by the District and stay in direct contact with the District to assist the District in its oversight duties
- Develop Board of Directors meeting agenda in compliance with the Brown Act
- Bring matters forward to the Board of Directors to be placed on the agenda
- Supervise all employees of Five Keys
- Provide timely performance evaluations of all Five Keys Independence High School employees at least once annually
- Provide proposals of policies for adoption by the board
- Provide comments and recommendations regarding policies presented by others to the board
- Communicate with Five Keys Independence High School legal counsel
- Stay abreast of school laws and regulations
- Approve all purchase orders, pay warrants, and requisitions and, upon approval, forward on for processing
- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Write grants
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as needed
- Provide all legally required financial reports to the District
- Make budget line item revisions when necessary and report changes regularly to the board
- Develop and administer the budget in accordance with generally accepted accounting principles
- Present a quarterly financial report to the Five Keys Board

- Provide assistance and coordination to the faculty in the development of curriculum
- Oversee student/teacher relations
- Attend IEP meetings when necessary
- Oversee student disciplinary matters
- Coordinate the administration of standardized testing
- Attend all Five Keys Board meetings and attend, as necessary, District Board meetings
- Foster an amicable relationship between district and Five Keys Independence High School and facilitate a sharing of resources between both entities
- Propose procedures to FKCS Board, designed to carry out board policies
- Perform scheduling
- Administer graduations
- Manage communications between district and board
- Present performance audit to the Board and upon review of the Board present audit to the District Board of Trustees and the District Superintendent

The above duties may be delegated or contracted as approved by the Board to another administrator of FKIHS or other employee or to a third party provider as allowed by applicable law.

ELEMENT E: Staff Qualifications

The qualifications to be met by individuals to be employed by the school.

— California Education Code Section 47605(B)(5)

FKIH will retain or employ 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 will teach the core, college preparatory academic classes. Core course areas for FKIH are Language Arts, Science, Social Science, and Mathematics. Teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions.

Core Teachers' qualifications include:

- Possession of a California Commission on Teaching Credentialing certificate or permit for core classes
- Knowledge of general learning theories and curriculum development
- A team player with experience working in a collaborative environment
- Professional manner and appearance
- Possesses conflict resolution skills
- Is patient, caring and possesses a sense of humor
- Uses good organizational skills to meet the needs of their class
- Is open to innovative approaches to meeting educational goals
- Promotes and supports multiculturalism
- Is capable of working with small and large classroom groups
- Is adaptable and flexible
- Has an ability to hold students accountable for pro-social behavior and a willingness to take corrective measures to that end

Administrators' Qualifications

The administrators at FKIH should possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. In addition, administrators should possess skills in hiring and supervising excellent teachers, technological and data analysis experience, and if possible, business experience. Experience in a school serving high risk populations, including minority students, is required.

Administrators shall have the following qualifications:

- Understands leadership models and the difference between leading and managing
- Understands group dynamics
- Understands and is open to the opinions of others
- Supports instructional initiatives and has confidence that all students deserve a rigorous and culturally-responsive environment
- Enjoys challenges and is stimulated by the dynamics of a growing organization
- Shows awareness of and knowledge about existing educational models and can articulate their philosophy
- Embraces the mission and vision of the charter school and can articulate it
- Seeks to create a school that supports the school mission
- Encourages an active partnership between constituents
- Is accessible and expresses empathy and support for families
- Expresses faith in and respect for students
- Has classroom teaching experience and understands the challenges of today's teachers
- Articulates an active supervision model which encourages high staff performance and accountability
- Can challenge the ordinary and routine ways of seeking answers and solving problems
- Is respectful, thoughtful, decisive, fair and possesses integrity in all his/her dealings with the school community
- Uses effective conflict resolution skills as needed on a regular basis with students, staff, and other constituents

Professional Development

When developing our internal professional development days, we reflect on the needs of our staff and students, our school's priorities, and our desired student learning outcomes. Analyzing multiple measures of student data, we are able to determine our students' abilities and needs; likewise, we review the abilities and needs of our staff. The results guide our decision-making process, so we are able to create appropriate learning opportunities. Content and pedagogy also drive our development process. We recognize that expanding our teachers' instructional knowledge and content knowledge leads to more support for all students. For facilitation of the professional learning workshops, Five Keys utilizes internal and external sources of expertise and experience.

The goals of staff training are:

- Incorporation of Five Keys 2.0 initiatives in all classrooms

- Understanding of the Social Emotional Learning Framework and how it can improve learning and teaching
- Integrating restorative practices and how application and integration of key concepts from the restorative justice curriculum can improve student outcomes
- Awareness of how best to serve the unique Five Keys student population
- How to teach using the CCSS and content standards
- How to educate At Promise Students
- How to instill confidence and self-respect in adult students

Group training for staff over the next five years of the charter will include:

- California State Standards training
- Social Emotional Learning Frameworks
- Restorative Practices
- Multiple Intelligences and Learning Disabilities
- Metacognition
- Growth Mindset in Math and Science
- Claim Evidence Reasoning (CER)
- Project-Centered Learning (PCL)
- CCSS Personalized Learning Plans
- ELD support strategies
- Distance Learning and E-Learning (Canvas)

ELEMENT F: Health and Safety

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirements that each employee of the school shall furnish the school with a criminal record summary as described in section 44237.

Facilities

FKIH will be responsible for obtaining permits from local jurisdictions, including building permits, occupancy permits, fire/life safety inspections, and conditional use permits as required to ensure a safe environment for both staff and students. The school will maintain on-file records documenting compliance with fire, health, and structural safety requirements. The school will also maintain a copy of facility inspections that will be available for District inspection. Appropriate disaster and safety plans are developed by the Sheriff's department and posted at each site.

Procedures for Background Checks

Five Keys Independence High will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment, volunteering, or contract services or any unsupervised contact with pupils of FKIH. The School shall review Department of Justice reports on prospective employees, contractors and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237 or 45125.1. The Executive Director or designee shall monitor compliance with this policy and report to the NSSD Board on an annual basis.

TB Testing

FKIH will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees and volunteers working in direct contact with students.

Immunizations

FKIH will require all enrolling students and staff to provide documentation of immunization in accord with requirements of the Health and Safety Code Sections 120325-120375 and CA Administrative Code Section 6000-6075. This includes immunizations for polio, diphtheria, tetanus, peruses, measles, mumps, rubella, and Hepatitis B as described in Department of Health Services Document IMM-231.

Blood Borne Pathogens

FKIH shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. FKIH will abide by the Sheriff's Department plan designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Communicable Diseases including SARS-CoV-2 / COVID-19

In response to the Coronavirus outbreak and subsequent CA State Shelter in Place ordinance March 2020, Five Keys appointed a designated Safety Response Coordinator in charge of interpreting state, county and local health ordinances into policy to keep students, staff and community partners safe during modified operation. In addition to investing in a complete inventory of PPE and safety supplies for school sites, all

teachers received Safety Training prior to returning to in-person programming. ([see complete Safety Guide here](#))

Drug Free/Smoke Free Environment

FKIH shall maintain a drug and alcohol free environment and will abide by the Sheriff’s Department and site-specific rules regarding smoking of tobacco.

Emergency Preparedness

FKIH shall adhere to the Sheriff’s Department site-specific Emergency Procedures. This plan includes, but is not limited to, the following responses: fire, flood, earthquake, threats, and biological or chemical release. This plan shall include an evacuation plan, and general school safety, injury and illness prevention.

Nursing services shall be available on site through the Sheriff’s Department personnel. Student Health screening will be done by a contracted provider or as contracted through the District.

ELEMENT G: Racial and Ethnic Balance

The means by which the school will 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.

— California Education Code Section 47605 (b) (5) (G)

Five Keys strives to ensure that the student body is reflective of the communities we strive to serve. Data on the racial and ethnic breakdown of students is reviewed regularly, and we are proud that enrollment consistently reflects that of the target populations.

Five Keys is selective and thoughtful about the location of the community learning centers in which it operates. Areas with higher-than-average high school dropout rates are targeted, along with communities that are home to high numbers of formerly incarcerated Five Keys students.

Once a high-need neighborhood is identified, the school partners with established community and public social service organizations in the area. These sister organizations are highly connected to the communities they serve, and thus play a vital role in recruiting students that are racially and ethnically representative of the neighborhood. In the jail settings, enrollment is largely dictated by whatever the inmate population is at the facility; nonetheless, measures are in place to make sure that all eligible potential students have equal access.

Specific strategies include:

- Targeted outreach by community partners, using the native languages of potential students and leveraging neighborhood connections;
- Individual and small group outreach to all new inmates within jails, where entry into the school is explained;
- Intake and orientation staff with diverse language capacities and cultural heritage that reflects the student body;
- Enrollment paperwork and information materials in several, high frequency languages;
- Staff training in respecting and celebrating diversity, and curriculum that promotes inclusion;
- Designated English language development classes so that students of all language capacities are welcomed and served.

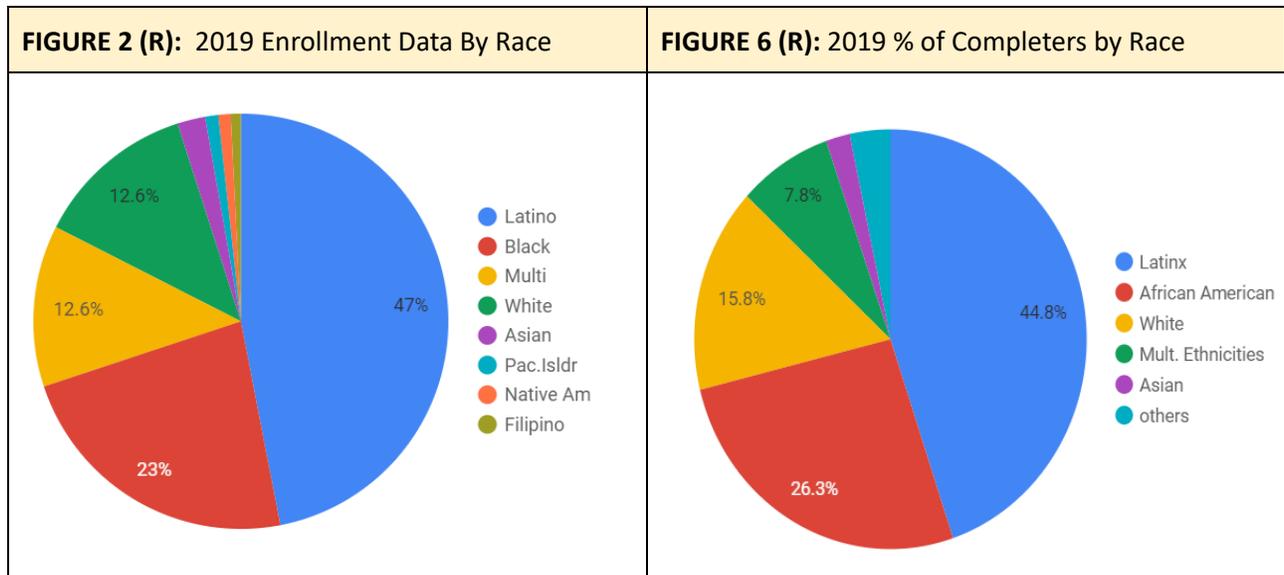
Despite these efforts, some neighborhoods remain underserved. The reasons are many: It may be that there are few potential partner organizations in the area, or suitable space is unavailable. It is sometimes the case that pockets of community members are underserved and isolated because they feel unsafe or uncomfortable moving about to access services, even within their own neighborhoods. For example, we often hear from young people who fear coming to school in areas that have high gang activity. To address this problem, Five Keys operates the mobile “Self-Determination Projects”, a renovated, retired MUNI bus to bring high quality, dignified education to the most underserved communities in San Francisco. In April of 2020 Five Keys Independence High School launched distance learning options for those who wish to enroll

in school but may have difficulty attending class in person on a regular basis, which happened to serve as a viable continuation option during the COVID-19 Pandemic School Closure. Distance learning options include traditional curriculum correspondence by mail, online learning by video chat/webinar and a fully integrated learning management system, Canvas.

FIGURE 51: Comparison Racial/Ethnic % California vs Five Keys INDH

2018 US Census California Racial/Ethnic %	2019 FKIH Racial/Ethnic %
<ul style="list-style-type: none"> ● Black NH (5.51%) ● White NH (36.64%) ● Asian NH (14.52%) ● Native American NH (0.35%) ● Pacific Islander NH (0.36%) ● Two or more races NH (3.08%) ● Other NH (0.25%) ● Hispanic Any Race (39.29%) 	<ul style="list-style-type: none"> ● African American (23%) ● White (13%) ● Asian (2.2 %) ● Native American (1%) ● Pacific Islander (1%) ● Filipino (1%) ● Two or more races (12.6 %) ● Hispanic/Latinx (47%)

2019 Enrollment Data by Ethnicity



ELEMENT H: Admissions Requirements

Admission requirements, if applicable.

— California Education Code Section 47605(b)(5)(H)

The determination of school capacity shall be based on Five Keys' academic program, the school's fiscal viability, the educational needs of currently enrolled students, the capacity of the school sites, and the level of interest shown by students who want to attend FKIH to obtain their high school diploma.

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

FKIH shall admit and enroll 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, FKIH will hold a public, random drawing separately for each of its sites, in stages according to enrollment preferences as follows:

- Court / Probation / District Attorney Mandates;
- Truant or expelled minors above 15 years of age;
- Local residents;
- Students in residential treatment facilities of group homes;
- Ex-offenders;
- All other applicants.

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

Enrollment Procedures

Five Keys admits all students eligible for high school classes in California. Five Keys has open and continuous enrollment. The school shall make every effort possible to enroll all eligible applicants. In the event that a student wishes to enroll in a campus where there are more applicants than there are available spaces, Five Keys will enroll the student in distance learning until a space becomes available at their desired classroom location. Students are enrolled from the waitlist on a first-come, first-served basis. Minor students will be asked to enroll with their parents and meet with the principal of their desired location to discuss expectations and student schedule. In the event that both the distance learning and in-person classrooms are at maximum capacity, students will be admitted from the waitlist by public lottery.

ELEMENT I: Financial and Programmatic Audit

The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

— California Education Code Section 47605 (b) (5) (I)

Average Daily Attendance (ADA) Audit

FKIH shall provide for an annual compliance audit to be conducted by an independent, external auditor. The audit firm will be one certified by the Department of Education to conduct public school audits but will also need to have experience in auditing not for profit corporations.

FKIH shall also provide for an annual, independent financial audit of FKCS to be conducted, which shall employ generally accepted accounting principles. A licensed certified public accounting firm shall perform the audit.

The audit will be conducted in accordance with generally accepted accounting principles applicable to FKIH along with the Standards and Procedures for Audits of California K-12 Local Educational Agencies as codified in the California Code of Regulations as applicable to FKIH. It is anticipated that the annual audit will be completed within four months after the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by December 15th of each year.

The Five Keys Board Treasurer, Executive Director and/or the contracted provider of business services, will review any audit exceptions or deficiencies and report to the Five Keys Board with recommendations on how to resolve them. The Five Keys Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District.

The District may elect, at its own cost and expense, to have its accountants review the audit exceptions and deficiencies.

FKIH may receive funding in accordance with Education Code Section 47617 or its successors. FKIH and the sponsor District will develop mutually agreeable Memoranda of Understanding that would adjust the apportionments due to the school pursuant to Education Code Section 47617 to accomplish the following:

- Enable FKIH, the sponsor District, and the District's Special Education Local Planning Area to jointly and cooperatively to address the needs of special needs students and share in the costs and revenues associated with serving such students.
- Compensate the sponsor District for the value of any direct services requested by the charter school and provided by the sponsor District.

Accountability and Annual Audit

The San Francisco Unified School District will periodically review the fiscal integrity of FKIH in order to satisfy itself that sound financial procedures are in place and are being followed. The adherence to such sound financial practices by FKIH is a condition for the continuance.

The school will send a copy of its annual independent audit report to the District, County, and State by December 15th of each year. The District shall conduct an annual audit as well. In the event that any exceptions or deficiencies are noted, the charter school shall resolve these within sixty (60) days of audit release and shall confirm to the District that any such exceptions or deficiencies have been successfully resolved.

FKIH will furnish, as part of this document (see budget), financial statements that include a proposed three year budget including and cash-flow financial projections.

FKIH will promptly respond to all reasonable inquiries, including inquiries regarding its financial records.

FKIH will adhere to the District's reporting requirements providing the following reports, as required by law:

- Local Control Accountability Plan
- CALPADS (California Longitudinal Pupil Achievement Data System);
- CBEDS (California Basic Educational Data System);
- ADA (Average Daily Attendance) reports;
- Annual Budget (preliminaries and final);
- Copies of annual, independent financial audits employing generally accepted accounting principles.

The school will provide the following reports to the District:

- Annual reconciliation of the Budget with financial;
- Copies of test results reports for all state mandated assessments.

All goods and materials donated to FKI for use at the school, or provided by FKI for use at the school shall remain the property of FKI. San Francisco Unified School District property and materials, and property donated to the school, will be inventoried and returned to the District upon termination of the operation of the school as a charter school within the District.

Insurance

FKI will purchase and maintain as necessary general liability, automotive liability, errors and omissions, property, workers compensation, and unemployment insurance policies, either as part of the San Francisco Unified School District's insurance program or its own insurance program.

Programmatic Audit

As stated in element three of the charter petition, by October following an academic year, FKI will prepare for the community and the District, an annual accountability report similar to the Schools Accountability Report Card (SARC) with additional elements reflecting on the school's performance toward meeting the

provisions of the charter and charter laws as highlighted below. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes listed above;
- An analysis of whether student performance is meeting the goals specified in above. This data will be displayed on both a school-wide basis and disaggregated by grade level and subject area categories to the extent feasible without compromising student confidentiality;
- A summary of major decisions and policies established by FKIH School Board during the year;
- Data on the level of involvement in FKIH's governance (and other aspects of the school, if applicable) and summary data from an annual student satisfaction survey;
- Data regarding the number of staff working at the school and their qualifications;
- An overview of FKIH's admissions practices during the year and data regarding the numbers of students enrolled, the number of students on the waiting list and the numbers of students expelled and/or suspended;
- Analyses of the effectiveness of FKIH's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints;
- Other information regarding the educational program and the administrative, legal and governance operations of FKIH relative to compliance with the terms of the charter generally.

ELEMENT J: Student Discipline

The procedures by which pupils can be suspended or expelled.

—California Education Code Section 47605 (b)(5)(J)

Except as noted below, FKIH will utilize the student discipline rules and expectations of behaviors of the Sheriff's Department and our partnering agencies. As such, Sheriff Deputies and partner agencies' managers shall be primarily responsible for the adjudication of violations of school rules. School policies and procedures are meant to be in line with restorative practices and social emotional learning strategies, holding students accountable for the impact of their actions. This means that we view ourselves and our students as part of a community and we acknowledge that one person's actions affect everyone in the group. We also understand that a key responsibility we have as educators is to acknowledge the potential that offenders have to change their attitudes, make different choices, and succeed in our program.

Consistent with the principles of Progressive Discipline, student discipline issues will be handled as follows:

1. Classroom rules are reviewed at the beginning of every semester and as new students join a class.
2. Privately inform the student of the infraction, communicating how it affects the classroom community.
3. After the initial request is ignored or not adhered to a second time, reiterate the importance of compliance to all rules and directives from teachers and communicate the intent to escalate the discipline if the misbehavior continues.
4. If the student continues to exhibit undesirable behavior, document the student's misbehavior and your attempts at correction in an email to a direct supervisor.
5. A supervisor will decide whether to convene a meeting (counseling) between the student, teacher, and administrator and will document the outcome using the "Teacher / Student Behavioral Counseling Report" form. The student is informed of further consequences that can be implemented for noncompliance.

Consequences can be as follows: further documented counseling with administrators, class move, negative reports to court, or being dropped from school (this is rare and the infraction must warrant the severity of this consequence.)

Students are rarely removed from FKIH due to behavior issues. It is the philosophy of Five Keys that removing a student is the absolute last alternative, and that such actions only repeat the failed school experience that contributed to the student enrolling in Five Keys. Restorative practices and social emotional learning approaches will be used whenever possible to address disruptive behavior. Social emotional learning techniques and restorative justice fit hand in hand to build healthy school communities. These approaches to classroom management promote active communication, self-advocacy, and problem solving skills. By listening actively to others, expressing ideas in constructive ways, and using the ability to consider differing perspectives, both staff and students are better able to overcome conflict and avoid the risks associated with student suspension and expulsion.

While suspension and expulsion are to be regarded as the last resort, the following represents some of the suggested grounds for such action:

- The threat, causation, or attempted causation of physical injury to another person;
- Possession of a weapon (e.g. firearms, knives, and explosives) as grounds for immediate expulsion;
- Unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage, or intoxicant;
- Robbery or attempted robbery of another person's property or school property;
- Significant damage or attempt to damage school property;
- An obscene or offensive act or habitual profanity/vulgarity;
- Persistent failure to respond to correction especially as to respect for staff, respect for others (consistent with the State Education Code prohibition against harassment), or persistent and repeated failure to follow student rules.

If a student is suspended for less than 10 days, FKIHS will provide oral or written notice of the charges against the student and, if the student denies the charges, an explanation of how the evidence that support the charges and an opportunity for the student to present his/her side of the story will be provided.

If a student is to be suspended for more than ten days, or if an expulsion is recommended, the following procedures apply:

1. FKIHS will provide timely, written notice of the charges against the pupil and an explanation of the student's basic rights.
2. If the student contests the proposed disciplinary action, a hearing shall be held before the Five Keys Board to determine whether cause exists for the disciplinary action.
3. A hearing will be adjudicated by a neutral officer within a reasonable number of days at which time the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at the student has the right to bring legal counsel or an advocate.
4. FKIHS will provide a clear statement that no students shall be involuntarily removed from the school for any reason unless the student or where applicable, the parent has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the students or the student's parent, or student's educational rights holder and shall inform him or her of the right to initiate the procedures specified in the clause:
 - a. before the effective date of the action. If the student or when appropriate, the parent or guardian initiates the procedures specified in clause
 - b. before the effective date of the action, the student shall not be removed until Five Keys issues a final decision. For purpose of this clause "involuntarily removed" includes disenrolled, dismissed, transferred or terminate, but does not include suspensions

specified in clause (a)

5. The disciplinary hearing shall be held within thirty days from the date the student was originally suspended.
6. The decision of the Five Keys Board shall be final.
7. If the disciplinary action is a result of a student's violation of probation, the student shall then be referred to an alternative program placement within the jail system in accord with the internal review process now employed at the jail or probation department. As the placement does not include placement within any County Office of Education program, COE involvement will not be a part of this process.

In addition to the above procedures, teachers incorporate their own classroom management systems to address discipline issues. Many teachers use methods that direct students to take ownership and responsibility for the classroom environment. For example, students may write class rules and consequences together and sign a contract acknowledging their participation. Restorative circles are sometimes used as a way to resolve conflicts in the classroom, often with the assistance of additional Sheriff's department program staff. Since many of our students are adults, we make every effort to involve them in the disciplinary process as equal partners.

FKIH's practices for Special Education students will be in accord with State and Federal Special Education Law and policies and procedures adopted by the Board of the San Francisco Unified School District.

ELEMENT K: Retirement

The manner in which staff members of the Charter School will be covered by the State Teachers Retirement System, the Public Employees' Retirement System, or federal social security.

The non-certified staff at FKIH shall participate in the federal social security system and a 403 b plan. The certified staff shall participate in the State Teachers Retirement System (STRS). FKIH will also make contributions for workers compensation insurance, unemployment insurance, and any other payroll obligations of public school employers.

ELEMENT L: Attendance Alternatives

The public school attendance alternatives for pupils residing within the school District who choose not to attend charter schools.

As per state law, no governing board of a school District shall require any pupil enrolled in a school District to attend a charter school.

Students who opt not to attend FKIH may attend other schools or programs that serve their appropriate grade level and ages.

ELEMENT M: Rights of Return

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of returning to the school district after employment at a charter school.

— *California Education Code Section 47605 (b) (5) (M)*

FKIH will be the sole employer of the school for the purposes of collective bargaining. Employees of the District who choose to leave the employment of the District to work at FKIH shall have no automatic rights of return to the District after employment at FKIH unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. The District shall not have the right to place teachers at Five Key Independence High.

Teachers at FKIH are represented by Five Keys Charter School Teachers Union, which is affiliated with United Educators of San Francisco Local 61, CFT/AFT, AFLCIO, AFT/NEA.

ELEMENT N: Dispute Resolution

The procedures to be followed by the Five Keys Independence High School and the entity granting the charter to resolve disputes relating to provisions of the charter.

— California Education Code Section 47605(b)(5) (N)

Dispute Resolution Procedure Within the School

All internal disputes involving FKIH shall be resolved by the School according to the School's own internal policies. Disputes involving certified teachers shall be resolved according to the collective bargaining agreement with United Educators of San Francisco.

This dispute resolution process provides students, and volunteers who have a grievance concerning the school, with a procedure to follow to have the grievance heard by the Executive Director. If resolution is still unobtainable, it can be heard by the Five Keys Board of Directors.

Misunderstandings and problems arise from time to time in any situation. Differences of opinion will exist. The administration, board, and staff of FKIH intend for the school environment to be a safe and supportive environment for students, teachers, staff, and parents when applicable. FKIH is committed to creating an honest and open atmosphere in which any problem, complaint, suggestion, or question will receive a timely and respectful response. It is requested that all parties conduct themselves in a congenial manner and communicate with each other with mutual respect at all times.

If a student disagrees with the established rules on conduct, policies, procedures, or practice, they can express this concern directly to the Executive Director. No student will be penalized, formally or informally, for voicing a grievance or complaint with FKIH in a reasonable, business- like manner, or for using this dispute resolution process.

The FKIH Executive Director is the official representative between students and the FKIH Board of Directors. The Executive Director is accessible and ready to hear suggestions, concerns, and complaints. The Executive Director cannot act on any problem unless they are aware of it. FKIH requests that grievances be brought to the appropriate party as soon as possible.

While not every problem may be resolved to all parties' complete satisfaction, every effort will be made on the behalf of FKIH, and its staff, to bring resolution to any problem. This will only be possible through both parties' willingness to listen and understand, and explore all aspects of the particular dispute. Through this process, students, teachers, and management will be able to develop confidence in each other. This confidence is important to the smooth, effective operation of FKIH and will directly benefit the students. FKIH will strive to provide such an atmosphere at all times. Students who are dissatisfied or believe that an injustice has occurred, are encouraged to offer positive and constructive criticism, and to take the following steps:

1. Discuss the matter with the respective party as soon as possible.
2. If they are unable to resolve the issue at this level, the grievant should then contact the Executive Director to make an appointment to discuss the issue as soon as possible.
3. If the problem cannot be resolved informally through discussion or meeting, the grievant shall provide the grievance in writing to the Executive Director. The grievant should specify the problem

to the fullest extent possible and any remedies sought.

4. Following any necessary investigation, the Executive Director shall prepare a written response to the grievance no later than ten (10) working days from the date of receipt of the grievance, unless for good cause, additional time is required for the response.
5. If the matter is still unresolved at this level the grievant may request a meeting with the Executive Director. The request for this meeting will be written and will include any and all documentation related to the grievance along with any solutions that have been proposed by the grievant, the Executive Director, and any other related parties. The request for the meeting is to be delivered to the Executive Director who, unless sick or out of town, will meet with the grievant within (10) working days of receiving the written request.
6. After the meeting, the Executive Director will conduct an investigation of the matter prior to making any decisions or recommendations. The Executive Director will provide the grievant with a response and outcome within a reasonable amount of time, not to exceed thirty (30) days from the date of the meeting.
7. If the matter cannot be resolved at the Executive Director level, the grievant may request to have the matter properly placed upon the agenda for the next Five Keys Board of Directors meeting.
8. The Five Keys Board of Directors and the Executive Director will set a date and time for the hearing of any evidence to be presented concerning the grievance. At the hearing, the grievant and a representative of FKIH shall have the opportunity to present evidence, both oral and written. Within three (3) working days from the date of the hearing, the Board and Executive Director shall make a decision on the grievance in writing. This decision will serve as the final decision of FKIH.

The District shall refer any complaints or reports regarding FKIH internal matters to the school for resolution before acting upon any such complaints. If the matter is not resolved at this level, and the complainant still requests District review of the matter, the District will review the complaint and examine any other necessary information. If the complaint involves any matter that would be a basis for revocation of the charter, the process described in Element Fourteen will be followed.

Disputes Between Five Keys Independence High and The San Francisco Unified School District

In the event that FKIH or San Francisco Unified School District (the “District”) has disputes regarding the terms of this charter or any other issue regarding the school and grantor’s relationship, both parties agree to follow the process outlined in the Memorandum of Understanding between FKIH and San Francisco Unified School.

In the event of a dispute between FKIH and the District, regarding the terms of this charter or any other issue regarding the school and District relationship, both parties agree to apprise the other in writing of the specific disputed issue(s). In the event the District believes the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement the District provides the school.

Informal Dispute Resolution

The Superintendent of the District or his or her designee and the Charter School administrator shall each

appoint one (1) representative to form a "Site Committee." If a Site Committee was previously appointed in attempt to resolve a prior dispute, the membership of such committee shall be deemed to continue in service unless (1) any member is no longer employed by the party such member represents, or (2) any party requests, in writing, that the other party appoint a new member to replace an existing member, such requests to be made solely in the interest of furthering the resolution of disputes. The Site Committee shall meet to attempt informal resolution of the dispute. The Site Committee shall attempt to formulate proposed solutions to the dispute, and shall present such solutions to the party each such member represents.

If such efforts do not yield a resolution within thirty (30) days of the first such meeting of the Site Committee to resolve each such dispute, the Superintendent of the District or his or her designee and the Charter School administrator shall meet with the Site Committee at least once and up to three times in an effort to reach a resolution of the dispute.

Formal Dispute Resolution

If the Parties are unable to resolve the dispute through such informal meetings, any party may request in writing that the dispute be submitted to non-binding mediation, and the other party shall accede to such a request. The cost of such mediation shall be borne evenly by the District and the Charter School. The mediator shall be selected jointly by the District and the Charter School, and the Parties shall cooperate to find a reasonably acceptable mediator.

Any resolution of a dispute pursuant to the foregoing procedure shall be submitted to the governing boards of both the District and the Charter School for acceptance before such resolution is effective.

Legal Remedies

If the Parties are unable to resolve the dispute through non-binding mediation, then either party may exercise any other legal remedy such party may have. Compliance with these dispute resolution procedures shall be a prerequisite to any legal action to enforce the terms of this Agreement.

ELEMENT O: Labor Relations/Employment

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act

— California Education Code Section 47605(b)(5)(O)

FKIH shall be deemed the exclusive public school employer of the employees of the school for the purposes of the Education Employment Relations Act (EERA).

Collective Bargaining Agreements

Teachers Union Contract

Five Keys Charter School Teachers Union, United Educators of San Francisco Local 61, CFT/ AFT, AFL-CIO, CTA/NEA and Five Keys Charter School, Inc. entered into a collective bargaining agreement on July 1, 2009. 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 have that employee function 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.

Copies of the agreement are available upon request.

Classified Union Contract

Five Keys Charter School Teachers Union, United Educators of San Francisco Local 61, CFT/ AFT, AFL-CIO, CTA/NEA and Five Keys Charter School, Inc. entered into a collective bargaining agreement on January 1, 2019. Unit members covered by this agreement include probationary and permanent employees who are employed in a non-certified position as defined in section 2.5 of Article 2 of the agreement.

Employees excluded from this agreement include persons who work exclusively for the parent, non-profit, FKSP supporting the programs not directly related to the school or the students of the charter school. Examples include but not limited to the Navigation Center employees in San Francisco and the transitional employment employees in Los Angeles.

Copies of the agreement are available upon request.

Work Year/Day

The work year for teachers will include a minimum of 190 workdays unless otherwise negotiated with the union.

The work year for classified staff is approximately 260 days, 7.5 hours per day unless otherwise negotiated by the union.

Teacher Evaluation Procedure

The Executive Director or Designee shall have the right to observe and evaluate staff. The purpose of the performance appraisal system is to promote greater accountability by leading to changes in professional practice that result in the continuous improvement of student achievement. The assessment will include, but need not be limited to, the following:

- An analysis of student achievement based on student performance on standardized and other specific assessments.
- Observations by the Executive Director in professional settings as set forth in a formal evaluation procedure based on the California Teachers Standards.
- Accomplishment and growth consistent with core professional expectations as documented by the teacher in a professional performance improvement program.
- A self-assessment.

Membership in the District's Collective Bargaining Units

Teachers and other staff originally employed by the District to work in District non-charter schools who elect to be assigned to FKIH may retain their membership in the District's collective bargaining units if they are permitted to do so by the respective agreements, but will not be required to do so as a condition for assignment to FKIH. Such membership, however, shall not make the collective bargaining agreements of these units applicable to employment at FKIH.

ELEMENT P: School Closure

A description of the procedures to be used if the charter school closes.

— California Education Code Section 47605(b) (5)(P)

The following procedures shall apply in the event FKIH closes. The following procedures apply regardless of the reason for closure.

- Closure will be documented by official action of the Five Keys Board. The action will identify the reason for closure.
- The Board will promptly notify the District and the Sheriff's Department of the closure and of the effective date of the closure.
- The Board will ensure timely notification to the students and shall provide information to assist students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close FKIH sites.
- As applicable, FKIH will provide students and the District and Sheriff's Department with copies of all appropriate student records and will otherwise assist students in transferring to their next school, if applicable. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g. FKIH will store original records of FKIH students in FKIH administrative offices at the Sheriff's Department Grove St site. All records of FKIH shall be transferred to the District in the case of dissolution of the corporation.
- Final financial records shall be prepared and an independent audit completed as soon as reasonably practicable, which period is generally no more than six months after closure. FKIH will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by FKIH and will be provided to the District promptly upon its completion.
- On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of FKIH and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation. On closure, FKIH shall remain solely responsible for all liabilities arising from the operation of the School.
- Should FKIH dissolve as a nonprofit public benefit corporation, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

REPORTING AND ACCOUNTABILITY

Budgets And Cash Flow

The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.

— California Education Code Section 47605(g)

Attached, as an Appendix are financial projections for the next three years of operation. These documents are based upon the best data available to the Petitioners at this time.

Financial Reporting

1. FKIH shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District by the following dates:
2. July 1, a preliminary budget for the current fiscal year. For the first year of operation, the financial statements submitted with this charter petition pursuant to Education Code 47605(g) shall satisfy this requirement.
3. December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the FKIH annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all FKIH receipts and expenditures for the preceding fiscal year.

Student Withdrawal and Expulsion Reporting

Pursuant to Education Code 47605(d)(3), if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, FKIH shall notify the Superintendent of the District of the pupil's last known address within thirty (30) days, and shall, upon request, provide the District with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

ADMINISTRATIVE SERVICES

The manner in which administrative services of the School are to be provided.

— California Education Code Section 47605(g)

Should FKIH elect to outsource any administrative services, it will utilize effective, ethical business practices, which will result in the best quality at the best price. In addition, FKIH will select contractors who have a demonstrated understanding of school business practices and have at least two years of experience providing administrative services to schools (preferably charter schools) throughout California. FKIH will follow rigid contracting and bidding practices and procedures to avoid any conflict of interest.

In the event that any administrative services are to be purchased from SFUSD by FKIH, the specifics will be agreed to in a Memorandum of Understanding between FKIH and SFUSD, or other mutually agreeable contract.

FACILITIES

The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate.

— California Education Code Section 47605.6 (b)(5)(D)

FKIH does not anticipate using any District facilities.

IMPACT ON THE DISTRICT

Potential civil liability effects, if any, upon the school and upon the District.

— California Education Code Section 47605(g)

INTENT

This statement is intended to fulfill the terms of Education Code 47605 (g) and provides information regarding the proposed operation and potential effects of FKIH on the District. This communication is intended for informational purposes only and to assist the District in understanding how the proposed school may affect the District. This is an informational document, does not constitute a legally binding contract or agreement, it is not intended to govern the relationship of the school and the District, and is not a part of the charter of FKIH or any related agreements or memoranda of understanding.

CIVIL LIABILITY

Education Code Section 47604 (c) provides that “an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school.” The petitioners anticipate that the civil liability effects of FKIH operations on the District will be minimal.

Five Keys shall properly indemnify the District against civil liability claims arising from the school’s actions and operations. Petitioner warrants that the charter school agrees to indemnify, hold harmless, and defend the District, its officers, agents, and employees from all claims, losses or damages to person or property arising from the negligent or intentional acts or omissions of the charter school, its Trustees, officers, agents, employees or students.

We seek to reassure the District by this communication that the level of risk exposure to the District is minimal. The governance team shall be properly indemnified and the school intends to secure, as noted in the charter, appropriate insurance coverage to protect the school’s assets, staff, etc. We invite your attention as well to the financial information and budget included with the charter and note that sufficient funds are available. FKIH further identifies its commitment to hold the District harmless from financial obligation in the event of an unbalanced budget, assuming that legislatively guaranteed income sources arrive, per the law, for FKIH use in conformance with the budget.

FKIH shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel, and pupil records, unless disclosure to the District of any such records is prohibited by law. The charter school shall promptly comply with all such reasonable written requests. The records of the charter school are public records under the Public Records Act (Government Code section 6250 et seq.) The district may visit the charter school at any time and shall provide to the school the content, processes, timelines, and evaluation criteria for annual review and site visits.

We look forward to establishing appropriate Memoranda of Understanding with the District subsequent to charter approval to legally establish the specifics of our mutual relationship. Further, we do not anticipate that the enrollment of students will cause disruption of District enrollment and staffing planning, considering the relatively low enrollment numbers anticipated to affect the budget model that is included within the charter.

CONCLUSION

By approving the renewal of the FKIH charter, the District will continue to fulfill the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide pupils other constituents with expanded choices in education following the directive of law to encourage the creation of charter schools.

FKIH is eager to work independently, yet cooperatively with the District to set the highest standard for what FKIH should and can be. To this end, FKIH pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for renewal of the charter for a period of five (5) years, commencing July 1, 2020 through June 30, 2025.

Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605 and Education 47607 as applicable. Material revisions to the charter must be approved by the Board of Education. However, all proposed revisions to the charter must be presented to the District for a determination as to whether or not the proposed revision is a material revision that must be approved by the Board of Education.

APPENDIX A: Board Member Expertise



(left to right)

Delia Ginorio, SFSD Survivor Restoration Director

Sunny Schwartz, Esq.

Tijanna Eaton

Freya Horne, City Attorney (Ret)

Former SF Sheriff **Vicki Hennessy**

SF Sheriff **Paul Miyamoto**

FIGURE 52: Functional Expertise of Five Keys School Board Members

	Educational Programs	Finance & Fundraising	Human Resources	Governance & Law	Facilities	Community Outreach & Advocacy	School Admin & Operations	Technology and Innovation
Delia Ginorio	X					X	X	
Sunny Schwartz	X	X	X	X	X	X	X	
Tijanna Eaton	X		X			X	X	X
Freya Horne		X	X	X		X	X	
Vicki Hennessy		X	X	X	X	X	X	
Paul Miyamoto	X	X	X	X	X	X		X

APPENDIX B: Active Community Partnerships

List of Community and Workforce Development Partnerships as of February 2020



IT'S NEVER TOO LATE TO GRADUATE

CLASSES ARE FREE

five keys
schools and programs

GET YOUR HIGH SCHOOL DIPLOMA, GED, OR HiSET

SAN FRANCISCO COUNTY 415.734.3310 or 415.821.2400

Adult Probation Department M-F: 9-4
880 Bryant Street • San Francisco, CA 94103

Arriba Juntos M-F: 8:30 - 3:30
1850 Mission Street • San Francisco, CA 94103

Bayview YMCA M-F: 8-3 (17-19.5 YO)
1601 Lane Street • San Francisco, CA 94124

Community Assessment and Services (CASC) M-F: 9-4
564 6th Street • San Francisco, CA 94103

ECS Adult Education MWF: 9-3
165 8th Street • San Francisco, CA 94103

Father Alfred Center (for current Center residents only)
121 Golden Gate Avenue, 2nd Floor • San Francisco, CA 94102

Five Keys Community Programs
(HEADQUARTERS OFFICE) M-Th: 8-4
Closed Fridays for GED
70 Oak Grove Street • San Francisco, CA 94103

Five Keys Southeast Campus
(EDUCATIONAL OFFICE) M-F: 9-4 (ESL Offered)
1800 Oakdale Avenue • San Francisco, CA

Friendship House (for current residents only)
56 Julian Avenue • San Francisco, CA 94103

Glide Memorial MWF: 9-4
330 Ellis Street • San Francisco, CA 94102

Healthright 360 (for current clients only)
1563 Mission Street • San Francisco, CA 94103

Homeless Prenatal Program MWF: 1-3
2500 18th Street • San Francisco, CA 94110

Jericho Project (for current residents only)
150 N Hill Dr # 15 • Brisbane, CA 94005

Larkin Street Youth Services MWF: 9-4
134 Golden Gate Avenue • San Francisco, CA 94102

Mission Language & Vocational School (MLVS)
M-F: 9-4 (ESL Offered)
2929 19th Street, San Francisco, CA 94110

OMIE Beacon at James Denman Middle
TTh: 6-8 (ESL Offered)
241 Oneida Avenue • San Francisco, CA

Sunset Youth Services MW: 5-8, TTh 10:30-4:30
3918 Judah Street • San Francisco, CA 94122

The Village MWF: 9-4 (w/ESL from 9-11)
1099 Sunnysdale Avenue • San Francisco, CA 94134

Young Women's Freedom Center
(For female/SIS/Trans only) TTh: 9-4
832 Folsom Street Suite 700 • San Francisco, CA 94107

SELF-DETERMINATION MOBILE SCHOOL

Alice Griffith Apartments MW: 9-12 / F: 12-3 by appt. (@1800)

2600 Arelious Walker Drive

Sunnysdale MW: 9-12

1652 Sunnysdale Avenue

Potrero Hill TTh: 9-12

25th Street and Connecticut Street

Alemany TuTh 12-3

Alemany Boulevard and Ellsworth Street

ADULT AND YOUTH CLASSES CAN ONLY BE TAKEN BY NON-HIGH SCHOOL GRADUATES.

fivekeys.org

ALAMEDA COUNTY

510.823.2165

BOSS Oakland M: 1-3, W: 1-4
1600 San Pablo Avenue • Oakland, CA

CASA Ubuntu - Bonita House
ESL classes TuTh 10-12
High School Diploma and GED classes M&F: 9-12
7200 Bancroft Avenue, Suite 267
Eastmont Town Center • Oakland, CA 94605

Cypress Mandela F: 12-4 (for participants only)
977 66th Avenue • Oakland, CA 94621

First Place for Youth TTh: 9-4 (18-24YO)
(For participants only)
426 17th Street • Oakland, CA 94612

Five Keys Oakland TuWF: 9-4
320 13th Street, Suite 106 • Oakland, CA 94607

Five Keys West Oakland (MAIN OFFICE)
M&Th: 11:30 - 6:30, TuW: 9-4, F: 11:30-4
975 7TH Street • Oakland, CA 94607

MOMS MWF: 1:30 - 3:30 (for participants only)

Paradise Baptist Church Community Center (MRBC)
MF: 9-4, W: 9-12
9704 Empire Road • Oakland, CA 94603

Rubicon Programs - Hayward MTh: 9-4
24100 Amador Street, 3rd Fl • Hayward, CA 94544

Side by Side
22245 Main Street • Hayward, CA 94541
Tu: 1-6, W: 10-2, Th: 1-5:30

Youth UpRising TuTh: 12-7
8711 MacArthur Boulevard • Oakland, CA 94605

SAN MATEO COUNTY

415.734.3310 or 415.821.2400

JobTrain M-Th: 9-9, F: 9-noon
1200 O'Brien Drive • Menlo Park, CA 94025

SOLANO COUNTY

707.784.7009

Center for Positive Change Vallejo Probation
MWF: 9-3, TuTh: 10-4
355 Tuolumne Ave • Vallejo, CA 94590

Center for Positive Change Fairfield Probation
MTWF: 9-4, Th: 11-6
475 Union Avenue • Fairfield, CA 94533

Goodwill Vacaville
M-F: 9-4
1309 East Monte Vista Avenue • Vacaville, CA 95688

Youth Achievement Center (open to youth 16-20)
M-F: 8-12
1715 Tennessee Street • Vallejo, CA 94590

BECAUSE YOU CAN



PROVIDING EDUCATIONAL
SERVICES SINCE 2003

fivekeys.org

SONOMA COUNTY

707.243.3069

Sonoma Day Reporting Center DRC
Morning and Evening Classes Available
2400 County Center Drive • Santa Rosa, CA 95403

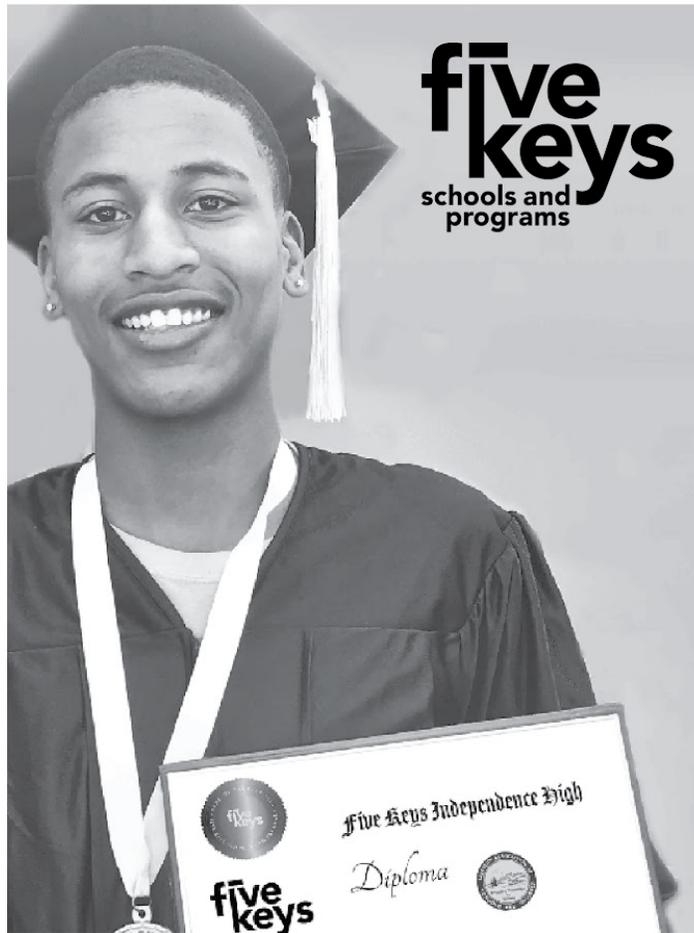
ADULT AND YOUTH SERVICES FOR HIGH SCHOOL DIPLOMA, GED, OR HiSET

CLASSES CAN ONLY BE TAKEN BY NON-HIGH SCHOOL GRADUATES



EDUCATION EMPLOYMENT RECOVERY FAMILY COMMUNITY

CLASSES ARE FREE
fivekeys.org • 323.685.2782



five keys
 schools and programs

- Boyle Heights Adult WorkSource**
1505 E. 1st Street • Los Angeles, CA 90033
 - Del Rosa**
1535 E. Highland Avenue, Ste. B • San Bernardino, CA 92404
 - DOORS**
3965 S. Vermont Avenue 3rd Floor • Los Angeles, CA 90037
 - Dream Center**
2301 Bellevue Avenue • Los Angeles, CA 90026
 - El Centro de Ayuda**
2130 E. 1st Street • Los Angeles, CA 90033
 - Five Keys Lancaster**
540 W. Lancaster Boulevard, Unit 105 • Lancaster, CA 93534
 - Five Keys First Street**
2420 E. 1st Street • Los Angeles, CA 90033 (Night Classes Only)
 - Five Keys Pomona**
272 E. Monterey Avenue • Pomona, CA 91767
 - Focus for Success**
980 Rio Grande Ave • Pasadena, CA 91104 (Night Classes Only)
 - Fontana DRC***
17830 Arrow Boulevard Fontana, CA 92335 • (909) 356-3496
 - Goodwill Southern California Panorama City**
14565 Lanark Street • Panorama City, CA 91402
 - Jordan Downs Recreation Center**
9900 Grape Street • Los Angeles, CA 90002 • (323) 249-2910
 - New Economics for Women**
303 S. Loma Drive • Los Angeles, CA 90017
 - Northeast Los Angeles WorkSource Center**
342 N. San Fernando Road • Los Angeles, CA 90031
 - Pacoima**
13545-B Van Nuys Blvd. Suite B-8 • Pacoima, CA 91331
 - Palmdale**
38424 8th Street East Suite D & L • Palmdale, CA 93550
 - Para Los Niños Family Preservation**
234 S. Loma Drive • Los Angeles, CA 90026
 - Project 180**
470 E. 3rd Street Ste. #C • Los Angeles, CA 90013 • (213) 620-5712
 - Project 180 SOLA/KRESS**
4601 South Broadway • Los Angeles, CA 90037
 - Pueblo Del Sol**
1300 Plaza Del Sol E • Los Angeles, CA 90033
 - Rancho Dominguez Comprehensive AJCC**
2909 E. Pacific Commerce Drive • Compton, CA 90221
 - San Bernardino DRC***
104 West 4th St. San Bernardino, CA 92415 • (909) 382-7800
 - Southeast Comprehensive AJCC**
2677 Zoe Avenue, 2nd • Floor Huntington Park, CA 90255
 - SHIELDS for Families**
11705 Deputy Yamamoto PL • Lynwood, CA 90262
 - SHIELDS for Family/PLN**
3751 S. Hill Street • Los Angeles, CA 90007
 - South Los Angeles Weber Community Center**
5849 Crocker Street • Los Angeles, CA 90003
 - South Pasadena Christian Church**
1316 Lyndon Street • South Pasadena, CA 91030
 - Victorville DRC***
15480 Ramona Avenue • Victorville, CA 92392 • (760) 243-8168
 - Wilshire-Metro WorkSource**
3550 Wilshire Boulevard, Suite #500 • Los Angeles, CA 90010
- * Site enrollment requires prior approval. MUST call first.

YOUTH LOCATIONS

- Boyle Heights Youth Technology Center**
1600 E. 4th Street • Los Angeles, CA 90034
- Brotherhood Crusade Youthsources**
4401 Crenshaw Boulevard • Los Angeles, CA 90043
- Covenant House**
1325 N. Western Avenue Los Angeles, CA 90027
- Para Los Niños YouthSource**
3845 Selig Place • Los Angeles, CA 90031
- The Village LA LGBT Center**
1125 N. McCadden PL • Los Angeles, CA 90038

APPENDIX C: Master ISP Agreement

Master Independent Study Program Agreement for Students (adopted on 4.30.2018)



Master ISP Agreement

Independent study is an optional educational alternative in which no pupil may be required to participate. This student will remain eligible to enroll in a school located in the district in which he/she resides.

Student Name:	Student SSID #
Grade Level:	School Year: 2017-2018
Contract Begins:	Contract Ends:
Duration:	

Student Agreements

- I will meet with my teacher at least once every 5 school days or as outlined in my weekly schedule
- I will meet with my instructor face to face or online
- I will attend class at one of the Five Keys Learning Centers
- I will attend class during designated class times
- I understand plagiarism is illegal and will result in no credit, discipline or possible dismissal
- I understand that it is illegal for me to be enrolled in more than one public high school

METHODS OF STUDY: Activities selected as the means to reach the objectives may include, but are not limited to: reading, research, essays, term papers, flash cards, illustrations, oral reports, demonstrations, participation, group projects, lesson exercises, games, projects, comprehension questions, computer programs, field trips, educational activities, simulations, discussions, note taking, videos, audio tapes, art activity, and other educational activities.

STUDENT EDUCATIONAL OBJECTIVES: The student must make adequate and appropriate progress toward the attainment of the Student Standards outlined in the charter document. Student will complete a minimum of one educational activity per school day.

METHODS OF EVALUATION: Evaluation of work or portfolio, monthly review of work, parent and teacher/ES observation, and California Interim Assessments or Charter School grade level assessment. Other evaluations include meeting Common Core State Standards, which will include at minimum norm and criterion referenced tests, textbook assessments and project completion.

SPECIFIC RESOURCES AVAILABLE TO STUDENT: This student is entitled to school services and resources including, but not limited to, all school personnel, a credentialed teacher, an Education Specialist if required, textbooks, computers and software, supplementary materials, educational activities, and community resources.

APPROVED INDEPENDENT STUDY POLICIES

MAXIMUM LENGTH OF TIME ALLOWED PER ASSIGNMENT:

For all students enrolled in Five Keys Independence, no more than **20 school days may pass between when an assignment is made and the date by which a student must complete the assigned work** in Five Keys Charter Schools. If I become aware that extenuating circumstances will prohibit me from turning in the assigned work by the date, **I will contact the Instructor prior to the due date** to make alternative arrangements.

NUMBER OF MISSED ASSIGNMENTS ALLOWED:

A student who fails to complete the assigned work in the 20 day learning period will be counseled by the teacher to determine whether it is in the best interest of the student to remain in independent study. The student is only allowed to miss **one (1)** assignment before an evaluation must be conducted. A student without special needs who



doesn't complete the work assigned in two learning periods may be determined not appropriate for independent study.

All students are expected to complete the entire assignment before handing it in. Failure to accomplish, at least, this minimum goal will result in no credit. Students who need additional support must contact the teacher immediately. Incomplete assignments may result in reduced or no credit.

MEASUREMENTS OF ACADEMIC ACCOMPLISHMENT OR COURSE CREDITS:

Students may enrolled in one of these courses during the term and earn up to the noted units.

	MAX UNITS	✓Courses Assigned	Student Signature
Assessment	0.1		
Preventive Health	0.25		
Performance Task English	5.0		
Performance Task Math	5.0		
RJ On Ramp	1.0		
Government On Ramp	1.0		
Economics On Ramp	1.0		
College and Career Readiness	5.0		
Accident Investigation English	10.0		
Accident Investigation Math	10.0		
Accident Investigation Science	10.0		
Breakthrough to Math	10.0		
Stand Out ESL	10.0		
Lexia	10.0		
Challenger	10.0		
Newsela	5.0		
Readworks	10.0		

By signing this contract, I agree to all of the above statements. (blue ink only)

Student Name:

Teacher responsible for Education Services Name:

Student Signature

Teacher responsible for Education Services Signature:

Date:

Date:

**Parent/Guardian/Caregiver Name:
(for students under the age of 18):**

Other Staff who provide direct assistance to the student Name:

Parent/Guardian/Caregiver's signature:

Other Staff who provide direct assistance to student signature:

Date:

Date:

APPENDIX D: Student Work Experience for Credit

Example of Student Academic Credit Award based on Workforce Experience Report [work experience policy](#)

Five Keys Academic Credit for Work / Life Experience Policies and Procedures

Five Keys students may be awarded academic credit for activities that take place outside of school, such as work experience, job training or volunteering and pod work. Activities may have taken place before coming to Five Keys or while enrolled. Requests should only be made for verified activities that did *not* occur as part of the Five Keys program.

Academic credit may be awarded when the following criteria are met:

- The student is actively enrolled in a class and making reasonable progress.
- The student has a current TABE score to determine the proper assignment of credits
- The content of the activity corresponds with high school state standards
- It is in the student's best interests to be awarded academic credit for outside activities
- Formal documentation of the activity can verify the number of hours completed
- Formal documentation can verify the content of the activity
- Written permission to award academic credit is obtained from the principal or relevant supervisor.

The number of credits awarded will be determined based on the type of activity, the numbers of hours completed and the best academic interests of the student.

Eligible activities

Eligible activities include paid work experience (transitional or permanent), structured internships, job readiness training, certificate programs, residential / outpatient treatment programs, pod work, online courses, computer and technology training / workshops, writing programs, online courses. Such activities should generally have been completed successfully. For example, a job readiness program should have been finished and a certificate awarded before credit is requested. Activities that are not yet concluded are harder to document, may have on-going hours, and may – ultimately – result in a student not meeting the standards reflected in the activity. Students with ongoing jobs may request credit for hours already completed.

Documentation guidelines

Ideally, documentation should be formal and come from an outside source (not Five Keys and not student generated); for example, a certificate of completion or license, a pay stub or tax form, or a printed grade report from an online course. Written statements from students or teacher-generated documentation should be avoided.

Documentation must include the content of the activity and the number of hours. For example, a pay stub should include a job title and the hours year-to-date. If the job title is absent (or not self-explanatory) then some other form of documentation, such as a job description, should be included.

Documentation must be uploaded to OASIS and attached to the request for academic credit.

Number of credits awarded

1 academic credit may be awarded for every 13 hours of successful activity completion. Smaller increments may be pro-rated using the same ratio. Credit will only be awarded when the student is credit deficient in the subject area being requested. Prior work experience credit shall be limited to 10 credits, unless more credits already have been awarded on a previous school transcript. Principals may make exceptions for work experience in high-skilled fields.

Type of credits awarded

Credits will be awarded in the learning area that corresponds to the standards demonstrated. Most often, credits will be elective, Five Keys and Technology (usually corresponding with Health and / or CTE subjects). Occasionally, activities will cover core learning areas. Credits will only be awarded when formal, external documentation can verify the meeting of state standards (such as a medical internship with a written program outline).

Updated 11/11/2018

For Supervisor Use Only

Approved: YES NO

Number of credits awarded _____

Learning area (may be a mix): _____

Supervisor Signature _____ Date _____

Notes:

Updated 11/11/2018

Request for Academic Credit for Work / Life Experience

Student Name: _____ Date of Birth: _____

Activity description	Dates of activity	Number of hours	Number of credits requested	Subject area to apply credits
	From To			

Documentation attached YES NO
Describe

State standards met (Number and text of standard(s) / or attach)

of credits student in deficient in requested subject area _____

TABE score Reading _____ Math _____

Explanation of how awarding credits is in student's best interest

Teacher name: _____

Updated 11/11/2018

Procedures

- Ensure that the student is actively enrolled in a course and making progress and ensure that they have a current TABE score.
- Gather the formal documentation of outside activity.
- Determine if and how the activity relates to the CA and / or Common Core state standards.
- Complete the request for academic credit form and submit to your assistant director.
- Upload signed approval and documentation to OASIS
- If approved, assistant directors will direct the transcript analysis team to enter the credits using the transcriptanalysis@fivekeys.org email. The regional directors should be cc-ed.

Note: Non-Five Keys activities should not be documented on a WPR. They are not activities of the school and should not receive attendance credit.

Updated 11/11/2018

APPENDIX E: Five Keys 2.0

Five Keys 2.0 Instructional Rigor Program ([full document here](#))

WHAT'S NEW AT FIVE KEYS IN THE 2019-20 SCHOOL YEAR?



FIVE KEYS 2.0

FIVE KEYS 2.0 WHAT'S NEW AT FIVE KEYS IN THE 2019-20 SCHOOL YEAR?

Attendance Expectations

Expectations

- **Daily Attendance:**
 - Teachers should communicate to students that in order to progress academically, students are expected to attend/make contact with their teacher 5 days a week.
 - Students with special circumstances (work, children, etc.) must notify their teacher upon enrollment and designate specific attendance days, hours, and work submission days on their Personalized Schedules.
 - *Note: The focus is on increased student contact. Teachers should emphasize that if a student is not able to attend daily, they will be expected to communicate with teachers through phone/text/email and/or submitting work on the days they do not attend.*
 - **Personalized Schedules:** Every student has scheduled class time, homework time, and weekly check-ins, which will be noted on a [Personalized Schedule](#) upon enrollment and kept in the student's working file.
 - **Monthly Calendars for each site:** All sites will have a Monthly Calendar, which includes all applicable components outlined in the Monthly Calendar template.

Accountability & Support Procedures

- **Celebrating attendance** – Teachers should celebrate students who meet attendance goals; options include: [certificate](#) at end of MP, gift cards, pizza party, ice cream party, etc. (check with site administrator)
- **Responding to absences** – “Every absence has a response.” Teachers are expected to reach out to any student who does not attend or submit work on any given day. Response should be before the next scheduled class and should include: reminder that they were missed, expectations of when you will see them again, and an invitation to submit work/return to class.

Goal Setting and Progress Monitoring Expectations

Expectations

- **Personalized Learning Plans:** Every student TABEs upon entry/enrollment and completes a Learning Plan with their teacher. Learning Plan should include:
 - Academic and personal goals
 - Actions to meet each goal
 - Monthly success indicators
- **Regular Check-ins:** Students self-monitor progress and also engage in regularly-scheduled check-ins with their teacher, as noted in their Personalized Schedule created upon enrollment. Check-ins should include review of (1) working files, (2) Learning Plan, (3) [Five Keys High School Diploma Requirements](#)
- **CAASPP Learning Plans:** All 11th grade students will have an additional CAASPP Learning Plan – [Post ICA Learning Plan](#) (fall) and [Post Summative Learning Plan](#) (spring).

Accountability & Support Procedures

- **Existing Learning Plans:**
 - [Map to Graduation](#)
 - [CCSS-aligned Personalized Learning Plan](#)

1

FIVE KEYS 2.0 WHAT'S NEW AT FIVE KEYS IN THE 2019-20 SCHOOL YEAR?

Goal Setting and Progress Monitoring Expectations, *continued*

- **Celebrating Completion** – Teachers should celebrate students who meet learning plan goals; options include: **certificate** at end of MP, gift cards, pizza party, ice cream party, etc. (check with site administrator)
- **Responding to Non-Completion** – When students do not meet Learning Plan goals ...
 - ⇒ 1st Intervention: Conversation with student reiterating expectations and establishing additional supports needed
 - ⇒ 2nd Intervention: Conversation with student and create supports together – requires progress monitoring more frequently
Examples:
 - Chunking curriculum
 - Establish deadlines that accommodate student's schedule/circumstances.
 - Structured Breaks during class time
 - More frequent checking for understanding
 - Rewards system (if applicable)
 - School-Home Communication System (more frequent)
 - Calendar reminders sent to student or teacher helps students set this up on personal device
 - Participate in direct instruction
 - ⇒ 3rd Intervention (focused on intensive individual needs): Meeting with student, principal, and parent (if applicable); use of **Student Success Intervention Plan** and will include targeted individual supports for students and follow-up meeting. Teachers to discuss and prep with Principal prior to meeting to determine targeted interventions.

Assessment Cycle Expectations

Expectations

- **TABE:** Every student will TABE in the appropriate book upon enrollment and post-test during each testing window (max 4x/year).
- **CASAS:** All English Learners will take CASAS upon enrollment and post-test during each testing window (max 4x/year).
- **SBAC (Smarter Balanced Assessment Consortium) assessments:** Every student will complete the SBAC Question of the Week with teacher guidance.
- **CAASPP ICAs (Interim Comprehensive Assessments) & Summative Assessments:** Students will take ICAs in October 2019 and Summative Assessments in April 2020 (as appropriate, based on grade level).

Accountability & Support Procedures

- **2019-20 Assessment Calendar** – includes all scheduled testing windows
- **Celebrating post-test goals** – Teachers should celebrate students who meet assessment growth goals; options include: **certificate** at end of MP, gift cards, pizza party, ice cream party, etc. (check with site administrator)
- **Responding to lack of post-testing/student growth** – When students do not meet assessment goals or demonstrate growth, teacher will hold a student-teacher conference reviewing the appropriate assessment report and discuss a plan to increase growth.

FIVE KEYS 2.0 WHAT'S NEW AT FIVE KEYS IN THE 2019-20 SCHOOL YEAR?

Classroom Instruction Expectations

Expectations

- Every classroom will exhibit evidence based, high quality instruction. Five Keys instructors make education/learning happen anywhere – no matter the environment, available resources, number of students, or student ability.
 - ⇒ **Teachers will utilize core curricula:**
 - ERWC (Expository Reading and Writing Course) – ELA curriculum
 - DBQ (Document Based Question) – ELA curriculum
 - MVP (Math Vision Project) – Math curriculum
 - Biozone – Science Curriculum
 - IABs (Interim Assessment Blocks) and Digital Library – CCSS-aligned lessons, Practice Tests, Performance Tasks
 - ⇒ **Teachers will utilize the [Claim, Evidence, Reasoning \(CER\) Template](#)** to adopt the CER instructional approach for teaching and demonstration of learning.
 - ⇒ **All ISP teachers will teach a minimum of 2 Project-Centered Learning (PCL) workshops** in Math and English (or Science) every marking period and will designate it appropriately on the WPRs, using the CER instructional approach and core curricula.
 - ⇒ **All Site-based teachers will (1) deliver course content through Project-Centered Learning experiences 2x/month; (2) integrate the CER instructional approach and core curricula into regular instruction.**

Accountability & Support Procedures

- **Celebrating Excellence:** Teachers of the Month will be recognized by principals at staff meetings.
- **Support for Teachers:**
 - ⇒ To prep for workshops/PCL instruction, minimum days will be provided once a month (on staff meeting days) to extend Common Planning Time to 2 hours. *(Note: Teachers who do not attend staff meetings will need to submit 3.5 hours of PTO)*
 - ⇒ Monthly PD offerings to support PCL workshop development
 - ⇒ Shared PCL Workshop Lesson Bank
 - ⇒ Principals will attend workshops/Project-Centered Learning classroom days with the intention of providing additional support and ensuring teachers' needs are being met.

New Initiatives Coming

- Transition plan completed through AVID (NorCal) and Get Focused, Stay Focused (SoCal) courses
- A-G curriculum converted to units for small group instruction
- Calibrated ISP and Site-Based classroom expectations with rubric (View sample here: [ISP Learning Inventory Rubric](#))
- Universal Learning Plan form
- **MTSS** support and the **TOOLS Campaign**
- PATH Plan - Planning Alternative Tomorrows with Hope (PATH) will be integrated into enrollment process

FIVE KEYS 2.0 CHECKLIST FOR TEACHERS

Attendance

- Every student has scheduled class time, homework time, and weekly check-ins, which will be noted on a [Personalized Schedule](#) upon enrollment and kept in student's working file.

Goal Setting

- Every student completes a Learning Plan upon enrollment and reviews plan with teacher during every marking period; plan will be kept in student's working file.
- All 11th grade students will have an additional CAASPP Learning Plan: [Post ICA Learning Plan](#) (fall) and [Post Summative Learning Plan](#) (spring).

Assessments

- TABE:** Every student will TABE in the appropriate book upon enrollment and post-test during each testing window (max 4x/year).
- CASAS:** All English Learners will take CASAS upon enrollment and post-test during each testing window (max 4x/year).
- SBAC (Smarter Balanced Assessment Consortium) assessments:** Every student will complete the SBAC Question of the Week with teacher guidance.
- CAASPP ICAs (Interim Comprehensive Assessments) & Summative Assessments:** Students will take ICAs in October 2019 and Summative Assessments in April 2020 (as appropriate, based on grade level, including potential grads with IEPs).

Instruction

- Teachers will utilize core curricula:
 - ERWC (Expository Reading and Writing Course) – ELA curriculum
 - DBQ (Document Based Question) – ELA curriculum
 - MVP (Math Vision Project) – Math curriculum
 - Biozone – Science Curriculum
 - IABs (Interim Assessment Blocks) and Digital Library – CCSS-aligned lessons, Practice Tests, Performance Tasks
- Teachers will utilize the [Claim, Evidence, Reasoning \(CER\) Template](#) to adopt the CER instructional approach for teaching and demonstration of learning.
- All ISP teachers will teach a minimum of 2 Project-Centered Learning workshops in Math and English (or Science) every marking period and will designate it appropriately on their WPRs
- All Site-based teachers will convert Performance Tasks into Project-Centered Learning activities 2x/month.



- Every classroom will exhibit evidence based, high quality instruction. Five Keys instructors make education/learning happen anywhere – no matter the environment, available resources, number of students, or student ability.

- ⇒ **Teachers will utilize core curricula:**

- ERWC (Expository Reading and Writing Course) – ELA curriculum
- DBQ (Document Based Question) – ELA curriculum
- MVP (Math Vision Project) – Math curriculum
- Biozone – Science Curriculum
- IABs (Interim Assessment Blocks) and Digital Library – CCSS-aligned lessons, Practice Tests, Performance Tasks

- ⇒ **Teachers will utilize the [Claim, Evidence, Reasoning \(CER\) Template](#) to adopt the CER instructional approach for teaching and demonstration of learning.**

- ⇒ **All ISP teachers will teach a minimum of 2 Project-Centered Learning (PCL) workshops in Math and English (or Science) every marking period and will designate it appropriately on the WPRs, using the CER instructional approach and core curricula.**

- ⇒ **All Site-based teachers will (1) deliver course content through Project-Centered Learning experiences 2x/month; (2) integrate the CER instructional approach and core curricula into regular instruction.**

APPENDIX F: EL Master Plan

Purpose of EL Master Plan

Five Keys Schools and Programs is proud to provide the Master Plan for English Learners. Five Keys is committed to increasing personalized learning experiences that begin with students’ linguistic and cultural strengths. Students acquire the academic language necessary to be college and career ready because of our educational English Learner program. Our English Learner program helps students attain English proficiency to lead them on a readiness pathway for additional education and/or workforce in the community.

Proper identification of ELs helps ensure that the school’s English Language Development (ELD) program is designed to meet the needs of its students. The following procedures are designed to guarantee that the student receives an appropriate and effective education.

STAGE 1 – Identification of Students Whose Home Language Is Other Than English

A Home Language Survey must be completed for each student; it should be provided in the language most frequently spoken in the local community (such as Spanish). Parents complete a Home Language Survey at the time of first enrollment at Five Keys. This survey consists of four questions pertaining to the home language of the family. As standard procedure, this form is to be included in the enrollment packet and all four questions must be answered.

The school must ensure that ALL students have a completed Home Language Survey on file (including monolingual English speakers). If any of the four questions in the Home Language Survey indicates the use of a language other than English by the student or in the home, the student must be assessed for language proficiency. Main office staff are responsible for the following:

SOS Task	Assessment Team
Enrollment: <ul style="list-style-type: none"> Inputs TBD into Language Section in OASIS. 	TBD Reports: <ul style="list-style-type: none"> Runs weekly TBD reports and designates students based on CALPADS student profiles.
OASIS: <ul style="list-style-type: none"> Inputs results of Home Language Survey under “custom screens.” 	OASIS <ul style="list-style-type: none"> Updates EL classifications.
Home Language Survey: <ul style="list-style-type: none"> The Home Language Survey is within the student enrollment form. The enrollment form is uploaded into OASIS student profile. 	Home Language Survey <ul style="list-style-type: none"> Review the Home Language Survey to request corrections.
Transcript Request <ul style="list-style-type: none"> The transcript request form does contain an option to provide EL historical data. Any EL related data is sent to the Assessment team. 	EL Records: <ul style="list-style-type: none"> Historical data is entered into OASIS to designate Annual ELPAC Students.

STAGE 2 – English Language Assessments

Assessment: English Language Proficiency Assessments for California (ELPAC)

The California Department of Education requires schools to administer the English Language Proficiency Assessments for California (ELPAC) to newly enrolled students under the age of 21 whose primary language is not English. Thereafter, schools must administer the ELPAC annually to students classified as English Learners (ELs) who are under the age of 21 until these students are Reclassified Fluent English Proficient (RFEP). Students over the age of 22 are administered the Comprehensive Adult Student Assessment System (CASAS) to determine English proficiency.

Format:

The ELPAC consists of four sections:



ELPAC Process (Under age of 22):

- **Initial Assessment:** Any student who has not previously been enrolled in a school in the United States will be referred to the Testing Coordinator for an ELPAC administration. The Assessment Team conducts initial identification assessments throughout the school year. These assessments must be completed 30 calendar days after the date of first enrollment into Five Keys Schools. The Initial operational ELPAC window begins in July.
- **Summative assessment:** The Assessment Team annually conducts the ELPAC for all Five Keys students who are designated in the California Longitudinal Pupil Achievement Data System (CALPADS) as English Learners, and who are under the age of 22. The annual assessment window is from February to May. Reclassification of English Learners is determined during the annual assessment window.

Assessment: CASAS Reading GOALS (Greater Opportunities for Adult Learning Success)

Students are measured in academic language and higher-order reading skills contained in the National Reporting System (NRS) Educational Functional Levels (EFLs). The test items cover a balance of life skills and employment-related content of interest to adults.

CASAS Process (All students enrolled into ELD Emerging Program)

- Students enrolled in the ELD Emerging Program will be given an Appraisal Test. Proctors administer an appraisal test to indicate which pretest form to administer. In community sites, this is an online test. In a custody setting, this is a paper-and-pencil test.
- **Pretest:** Proctors administer pretests within one week of enrollment for new EL students. In community sites, students will be placed in their appropriate level after the appraisal test. In

custody, CASAS Form 27 for Beginning Literacy Students or CASAS level A or Level B based on Appraisal.

- **Posttest:** Students take a CASAS posttest based on the Five Keys Assessment Timeline. Students should posttest at a CASAS Level based on the previous scaled score.
- Once students have successfully mastered the CASAS Level C assessment, they should transition to take the Test for Adult Basic Education (TABE), following the TABE policy guidelines.

Designations

- A. If a student's overall ELPAC results are scored at beginning and somewhat developed English skills, the student is identified as an EL.
- B. If a student's overall ELPAC results are scored at moderately developed and well-developed English skills, and no skill score for any domain (listening, speaking, reading, and writing) is lower than moderately developed, the student is identified as **fluent English proficient (I- FEP)**.

Parent Notification of Results and Program Placement

- A. Parents/guardians and adult students are notified of language assessment results and the recommended educational program. Additionally, they are invited to a meeting to discuss the reclassification process.
- B. Parents/guardians and adult students are given the opportunity, per 5 California Code of Regulations §11309(a), to apply for a waiver if they do not want to participate in sheltered English immersion instruction.
- C. Waivers must be filed in person at the school site and must be renewed annually.

APPENDIX G: Algebra Scope and Sequence

Five Keys Schools and Programs: Algebra 1 Curricula

Introduction: Five Keys Schools and Programs provides its students two curricular options for Algebra 1: **Mathematics Vision Project** (MVP) and **Five Keys Algebra 1** (revised, Spring 2020). These two options are offered to provide all students access to key common core algebraic concepts (Number and Quantity, Algebra, Functions, etc.) as recommended in the *Mathematics Framework for California Public Schools Kindergarten Through Grade Twelve*.

1. **Provide a description of the curriculum to be used by the school, including measurable objectives and subject area content and skills for each grade level**
2. **Show how the curriculum aligns with California Common Core Standards, Grade level expectations and course level expectations.**

MVP Algebra 1

Overview

MVP Algebra 1 is a problem-based, common-core aligned curriculum that combines tasks and coordinated exercises to “build and extend” students’ mathematical understanding.

MVP lessons follow the Develop – Solidify – Practice cycle of understanding by leading students first through story-based “tasks”, followed by coordinated “Ready-Set-Go” practice exercises that include requisite mathematical skills (“Ready...Go” - spiraled throughout the program), along with practice problems from the current lesson (“Set”).

The MVP curriculum also includes “Teacher Notes” that provides instructional strategies to help facilitate class discussions and guidance on responding to anticipated student responses.

<u>Measurable Objective</u>	<u>CCSSM Alignment</u>	<u>Assessment</u>	<u>Mastery Threshold</u>
<p><u>Module 1: Sequences</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ➤ Represent arithmetic & geometric sequences with equations, tables, and graphs ➤ compare rates of growth in arithmetic and geometric sequences ➤ write recursive and explicit equations for arithmetic and geometric sequences 	<p>F-LE.1a, 1c, 2, 5; F-BF.1</p>	<p>Within each module:</p> <ul style="list-style-type: none"> ➤ Quick quizzes (mid-unit checks for understanding) ➤ Student self-assessments (identifies what the student should know and be able to do as he progresses through the module) ➤ A Module test ➤ A Performance task with teacher notes and a scoring rubric 	<p>75% - 80%</p>

<u>Measurable Objective</u>	<u>CCSSM Alignment</u>	<u>Assessment</u>	<u>Mastery Threshold</u>
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<p><u>Module 2: Linear and Exponential Functions</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ➤ Define distinctions between discrete and continuous functions ➤ Show differences between linear and exponential functions using tables, graphs, and equations ➤ Simplify radical expressions and verify properties of rational exponents ➤ Compare growth of linear and exponential models ➤ Create linear and exponential models 	<p>F-IF.3, 7, 8; F-BF.1a, 2; F-LE.1 – 3, 4, 5; A-REI.D.10; S-ID.B.6a; A-SSE.A.1, B.3, C.6; F-IF.C.7</p>	<p>Within each module:</p> <ul style="list-style-type: none"> ➤ Quick quizzes (mid-unit checks for understanding) ➤ Student self-assessments (identifies what the student should know and be able to do as he progresses through the module) ➤ A Module test ➤ A Performance task with teacher notes and a scoring rubric 	<p>75% - 80%</p>
<p><u>Module 3: Features of Functions</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ➤ Describe key features of functions using tables and graphs ➤ Interpret functions and notation ➤ Combine functions ➤ Use graphs to solve problems when given function notation ➤ Identify whether a relation is a function 	<p>F-IF.1 – 5, 7; A-REI.11; A-CED.3; F-BF.1b</p>	<p>Within each module:</p> <ul style="list-style-type: none"> ➤ Quick quizzes (mid-unit checks for understanding) ➤ Student self-assessments (identifies what the student should know and be able to do as he progresses through the module) ➤ A Module test ➤ A Performance task with teacher notes and a scoring rubric 	<p>75% - 80%</p>
<p><u>Measurable Objective</u></p>	<p><u>CCSSM Alignment</u></p>	<p><u>Assessment</u></p>	<p><u>Mastery Threshold</u></p>
<p><u>Module 4: Equations and Inequalities</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ➤ Solve equations and justify steps (incl. literal equations) ➤ Solve inequalities 	<p>N-Q.1-2, A-REI.1, 3-4; A-CED.4</p>	<p>Within each module:</p> <ul style="list-style-type: none"> ➤ Quick quizzes (mid-unit checks for understanding) ➤ Student self-assessments (identifies what the student should know and be able to do as he progresses through the module) ➤ A Module test ➤ A Performance task with teacher notes and a scoring rubric 	<p>75% - 80%</p>

<p><u>Module 5: Systems of Equations and Inequalities</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ➤ Write and solve linear systems by graphing, substitution, and elimination ➤ Write and graph two-variable linear inequalities ➤ Write and solve systems of linear inequalities (& represent boundaries) 	<p>A-CED.2 – 4; A-REI.12</p>	<p>Within each module:</p> <ul style="list-style-type: none"> ➤ Quick quizzes (mid-unit checks for understanding) ➤ Student self-assessments (identifies what the student should know and be able to do as he progresses through the module) ➤ A Module test ➤ A Performance task with teacher notes and a scoring rubric 	<p>75% - 80%</p>
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<u>Measurable Objective</u>	<u>CCSSM Alignment</u>	<u>Assessment</u>	<u>Mastery Threshold</u>
<p><u>Module 6: Quadratic Functions</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ➤ Examine quadratic patterns given multiple representations and contrast it with linear relationships ➤ Identify the domain and range for quadratic functions; identify the critical points of a parabola ➤ Compare & contrast exponential growth to quadratic growth ➤ Compare & contrast linear, exponential, and quadratic functions 	<p>F-BF.1; A-SSE.1; A-CED.2; F-LE.3</p>	<p>Within each module:</p> <ul style="list-style-type: none"> ➤ Quick quizzes (mid-unit checks for understanding) ➤ Student self-assessments (identifies what the student should know and be able to do as he progresses through the module) ➤ A Module test ➤ A Performance task with teacher notes and a scoring rubric 	<p>75% - 80%</p>
<p><u>Module 7: Structure of Expressions</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ➤ Describe transformations of quadratic functions ➤ Complete the square to solve quadratic equations ➤ Use the quadratic formula to solve quadratic equations ➤ Solve quadratic equations by factoring; transforming to vertex form 	<p>F-IF.7 – 8; F-BF.3; A-REI.4, 7; A-CED.1, 4</p>	<p>Within each module:</p> <ul style="list-style-type: none"> ➤ Quick quizzes (mid-unit checks for understanding) ➤ Student self-assessments (identifies what the student should know and be able to do as he progresses through the module) ➤ A Module test ➤ A Performance task with teacher notes and a scoring rubric 	<p>75% - 80%</p>

<u>Measurable Objective</u>	<u>CCSSM Alignment</u>	<u>Assessment</u>	<u>Mastery Threshold</u>
<p><u>Module 8: More Functions, More Features</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ➤ Demonstrate knowledge of piece-wise functions (i.e., Write and graph piece-wise functions) ➤ Define domain and range of piece-wise functions ➤ Write inverse functions using multiple representations 	<p>F-IF.5, 7b, F-BF.3 - 4</p>	<p>Within each module:</p> <ul style="list-style-type: none"> ➤ Quick quizzes (mid-unit checks for understanding) ➤ Student self-assessments (identifies what the student should know and be able to do as he progresses through the module) ➤ A Module test ➤ A Performance task with teacher notes and a scoring rubric 	<p>75% - 80%</p>
<p><u>Module 9: Modeling Data</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ➤ Describe data distributions and compare statistical representations ➤ Interpret two-way frequency tables and write conditional statements ➤ Estimate the line of best fit with linear models; calculate linear regression and the correlation coefficient 	<p>S-ID.1, 3, 5 – 8</p>	<p>Within each module:</p> <ul style="list-style-type: none"> ➤ Quick quizzes (mid-unit checks for understanding) ➤ Student self-assessments (identifies what the student should know and be able to do as he progresses through the module) ➤ A Module test ➤ A Performance task with teacher notes and a scoring rubric 	<p>75% - 80%</p>

Five Keys Algebra 1 (Revised Spring 2020)

Overview

The *Five Keys Algebra 1* curriculum (revised) is adapted from several Common Core aligned mathematics programs – namely, the *High School Mathematics Program: Algebra 1* (Pearson, 2015), *Connected Mathematics2* (Michigan State University, 2009) and *Introduction to Higher Math Concepts* (UC Berkeley/Oakland USD, 1995). This program is designed for students who need a more formalized, traditional approach to learning algebra. The curriculum is offered in two ways: Online via the *Pearson Realize* digital platform (*enVision Algebra 1*), and hard-copy units. These options provide content accessibility for students who may or may not have internet access.

The Five Keys Algebra 1 lessons are divided into five sections:

1. **Introduction** – This may include a short task to help lay the foundation for the upcoming topic
2. **Examples/You Try** – These items follow the “I do...You do” strategy in enhanced direct instruction.
3. **Practice** – These problems are a combination of skills and conceptual understanding designed to help students determine “Do you know?” and “Do you understand?”
4. **Lesson Reflection & Self-Check** – Contains problems (e.g., error analysis, reasoning problems) to help students check for understanding

One of the most important features of the program are the ancillaries teacher materials to differentiate lessons and/or provide intervention support for students (e.g., *Student Companion*, *Re-teaching*, *Enrichment* worksheets)

<u>Measurable Objective</u>	<u>CCSSM Alignment</u>	<u>Assessment</u>	<u>Mastery Threshold</u>
<p><u>Unit 1: Introduction to Algebra 1</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ➤ Compute positive and negative rational numbers ➤ use the order of operations to numeric and algebraic expressions ➤ use the Distributive Property to evaluate and rewrite algebraic expressions 	<p>Building towards A-SSE.A.1a</p>	<ul style="list-style-type: none"> ➤ Lesson “Self-Check” ➤ Checking For Understanding (CFA): 1a & 1b ➤ SBAC Focused Interim Assessment Block (FIAB): <i>The Number System</i> 	70%
<u>Measurable Objective</u>	<u>CCSSM Alignment</u>	<u>Assessment</u>	<u>Mastery Threshold</u>
<p><u>Unit 2: Equations</u></p> <p>Students will be able to...</p>		<ul style="list-style-type: none"> ➤ Lesson Quiz ➤ Reflection & Self-Check 	70%

<ul style="list-style-type: none"> ➤ Solve 1-, 2-, and multi-step equations (incl. variables on both sides) ➤ Solve proportions ➤ Solve percent equations 	<p>A-CED.A.1, 2, 4; N-Q.A.1, 3 A-REI.A.1; B.3, 3.1; D.10</p>	<ul style="list-style-type: none"> ➤ Mid-Unit Test (digital only) ➤ “Get Ready” pre-assessment (digital only) ➤ Unit Assessment 	
<p><u>Unit 3: Inequalities</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ➤ Write, graph and identify solutions of inequalities ➤ Solve inequalities using addition, subtraction, multiplication, and division ➤ Solve multi-step inequalities ➤ Solve compound inequalities ➤ Solve absolute value equations and inequalities 	<p>A-CED.A.1; A-REI.B.3; N-Q.A.2</p>	<ul style="list-style-type: none"> ➤ Lesson Quiz ➤ Reflection & Self-Check ➤ Mid-Unit Test (digital only) ➤ “Get Ready” pre-assessment (digital only) ➤ Unit Assessment ➤ CFA 3 ➤ FIAB: <i>Solve Equations and Inequalities: Linear & Exponential</i> (focus on linear only) 	70%
<p><u>Unit 4: Functions</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ➤ Represent mathematical relationships using graphs ➤ Identify and represent patterns; describe linear functions ➤ Graph functions ➤ Write equations representing functions 	<p>A-REI.D.10; N-Q.A.2; A-SSE.A.1a, 2 F-BF.A.1a, 2; F.LE.A.2</p>	<ul style="list-style-type: none"> ➤ Lesson Quiz ➤ Reflection & Self-Check ➤ Mid-Unit Test (digital only) ➤ “Get Ready” pre-assessment (digital only) ➤ Unit Assessment 	70%

<u>Measurable Objective</u>	<u>CCSSM Alignment</u>	<u>Assessment</u>	<u>Mastery Threshold</u>
<ul style="list-style-type: none"> ➤ Determine when a relation is a function; find the domain and range; use function notation ➤ Identify and extend patterns in sequences; represent arithmetic sequences using function notation 		<ul style="list-style-type: none"> ➤ CFA 4 ➤ FIAB: <i>Functions</i> 	
<p><u>Unit 5: Linear Functions</u></p> <p>Students will be able to...</p>	<p>F-IF.B.4, C.7; F-LE.A.2, B.5;</p>	<ul style="list-style-type: none"> ➤ Lesson Quiz ➤ Reflection & Self-Check ➤ Mid-Unit Test (digital only) 	70%

<ul style="list-style-type: none"> ➤ Find rate of change & slope; define connection of slope to parallel and perpendicular lines ➤ Write and graph linear equations in point-slope form ➤ Write linear equations using slope intercept form ➤ Graph linear equations using intercepts; write linear equations in standard form 	<p>A-CED.A.2; G-GPE.B.5 N-Q.A.1; S-ID.B.6a,6c, C.9</p>	<ul style="list-style-type: none"> ➤ “Get Ready” pre-assessment (digital only) ➤ Unit Assessment ➤ CFAs 5a & 5b ➤ FIAB: <i>Proportional Relationships; Lines and Linear Equations</i> 	
<p><u>Unit 6: Systems of Equations</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ➤ Solve systems of linear equations by graphing, substitution, and elimination 	<p>A-REI.C.5 - 6, D.12; N-Q.A.3; A-CED.A.3</p>	<ul style="list-style-type: none"> ➤ Lesson Quiz ➤ Reflection & Self-Check ➤ Mid-Unit Test (digital only) ➤ “Get Ready” pre-assessment (digital only) ➤ Unit Assessment ➤ CFA 6 	70%

<u>Measurable Objective</u>	<u>CCSSM Alignment</u>	<u>Assessment</u>	<u>Mastery Threshold</u>
<ul style="list-style-type: none"> ➤ Graph linear inequalities (in two variables) ➤ Graph systems of linear inequalities (modeling) 		<ul style="list-style-type: none"> ➤ FIAB: <i>Analyze and Solve Linear Equations</i> 	
<p><u>Unit 7: Exponents and Exponential Functions</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ➤ Simplify expressions involving zero and negative exponents ➤ Multiply powers; raise a power to a power; raise products to a power; divide powers with the same base ➤ Graph exponential functions; compare linear and exponential functions ➤ Write and use recursive formulas for geometric sequences 	<p>N-RN.A.1, 2; A-SSE.A.1a; F-IF.A.3; F-BF.A.1a, 2; F-LE.A.2</p>	<ul style="list-style-type: none"> ➤ Lesson Quiz ➤ Reflection & Self-Check ➤ Mid-Unit Test (digital only) ➤ “Get Ready” pre-assessment (digital only) ➤ Unit Assessment ➤ CFAs 7a and 7b ➤ FIAB: <i>Solve Equations and Inequalities: Linear and Exponential</i> 	70%
<p><u>Unit 8: Polynomials and Factoring</u></p> <p>Students will be able to...</p>	<p>A-APR.A.1;</p>		

<ul style="list-style-type: none"> ➤ Add and subtract polynomials ➤ Multiply a monomial by a polynomial; factor a monomial from a polynomial 	A-SSE.A.1a, 1b, 2	<ul style="list-style-type: none"> ➤ Lesson Quiz ➤ Reflection & Self-Check ➤ Mid-Unit Test (digital only) ➤ “Get Ready” pre-assessment (digital only) ➤ Unit Assessment ➤ CFAs 8a and 8b 	70%
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<u>Measurable Objective</u>	<u>CCSSM Alignment</u>	<u>Assessment</u>	<u>Mastery Threshold</u>
<ul style="list-style-type: none"> ➤ Multiply two binomials; multiply a binomial by a trinomial ➤ Square a binomial; multiply conjugates ➤ Factor trinomials $ax^2 + bx + c$ (when $a = 1$ and $a \neq 1$) 			
<p><u>Unit 9: Quadratic Functions</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ➤ Graph quadratic functions: $y = ax^2$, $y = ax^2 + c$, and $y = ax^2 + bx + c$ ➤ Solve quadratic equations by: <ul style="list-style-type: none"> -graphing -using square roots -factoring -completing the square -the Quadratic Formula ➤ Simplify radical involving products and quotients ➤ Create linear, quadratic, and exponential models for data 	A-SSE.A.1a, 1b, 3b; F-IF.A.1a, B.4 – 5 F-IF.C.7a, 7b, 8a, 9; F-BF.A.1b, 3; A-CED.A.1, 2, 4; A-APR.B.3; A-REI.A.1, B.4b; N-Q.A.3; F-LE.A.1a, 3; S-ID.B.6a	<ul style="list-style-type: none"> ➤ Lesson Quiz ➤ Reflection & Self-Check ➤ Mid-Unit Test (digital only) ➤ “Get Ready” pre-assessment (digital only) ➤ Unit Assessment ➤ CFAs 9a, 9b, 9c ➤ FIABs: <i>Solve Equations and Inequalities: Quadratics</i> <i>Equations and Reasoning</i> 	70%
<p><u>Unit 10: Radical Expressions and Equations</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ➤ Add, subtract, multiply, and divide with radicals 	A-REI.A.2; G-SRT.C.8	<ul style="list-style-type: none"> ➤ Lesson Quiz ➤ Reflection & Self-Check ➤ Mid-Unit Test (digital only) ➤ “Get Ready” pre-assessment (digital only) 	70%
<u>Measurable Objective</u>	<u>CCSSM Alignment</u>	<u>Assessment</u>	<u>Mastery Threshold</u>

<ul style="list-style-type: none"> ➤ Rationalize the denominators of radical expressions ➤ Draw graphs to examine square root functions ➤ Estimate values of square roots 		<ul style="list-style-type: none"> ➤ Unit Assessment ➤ CFA 10 	
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3. Discuss the specific strategies that will be relevant or necessary to successful implementation of the curriculum. Discuss how curriculum and instruction needs are reflected in plans for professional development.

APPENDIX H: 2019-20 FKIH LCAP Goals Summary and State Priorities Alignment

<i>Goal 1: Provide a high quality and comprehensive instructional program</i>	
State Priorities Addressed: 1, 2, 4, 7	
Expected Measurable Outcomes	
45% of students enrolled for the entire marking period will complete 2 academic credits per marking period	
TABE ELA: 24% of students who post test after two learning periods will demonstrate a 0.5 grade level increase in their reading levels	
TABE Math: 37% of students who post test after 2 learning periods will demonstrate a 0.5 grade level increase in their computation and/or applied math levels	
CAASPP ELA: The annual mean scale scores in grade 11 within the CAASPP summative content areas of English Language Arts will increase by 2% each school year.	
CAASPP Math: The annual mean scaled scores in grade 11 within the CAASPP summative content area of mathematics will increase by 2% each school year from the prior school year.	
CAST Science: The annual mean scale scores within the CAASPP summative content area of science will increase by 2% each school year from the prior school year.	
21% or more English Learners will be reclassified annually	
Average ELPAC scale scores will increase annually by 2% or more	
75% of teachers are implementing CSI evidence-based interventions, as measured by a shared classroom observation forms	
100% of students have access to and are enrolled in a broad course of study	
100% of students have access to common core aligned curriculum	
85% of course courses are taught by teachers fully credentialed in the subject area	
Increase the number of students referred to the MTSS by general education process	
Actions and Services	Students Served
Provide teacher induction program for eligible teachers	All
Teachers develop individual plans with each student based on their educational/vocational goals, and conduct one-on-one meetings on a weekly basis, monitoring student learning outcomes and ensuring that progress towards goals is on track (unchanged)	All

<ol style="list-style-type: none"> 1. Individual goal tracking process for SPED students, specifically students who were enrolled for 3 consecutive months or attended 120 minutes of Specialized Academic instruction 	
<p>HR conducts quarterly credential audits to ensure teachers are appropriately credentialed and have live scan on file.</p>	All
<p>Equip teachers to provide a rigorous academic program and provide opportunities to attend ongoing professional development conferences</p> <ol style="list-style-type: none"> 1. Professional development that is aligned with the organization's goals and that is informed by data is incorporated into bi-monthly staff meetings 2. 5 all-staff professional development days are held annually focused on the implementation of CSI aligned evidence based interventions and data driven instruction. One PD devoted to ELD instruction including SDAIE 3. All new hires attend a minimum of 3 days of new hire training 4. Continue to utilize teacher evaluation process to increase consistent feedback 5. Continue to utilize the school-wide blog, the BITE, to share resources with teachers, with a focus on academic development 6. Mentoring and coaching programs continue to provide teachers with credentialing and instructional support 7. Maintain STEMCAP (Science, Technology, Engineering, and Math Credential Attainment Program) 8. Stipend provided to CTE teachers enrolled in a BA program 	All
<p>Professional development for management</p> <ol style="list-style-type: none"> 1. Create a principal evaluation rubric; meet one-on-one with Principals to obtain a baseline standard of performance and revisit the evaluation rubric in the spring to discuss growth and areas for development 2. All leaders take part in at least one external professional development opportunity focused on leadership development 3. Attend external PD conferences such as Restorative Justice, CEA (Correctional Education Association), CCIS (California Consortium for Independent Study), CSDC (Charter School Development Center), etc. 	All
<p>Common Core curriculum access and training</p> <ol style="list-style-type: none"> 1. Supply students and teachers with common core-aligned curriculum and instructional strategies, for both in-custody and community environments. 2. Integrate A-G and digital courses (e.g., Plato, Lexia Learning) into core curricula. 3. Provide training for teachers on how to implement and support student usage of digital curriculum. 	All
<p>Increase the use of technology as an instructional strategy/platform for teachers and for students through online curriculum</p> <ol style="list-style-type: none"> 1. IT team provides technical support and ensure updates of all computers for instructional and assessment use 2. IT team assesses schoolwide bandwidth to ensure appropriate implementation of web-based curricular program and expansion of technology devices 3. Laptop computers and tablets are available for students school-wide to access digital curriculum and testing 	All

<ol style="list-style-type: none"> 4. MiFis are available to locations and teams with limited access to WiFi 5. Provide access to peripheral devices such as headphones, mice, projectors, and document cameras, to support the use of technology throughout instruction. 	
<p>Provide a robust system of supports for Five Keys teachers allowing consistency across the numerous sites throughout the state (unchanged)</p> <p>Director of Curriculum, Instruction, and Assessment</p> <ol style="list-style-type: none"> 1. 1 Teacher Development Coordinator 2. 1 Instructional technologist/Edtech specialist 3. 1 curriculum coordinator 4. 2 part-time teacher coach coordinators 5. 30 teacher mentors and coaches 6. Academic Committee made up of principals, teacher representatives, and CIA team 	All
<p>Supports for English Learners</p> <ol style="list-style-type: none"> 1. Assessments <ol style="list-style-type: none"> a. Complete and implement an ELPAC plan b. Develop and implement CASAS support and implementation 2. Curriculum and instruction support <ol style="list-style-type: none"> a. Complete and implement an ELD master plan b. Develop/adopt new ESL and literacy curricula 3. Support Staff <ol style="list-style-type: none"> a. 1 Teacher Development Coordinator b. 1 curriculum coordinator c. 1 curriculum writer (part-time) 	English Learners
<p>Assessments</p> <ol style="list-style-type: none"> 1. Administer post-TABE assessment in ELA and math after 2 learning periods or after completing at least 4 units in relevant content areas 2. Administer GED/HiSet for non-high school diploma candidates 3. Implement Live Impact to track transitions data 4. Data and assessment team will provide the leadership team with longitudinal reports of student achievement data to drive data-driven decision making, specifically measuring program efficacy, and to track measurable outcomes as they pertain to school-wide goals 5. Staff Support <ol style="list-style-type: none"> a. Assessment coordinator b. Data & Systems manager c. SIS and contracts compliance manager 	All
<p>Data analysis</p> <ol style="list-style-type: none"> 1. Implement data visualization software schoolwide to be able to quickly obtain and 2. track student data. 3. Hold monthly/quarterly data review meetings to monitor student progress. 	All
<p>In order to support the ongoing PD and MTSS processes, we will:</p>	Students with Disabilities

<ol style="list-style-type: none"> 1. Purchase and distribute manipulatives and instructional tools to increase effectiveness of teaching to all learners. 2. Implement Professional Development workshops to introduce Gen Ed teachers to effective use of learning tools to engage all learners 3. Provide Professional Development on the child find process 4. Purchase and distribute Pre Referral Intervention Manuals for principals in each region 	
<i>Goal 2: Provide students with a positive and safe school environments which promotes student retention, recovery, and reintegration into families and communities</i>	
State Priorities Addressed: 3,4,5,6	
Expected Measurable Outcomes	
75% DASS cohort graduation rate	
70% or more of student who complete all 4 GED subtests or complete HiSet Pass	
Community sites will retain 80% of more students each grading period	
<1% suspension/expulsion rate	
Positive school culture as measured by student survey	
Positive school culture as measured by teacher survey	
Positive school culture as measured by staff survey	
100% of facilities rated in good repair	
Actions and Services	Students Served
<p>Teachers utilize universal learning plan template with each student based on their educational/vocational goals, and conduct one-on-one meetings on a weekly basis, monitoring student learning outcomes and ensuring that progress towards goals is on track.</p> <ol style="list-style-type: none"> 1. Monitor DASS Graduation Cohort progress on a monthly basis through one-on-one reviews of Learning Plans. <ol style="list-style-type: none"> a. Unit completion b. Attendance c. Retention d. Re-engagement of withdrawn 12th graders e. Assessment scores and gains (TABE, CASAS, CAASPP, ELPAC) 	All
Continue to implement Restorative Justice (RJ) curriculum and practices to promote a positive school climate and provide students with conflict resolution and anger management skills. (modified). Practices include:	

<ol style="list-style-type: none"> 1. Implementing RJ circles in all classes (including small group instruction) 2. Offering RJ as an elective curriculum for students with lower TABE scores 3. Offering integrated classes within history and English (site-based classes) 4. 5 units of RJ embedded in graduation requirements 5. Provide RJ training for teachers and management 6. Provide intensive in-custody program pods with individual case management 	
<p>Pre-release, provide individual credit counseling and connections to post release sites integrated into a comprehensive re-entry transition plan.</p> <ol style="list-style-type: none"> 1. Provide intensive in-custody program pods with individual case management 2. Continue to provide re-entry resources and programs to students including, but not limited 3. to: The JBB evidence-based curriculum, 7 Habits curriculum books, Back on Track (BOT) program including life skills classes and a specific living areas that provide additional support for the transition out of custody 4. A reentry transitions navigator to assist an individual with a transition plan to navigate services out of custody (including academic counseling) 	All Custody Students
<p>Create and implement a system that can be implemented school-wide for the referral, tracking, and enrollment of in-custody students to community sites</p> <ol style="list-style-type: none"> 1. Pre-release, students work with staff to complete a transition plan that includes academic needs and a basic needs self-assessment to identify the community site locations and other partners for the student to enroll at 2. Site-based staff provide students with updated community sites forms and other re-entry information 3. Site-based staff complete a google form for community site referrals, college transitions, or employment transitions. 	All Custody Students
<p>Maintain existing partnerships (other community based organizations, colleges, and industry) and develop new partnerships based on the needs of students and the specific communities Five Keys serves</p>	All Students
<i>Goal 3: Students will be college and/or career ready</i>	
State priorities addressed: 4, 8	
Expected Measurable Outcomes	
50% of high school diploma/equivalency completers will meet the “Prepared” performance level under the state college and career indicator	
80% of all students will complete an appropriate learning/transition plan upon enrollment	
80% of DASS cohort students will complete a transition plan to post-secondary education or a vocational pathway	

99% or more of employees will receive training on college and career counseling	
Actions and Services	Students Served
Five Keys staff from different areas (programs, school, SpEd, college, career) collaborate to develop a comprehensive transition plan for use with all students	All Students
<p>Pre-release, provide individual credit counseling and connections to post-release sites integrated into a comprehensive reentry transition plan.</p> <ol style="list-style-type: none"> 1. Provide intensive in-custody program pods with individual case management 2. Continue to provide re-entry resources and programs to students including, but not limited to: The JBJC evidence-based curriculum, 7 Habits curriculum books, Back on Track (BOT) program including life skills classes and a specific living areas that provide additional support for the transition out of custody 3. A reentry transitions navigator to assist with an individual with a transition plan to navigate services out of custody (including academic counseling 	All Custody Students
<p>Create and implement a system that can be implemented school-wide for the referral, tracking, and enrollment of in-custody students to community sites</p> <ol style="list-style-type: none"> 1. Pre-release, students work with staff to complete a transition plan that includes academic needs and a basic needs self-assessment to identify the community site locations and other partners or services for the student to enroll at 2. Site-based staff provide students with updated community sites forms and other re-entry information 3. Site-based staff complete a google form for community site referrals, college transitions, or employment transitions. 	All Students
Work with local community colleges to increase student access to college courses during Five Keys enrollment and post-graduation/completion	All Students
<p>College and career readiness indicator</p> <ol style="list-style-type: none"> 1. The CSI team will create and maintain a running database of the different opportunities for students to meet the CCI indicator. 2. Ongoing training and support provided to all staff to support students in accessing the different opportunities 	All Students
All teachers will receive training on academic/college and career counseling so that all students will be appropriately informed of opportunities and pathways.	All Students