Five Keys Adult School (SF Sheriff's)

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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

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

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Mr. Steve W. Good, Executive Director

📍 Principal, Five Keys Adult School (SF Sheriff's)

About Our School

Welcome to Five Keys Schools and Programs!

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

Our journey began in 2003, when the San Francisco Sheriff's Department established Five Keys as the first charter school in the nation to operate inside of a county jail. Today, Five Keys is a nationally recognized education management (non-profit) corporation that operates accredited charter schools and programs for transitional-aged youth (TAY) and adults at over 70 locations across California. Through our focus on restoring communities through education and other programs that respond to the students' and communities' needs, we are creating safer communities. Five Keys provides a range of educational programs and services including: high school diploma, career and technical education, digital literacy, ESL education, cognitive behavioral therapy, recovery programs, case management, correctional education consulting, and college access to TAY and adults in seven California counties: San Francisco, Los Angeles, Alameda, San Mateo, Santa Clara, Solano, and San Bernardino. Through these efforts, our ultimate vision for our students is that they will develop transferable skills through curriculum and instruction that take learning off the page, out of the classroom, and into the 21st century workplace and learning environments. They will be leaders, advocates, and competitors, making positive contributions within their communities, families, and homes.

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

Steve Good

Contact

Five Keys Adult School (SF Sheriff's)
70 Oak Grove
San Francisco, CA 94107-1019

Phone: 415-734-3311
E-mail: steveg@fivekeys.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	San Francisco Unified
Phone Number	(415) 241-6000
Superintendent	Vincent Matthews
E-mail Address	matthewsv@sfusd.edu
Web Site	http://www.sfusd.edu

School Contact Information (School Year 2018—19)	
School Name	Five Keys Adult School (SF Sheriff's)
Street	70 Oak Grove
City, State, Zip	San Francisco, Ca, 94107-1019
Phone Number	415-734-3311
Principal	Mr. Steve W. Good, Executive Director
E-mail Address	steveg@fivekeys.org
Web Site	www.fivekeyscharter.org
County-District-School (CDS) Code	38684780118133

Last updated: 1/31/2019

School Description and Mission Statement (School Year 2018—19)

FKAS serves incarcerated adults without a diploma who are housed within San Francisco, San Mateo, and Solano county jails. Our students' average length of enrollment is 39 days. Transfers from one facility to another are common and beyond our control, which result in daily enrollments and withdrawals. Enrollment is voluntary at some locations and required at others, for those without a diploma housed in a school pod. By co-locating within in-custody facilities, FKAS is able to reach people who might not otherwise restart their education.

Mission:

Five Keys uses Social and Restorative Justice principles to provide traditionally underserved communities the opportunity to restart their education with a focus on the Five Keys: Education, Employment, Recovery, Family, Community

Vision:

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

2018-19 Goals:

1. Engage historically disenfranchised populations to provide accessible and quality educational opportunities.

2. Provide diverse opportunities for students to continue their education through our community sites, career training, and/or college.

3. Maintain an organization-wide culture that integrates restorative justice, social-emotional learning, and other principles that encourage the holistic development of the student, with the intention of increasing social integration into their families.

Last updated: 1/24/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 9	121
Grade 10	3
Grade 11	2
Grade 12	15
Total Enrollment	141
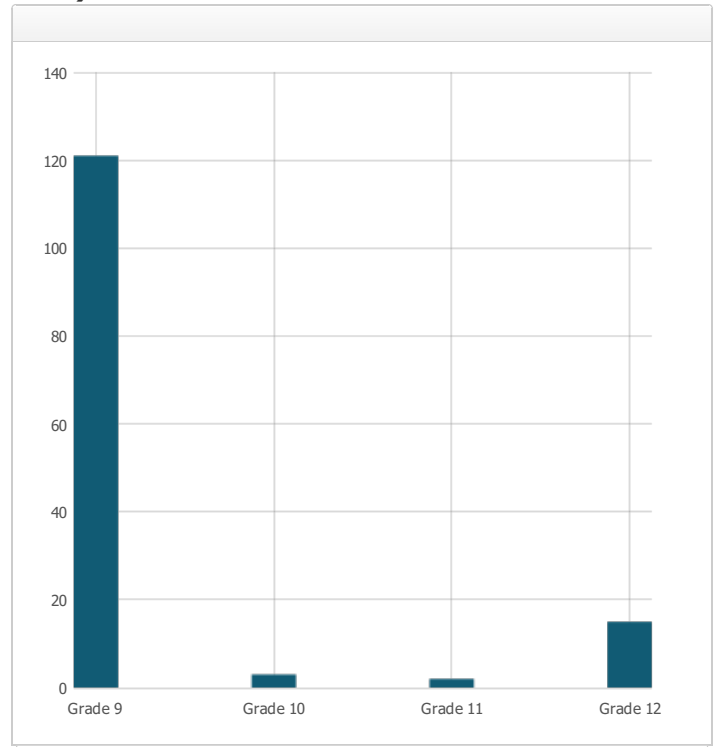
Last updated: 1/24/2019

Student Enrollment by Student Group (School Year 2017—18)

| Student Group	Percent of Total Enrollment
Black or African American	34.0 %
American Indian or Alaska Native	2.1 %
Asian	2.8 %
Filipino	2.1 %
Hispanic or Latino	23.4 %
Native Hawaiian or Pacific Islander	5.7 %
White	23.4 %
Two or More Races	6.4 %
Other	0.1 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	34.0 %
English Learners	7.1 %
Students with Disabilities	2.1 %
Foster Youth	0.7 %

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	7	25	6	6
Without Full Credential	0	6	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0
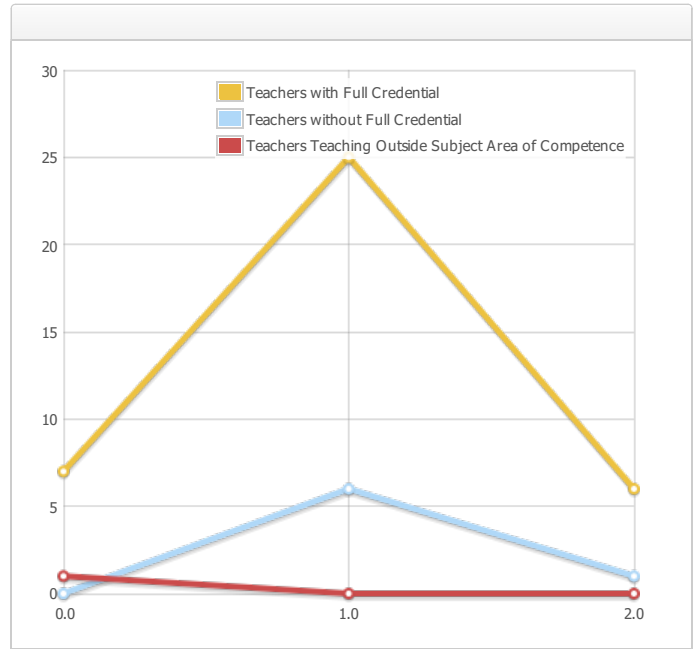
Last updated: 1/30/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	6	0
Total Teacher Misassignments*	10	6	10
Vacant Teacher Positions	0	0	1
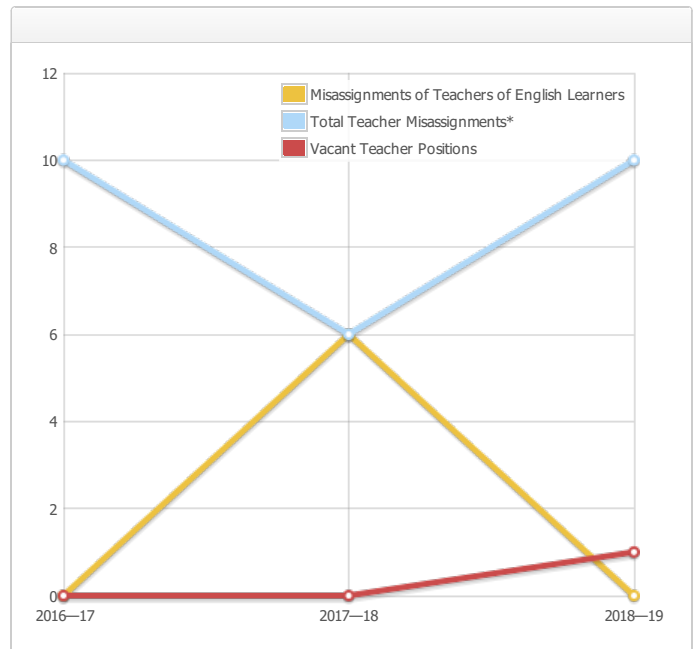
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/25/2019

School Facility Conditions and Planned Improvements

FKAS does not own any of the sites in which our classrooms are located. We are provided space by the sheriff's departments which run the county jail facilities we operate within.

Last updated: 1/24/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	0.0%		55.0%	55.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%		50.0%	50.0%	37.0%	38.0%

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

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

Last updated: 1/24/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	
Male	--	--	--	
Female				
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	
Male	--	--	--	
Female				
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/2019

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016—17 and 2017—18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018—19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016—17 and 2017—18) and the CAA for Science will be field-tested in 2018—19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/24/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

Programs and classes offered that are specifically focused on career preparation and/or preparation for work

- Job Readiness Training

- Coding

- Financial Literacy

- Roots of Success

- Computer Skills

- Computers for Work

- Step Ahead Job Readiness

- Digital Literacy

- Construction & Maintenance

- Child Development/Emotional Development

- PowerPoint Presentations

- Excel Basics

- Welding 1, 2

- Bicycle Repair

- Commercial Painting 1,2

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

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

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

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

designed for populations with mental health needs and developmental training for teachers.

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

These programs and classes are evaluated for effectiveness based on:

- Number of achievement certificates to demonstrate progress

- Number of completion certificates obtained

- Level of completion certificates obtained

- Pre and post TABE scores

- High school units earned

State the primary representative of the district's CTE advisory committee and the industries represented on the committee:

Shanley Rhodes, Efrain Diaz, Tyler Small, Joanna Hernandez

Last updated: 1/29/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	316
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	2.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	19.0%

Last updated: 1/25/2019

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Five Keys did not have qualifiying students for the California Physical Fitness Test during the 2017-18 school year and received exemption.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

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

Last updated: 1/31/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

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

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

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

State Priority: Pupil Engagement

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

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	87.2%	29.0%	7.0%	7.6%	10.7%	9.7%
Graduation Rate	2.0%	45.2%	84.9%	86.5%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	47.6%	13.1%	9.1%
Graduation Rate	23.8%	73.1%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
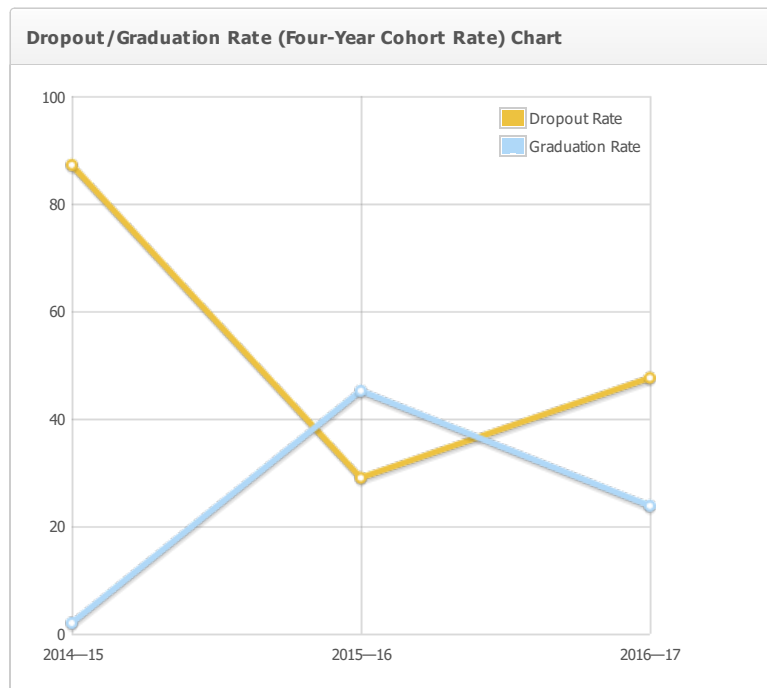
For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/24/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

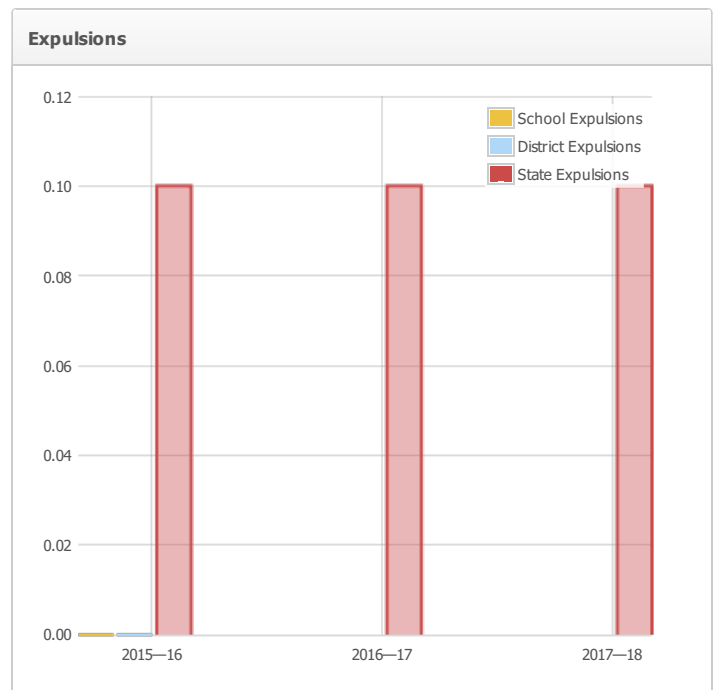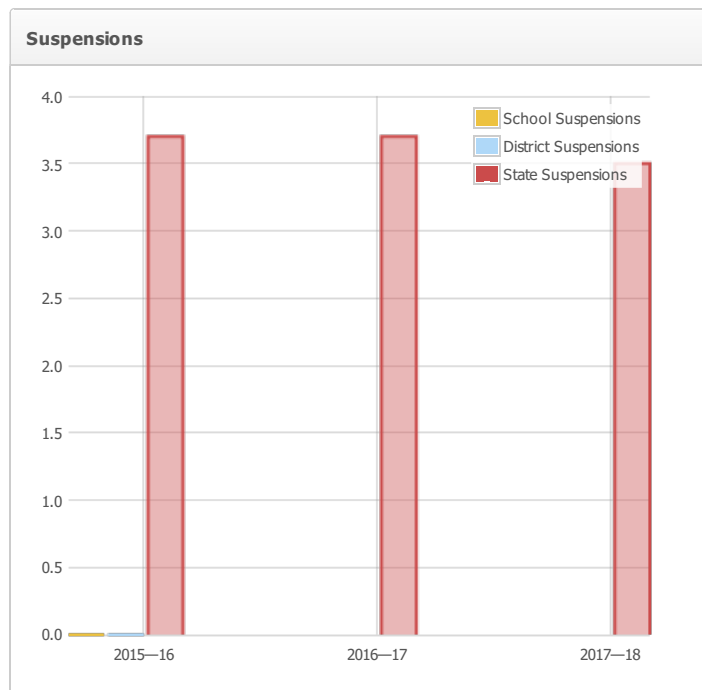| Student Group	School	District	State
All Students	74.2%	83.7%	88.7%
Black or African American	84.6%	68.9%	82.2%
American Indian or Alaska Native	0.0%	71.9%	82.8%
Asian	100.0%	92.8%	94.9%
Filipino	0.0%	85.5%	93.5%
Hispanic or Latino	100.0%	73.9%	86.5%
Native Hawaiian or Pacific Islander	100.0%	91.1%	88.6%
White	33.3%	88.6%	92.1%
Two or More Races	0.0%	92.0%	91.2%
Socioeconomically Disadvantaged	100.0%	88.5%	88.6%
English Learners	0.0%	70.6%	56.7%
Students with Disabilities	0.0%	65.2%	67.1%
Foster Youth	0.0%	74.5%	74.1%

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	--	--	--	--	--	--	3.7%	3.7%	3.5%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%

Suspensions

Expulsions

School Safety Plan (School Year 2018—19)

In the fall of 2016, Five Keys leadership compiled a comprehensive safety plan for all Five Keys schools. Each site contributed an addendum regarding safety specific to the location. This plan is reviewed with all staff and updated annually. Our leadership team also received a safety training from which an Emergency Planning Handbook for Transitional Age Youth (TAY) sites was developed, as well as a Youth Policies Handbook. A copy of these documents can be obtained by contacting the Five Keys home office.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	7.0	8		
Mathematics	8.0	7		
Science	11.0	6		
Social Science	9.0	12		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	8.0	10	1	
Mathematics	5.0	8		
Science	2.0	6		
Social Science	5.0	9		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	3.0	14		
Mathematics	5.0	14		
Science	2.0	5		
Social Science	6.0	7		

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

Last updated: 1/24/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.1	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	0.0	N/A

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

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

Last updated: 1/30/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	$71563.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7125.0	$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/30/2019

Types of Services Funded (Fiscal Year 2017—18)

Five Keys funding primarily falls into 5 Areas:

1. Local Control Funding Formula -- including In Lieu of Property Tax and State Aid: Largest revenue sources funds all aspects of the school including: salaries, facilities, books and materials, technology, teaching supplies, ESL/English Language Development Program, professional development, college and career counseling.

2. Special Education both Federal and State Funding: covers all costs associated with serving students with IEPs and administering the special education program.

3. Education Protection Act/Prop 30 Funds: by board resolution 100% go to teacher salaries

4. Local Revenue to support the arts and library.

5. Funding from our parent non-profit to support: College dual enrollment, workforce development and case management.

Last updated: 1/30/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$45,658	$47,903
Mid-Range Teacher Salary	$74,799	$74,481
Highest Teacher Salary	$93,655	$98,269
Average Principal Salary (Elementary)	$114,693	$123,495
Average Principal Salary (Middle)	$121,529	$129,482
Average Principal Salary (High)	$124,451	$142,414
Superintendent Salary	$310,000	$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	7.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
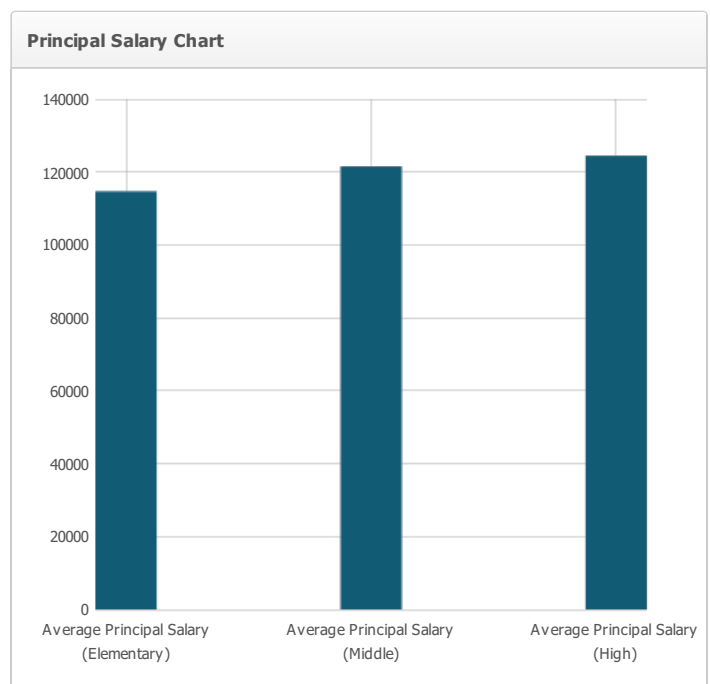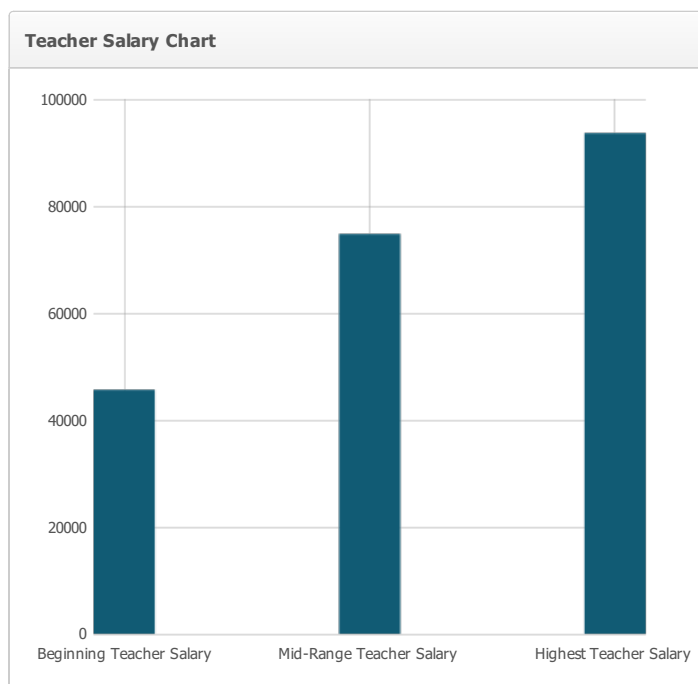
Last updated: 1/24/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 1/24/2019

Professional Development

Five Keys is committed to providing quality and ongoing professional development to our teachers through 5 days of professional development, bi-monthly staff meetings, workshops, and mentoring. We also have a training department dedicated to developing both our teaching and non-teaching staff.

The primary areas of focus for staff development are:

- Student Engagement & Retention

- School Culture

- Student Transitions

These areas of focus were determined based on student achievement data, teacher feedback, and the leadership team's self-evaluation of staff meetings and PD, all with a focus on how we can better address student and staff needs, meet our Student Learner Outcomes, and achieve progress as measured by the CDE.

Implementation support for teachers includes peer mentoring/coaching, teacher-principal meetings, staff meetings, and opportunities to attend external professional development events.

Last updated: 1/24/2019