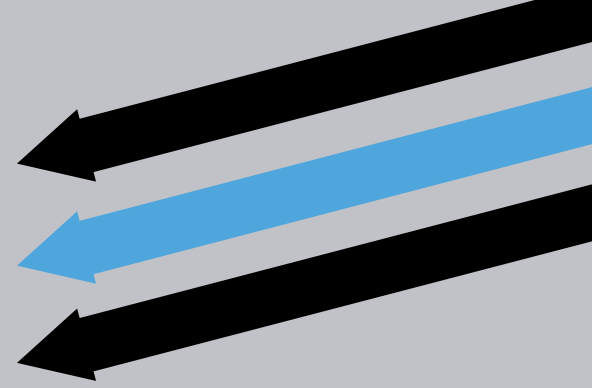# five keys

schools and programs

LCAP Engagement

2018 update, recent data, and changes

Presentation Overview
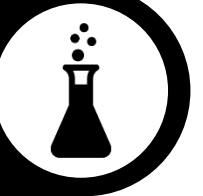
01 LCAP Process

02 What is the LCFF?

03 Recent Data

04 17-18 LCAP Update

05 Five Keys LCAP 2018-2020
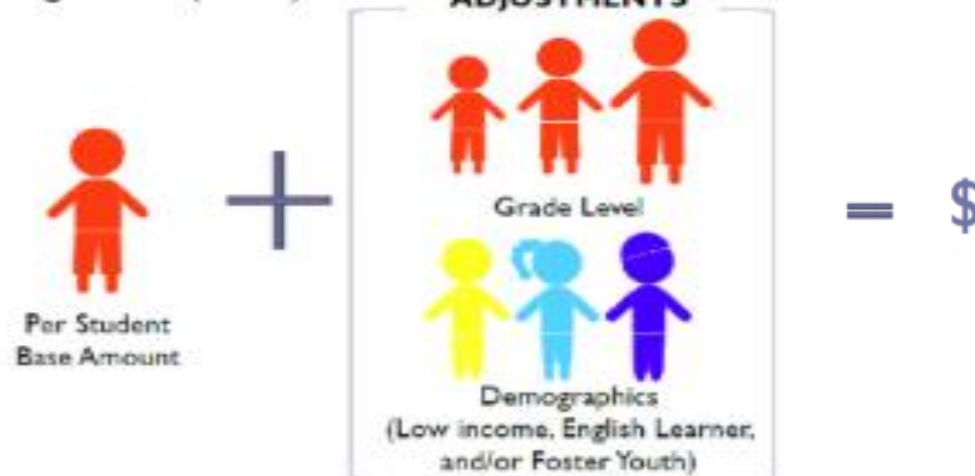
06 Stakeholder Involvement

What is the Local Control Funding Formula?

Local Control Funding Formula (LCFF):

- LCFF is a new way of deciding how much money each school district gets across CA (enacted 2013-14)
- Provides a uniform base grant for each charter school per unit of ADA
- *Local* Control = provides flexibility for charter schools to work with our stakeholders/community to identify education priorities

Greatly simplifies state funding for local ed agencies (LEAs)

ADJUSTMENTS

Per Student Base Amount + Grade Level / Demographics (Low income, English Learner, and/or Foster Youth) = $

LCAP Process

Focus on Student Achievement and Equity

Accountability Across 8 State Priority Areas

Engagement of All Stakeholders

Ongoing Cycle of Evaluation

8 STATE PRIORITY AREAS

Student Achievement

Student Engagement

Other Student Outcomes

School Climate

Areas of State Priority

Parental Involvement

Basic Services

Implementation of Common Core State Standards

Course Access

LCAP Timeline

Review of data, including local indicators and approval process. (Quarter 1)

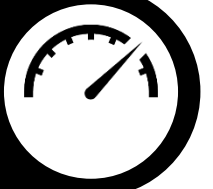Gather input from stakeholders (Quarter 3)

Aug. ——— **Oct.** ——— **Jan.** ——— **Apr.** ——— **June**

Overview of LCAP Timeline and the LCFF/LCAP process.

Review of data (Quarter 2)

Review proposed changes and adopt LCAP (Quarter 4)

Greatest Progress 17-18—All Schools

Student Retention

Of community-based students, 49% were previously enrolled in a Five Keys in-custody program.

| INDH 2018 YTD	All	TAY	Minors
Custody to Community	2229	630	41
All Community	4592	1564	303
Percent Totals	49%	40%	14%

CAASPP Assessments:

First time participation in CAASPP:
93% 11th graders took SBAC
95% 12th graders took CAST

College and Career Pathways:

- Increased community college and trade/vocational schools enrollment
- Five Keys secured $2.5 million+ for post-secondary training and job placement
- Live Impact program to track transitions

Suspensions: 0%

Greatest Progress 17-18
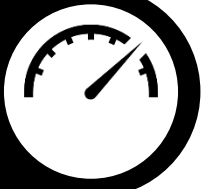
Graduates and Completers:

School	% Graduates and Completers
FK Independence High	301 (29% from In-Custody)
FK Adult School	8 (33%)
FK Charter School	27

As of 5/2/18. We anticipate this year's numbers to exceed the previous year's by the end of June 2018.

Greatest Needs

- Increased access to technology for students (e.g., computers/tablets, digital curricula, online courses)
- Curriculum to support lower-level learners and to increase college/career readiness
- Increased re-entry support personnel and data systems to track student transitions
- Established systems for increased data accessibility, targeted data collection, and consistent distribution and analysis
- The development of an ESL plan to transition students from ESL to the high school diploma program
- The development of retention, graduation, and college pathways for TAY

Increased or Improved Services

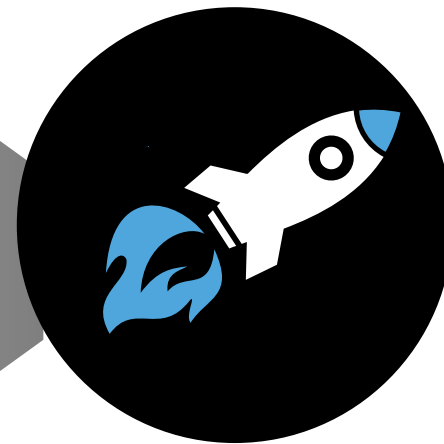**01** Administration of Assessments

02 Defining Measurable Outcomes for Reflection

03 Data Analysis

17-18 Reported Outcomes All Schools

- 100% Access to standards-aligned materials
- School facilities in good or exemplary condition
- Data Collection Plan Developed
- PD provided for:
  - ELD Framework
  - ELA and Math CCSS
  - NGSS
  - Research-based strategies

- 100% Access to VAPA Classes
- Universal Parent/student survey implemented; shows high student satisfaction

New Outcomes developed in 17-18 Aligned to Vision, Mission, and WASC!

17-18 Reported Outcomes Summary

	FK Independence	FK Adult School	FK Charter School
Student to Computer Ratio	20:1	20:1	20:1
% Teachers Fully Credentialed	85%	81%	69%
% Increase ADA	21%	10.9%	-.3%
% Seniors Completing Grad Requirements (May 2)	15%	33%	33%

17-18 Reported Outcomes Summary

Student/Partner Survey Results	FK Adult
% Students report feeling safe	90%
% Students report supportive environment	92%
% Partners report FK positive impact	97%
% Partners report sense of cooperation w/ FK	92%

Student Survey	FK Indep.	FK Charter
% Students report FK prepares them for job	71%	71%
% Students report FK helps them progress to life goals	90%	90%
% Students report skills gain increasing confidence for professional environment	76%	76%

2018-19 LCAP: Key Changes

- Revised Goals to better align to mission, vision, charter, and WASC action plans.

- Articulated Metrics (outcomes), Actions, Services, and Budget per Goal.

- Created tracking system for new outcomes.

- Created yearlong plan of stakeholder engagement in LCAP to educate, monitor progress, solicit input, reflect and refine.

Three-year Goals Summary

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

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

3. Establish 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 increased social integration into their families and communities.

Goal #1 Engage historically disenfranchised populations to provide accessible and quality education opportunities.

How will we measure our Goal 1 progress for 2018-19?

Metrics/Indicators	Baseline	2017-18	2018-19
100% of School Facility Conditions reports receive an overall rating of "exemplary" or "good"	100% Exemplary/Good	100% Exemplary/Good	100% Exemplary/Good
% of students with access to standards-aligned instructional materials	100%	100%	100%
# of vacant teacher positions	IH: 11 AS:0 CS: 2	IH: 6 AS:0 CS: 1	IH: 4 AS:0 CS: 0
% of core courses taught by teachers fully credentialed in the subject area	IH: 85% AS: 81% CS: 69%	IH: 85% AS: 81% CS:69%	IH/AS/CS: 90%
Ratio of technology to students	20:1	20:1	15:1

Engage historically disenfranchised populations to provide accessible and quality education opportunities.

Measurable Outcomes, continued:

Metrics/Indicators	Baseline	2017-18	2018-19
% of teachers participating in PD	100%	100%	100%
% of 12th grade students that meet with a Five Keys college counselor to discuss post-secondary educational opportunities	TBD in 2018-19	N/A	50%
% of 12th grade students that complete a unit of college and career exploration prior to graduation	TBD in 2018-19	N/A	50%
% of students who complete a CTE vocational or career path development course will demonstrate career preparedness measured by the Core Employability Assessment	TBD in 2018-19	N/A	85%
% of students enrolled for 2 periods 2 periods per day will complete 10 academic credits per semester (For IH % students enrolled entire marking period who complete 2 academic credits per marking period)	TBD (57%)	TBD (TBD)	TBD (80%)

Actions & Services

- Teachers create individual student plans with weekly 1:1 meetings to monitor and ensure progress.
- Teacher permitting support and credential audits.
- Professional Development:
- 2x monthly in staff meetings
- 5 days annually
- 3 days New Hire Training
- STEP program for substitute and new teachers

- Teacher mentoring, coaching and evaluation process to increase consistent feedback.
- STEMCAP credentialing support to assist 12 existing staff members in earning Science/Math credentials
- Staff surveys to obtain feedback and input
- IT Team ensures sufficient hardware and bandwidth, and updated software.

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Actions & Services

- Provide robust teacher supports:
  - Director of Curriculum, Instruction and Assessment (CIA)
  - 2 Teacher Development Coordinators
  - 30 teacher mentors and coaches
- Provide curricular resources such as Plato and Lexia Learning.
- Continue to research additional curriculum options.

- Support Services and Counselor positions
- Leadership Development Program
- Facilitation Training for leaders and p.d. Facilitators
- External PD conferences such as CEA, CCIS, CSDC
- Academic Committee (principals, teachers, CIA team)

Goal #1

Total Budget for Goal 1

School	2018-19 Goal #1 Budget
Five Keys Independence High School	$12,587,200
Five Keys Adult School	$649,729
Five Keys Charter School	$1,407,387

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

How will we measure our Goal 2 progress for 2018-19?

Metrics/Indicators	Baseline	2017-18	2018-19
% of students who post test after 2 learning periods or after completing at least 4 units in English or other humanities/literacy instruction will demonstrate a 0.5 grade level increase in their reading level on TABE	TBD	N/A	50%
% of students who post test after 2 learning periods or after completing at least 4 units of math instruction will demonstrate a 0.5 grade level increase in their computation and/or applied math levels on TABE	TBD	N/A	50%
annual overall scale score in grade 11 within the CAASPP Summative content area of Mathematics will increase by 4% each year until in Standard Met range	2432	2432	2529 or higher (Increase by 4% from previous year)

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

How will we measure our Goal 2 progress for 2018-19?--continued

Metrics/Indicators	Baseline	2017-18	2018-19
Annual overall scale score in grade 11 within the CAASPP Summative content area of ELA will increase by 4% until in Standard Met range.	2484	2484	2583 or higher (increase by 4% from previous year)
% of designated ESL students who are enrolled for more than 6 months will demonstrate an increase of one proficiency level on CASAS	TBD	N/A	70%
% of students in the Adult Secondary level (CASAS Level D) will be reclassified to general education courses	TBD	N/A	50%

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

How will we measure our Goal 2 progress for 2018-19?--continued

Metrics/Indicators	Baseline	2017-18	2018-19
% of English Learners will demonstrate at least one proficiency level increase upon annual assessment when enrolled for more than 6 months	TBD	N/A	70%
% of RFEP students designated Moderately Developed or Well Developed through ELPAC will earn at least 5 units of general education core content credit towards their graduation requirements	TBD	N/A	50%
% of students in community sites will have access to technology	TBD	N/A	100%
% of teachers who indicate regular use of technology as a platform for curriculum and/or instruction	TBD	N/A	100% (IH: 75%)

Goal #2

Total Budget for Goal 2

School	2018-19 Goal #2 Budget
Five Keys Independence High School	$350,061
Five Keys Adult School	$18,825
Five Keys Charter School	$52,030

Actions & Services

Supports for English Learners

Assessments:

- English Language Proficiency Assessments for California (ELPAC),
- CASAS ESL Assessment

Curriculum and Instructional Support:

- Hire a consultant to develop an ELD Master Plan
- Develop new ESL and literacy curricula

Support staff

- 2 full-time Teacher Development Coordinator
- 1 part-time Curriculum Writer to develop ELD curriculum
- 1 full-time Curriculum Manager will be hired

Individual goal tracking

Process for SPED students, specifically students who were enrolled for 3 consecutive months or attended 120 minutes of Specialized Academic Instruction.

Actions & Services

Assessments

- Administer post-TABE assessment in ELA & Math after after 2 learning periods or after completing at least 4 units in relevant content area

- Administer San Diego Quick assessment for students with low literacy levels.

- Administer GED/HiSET for non-high school diploma candidates

- Implement Live Impact to track transitions data

Assessment Staff Support

- Assessment Coordinator
- Data & Systems Manager
- SIS and Contracts Compliance Manager

Data & 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 schoolwide goals.

Goal #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.

How will we measure our Goal 3 progress for 2018-19?

Metrics/Indicators	Baseline	2017-18	2018-19
% of students who earn their diploma or high school equivalency will transition to post-secondary education or a vocational pathway	TBD	N/A	50%
% of students who have been enrolled with Five Keys for 90 days or longer in an in-custody setting will transition to Five Keys Learning Centers in the community within 60 days of release	TBD	N/A	25%
(IH only)% of students who have been enrolled with Five Keys for 30 days or longer in a community site will remain enrolled until earning a high school diploma or equivalency	TBD	N/A	40%

Goal #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.

How will we measure our Goal 3 progress for 2018-19?

Metrics/Indicators	Baseline	2017-18	2018-19
Chronic Absence Rate	TBD- waiting for DASS release	TBD- waiting for DASS release	TBD- waiting for DASS release
Graduation Rate	TBD- waiting for DASS release	TBD- waiting for DASS release	TBD- waiting for DASS release
% of 12th grade students enrolled more than 90 days that complete High School Diploma requirements	IH: 15% AS: 33% CS:18%	15% AS: 33% CS:18%	5% increase from previous year

Goal #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.

How will we measure our Goal 3 progress for 2018-19?

Metrics/Indicators	Baseline	2017-18	2018-19
Positive school culture as measured by student survey	TBD	TBD	TBD
Positive school culture as measured by staff survey (non-teacher)	TBD	TBD	TBD
Positive school culture as measured by teacher survey	TBD	TBD	TBD
Increase ADA	IH: 2001.9 AS: 117.5 CS: 324.6	IH: 2425.8, increase of 21% AS: 130.3, increase of 10.9% CS: 323.7, decrease of .3%	Increase by 2% from previous year
For IH Only: % of students that pass GED/HiSET	70%	70%	70%

Total Budget for Goal 3

School	2018-19 Goal #3 Budget
Five Keys Independence High School	$1,187,070
Five Keys Adult School	$75,829
Five Keys Charter School	$185,411

Actions & Services

Pre-release, provide individual credit counseling and connections to post-release sites.

- A Reentry Transitions Navigator assists an individual with a transition plan to navigating services out of custody (including academic counseling)

- Pre-release students receive Community site forms and re-entry group information

- Teachers fill out a Google form for Community Referral, college transitions, or employment transitions

- Teachers/Principals inform students of their credits and path to graduation

- Career Development Specialist conducts one on one meetings and pre-release case management.

- Maintain existing college and industry partnerships and develop new ones

Provide academic tutoring services while in custody.

- SpEd students receive one-on-one services

- All students have access to in-class tutoring services through their teachers

Actions & Services

SCHOOL CLIMATE

- 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. Examples include:

  - Holding RJ circles in classes

  - Offering RJ as an elective curriculum for students with lower TABE scores

  - Offering integrated RJ classes within history and English site-based classes

  - RJ as a graduation requirement

  - Provide RJ training for teachers and management

- Provide intensive in-custody program pods with individual case management

- Provide re-entry planning through LA County Pitchess AJCC and the Transitions Navigator

- Continue to provide re-entry resources and programs to students: The JBJC Evidence-based curriculum, 7 Habits Curriculum

- Books with transitional plans, BOT Life Skills classes, BOT designated living area with additional transitional support (probation coaches), designated dorms with Life Skills curriculum, flyers/handouts provided for transitions, SoCal Transitions page on intranet

- Administer student surveys to obtain feedback/input on school safety, connectedness and motivation.
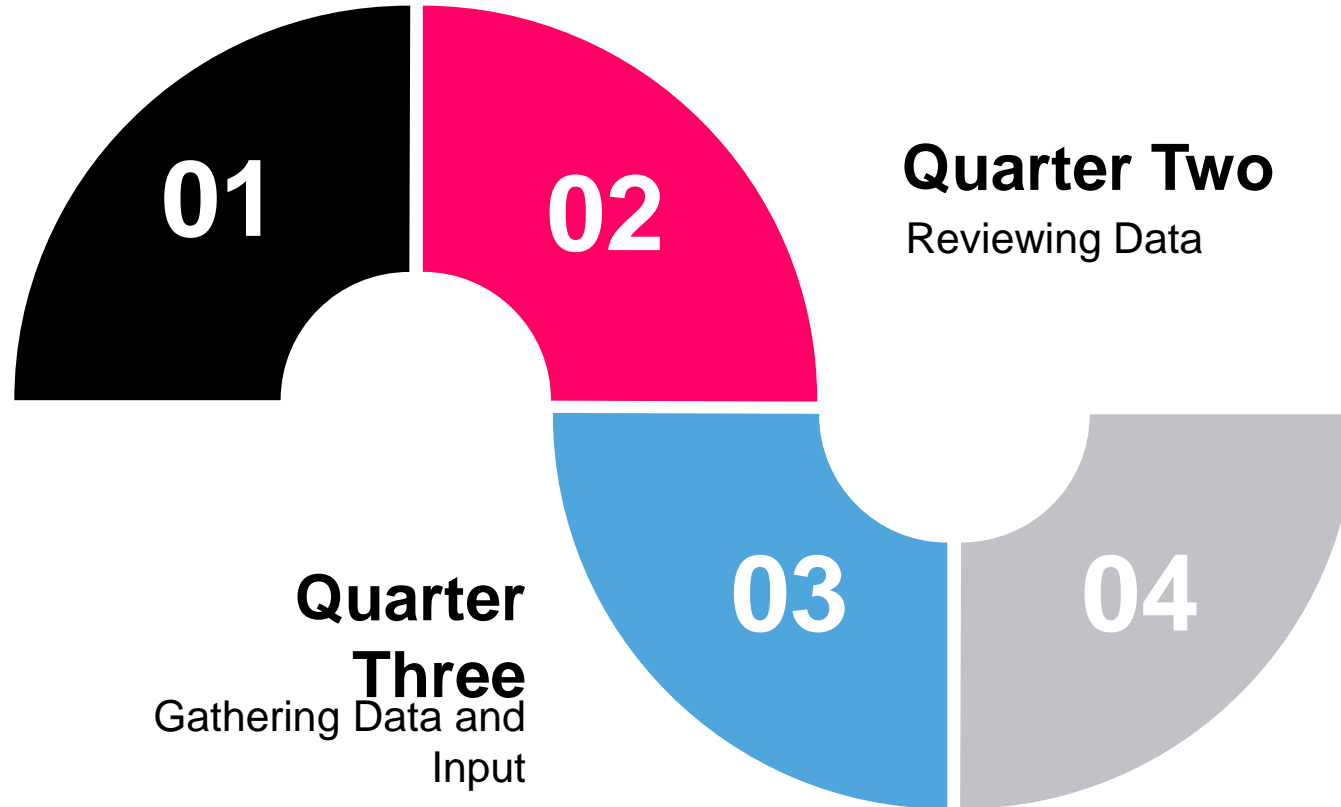
Actions & Services

Community Partnerships

- Administer annual community partner survey

- Hold bi-annual meetings with partners and/or implement a system for regular updates

- Annually update MOU with all partners

- What questions do you have about today's presentation and the LCAP?
- What do you see as your primary role in the Five Keys LCAP process?
- What do you see in the plan that aligns with your vision for Five Keys?
- What strengths do you see in the data we reviewed?
- What areas of growth do you see in the data we reviewed?
- What suggestions do you have for improvements to the LCAP?

Discussion, Q&A