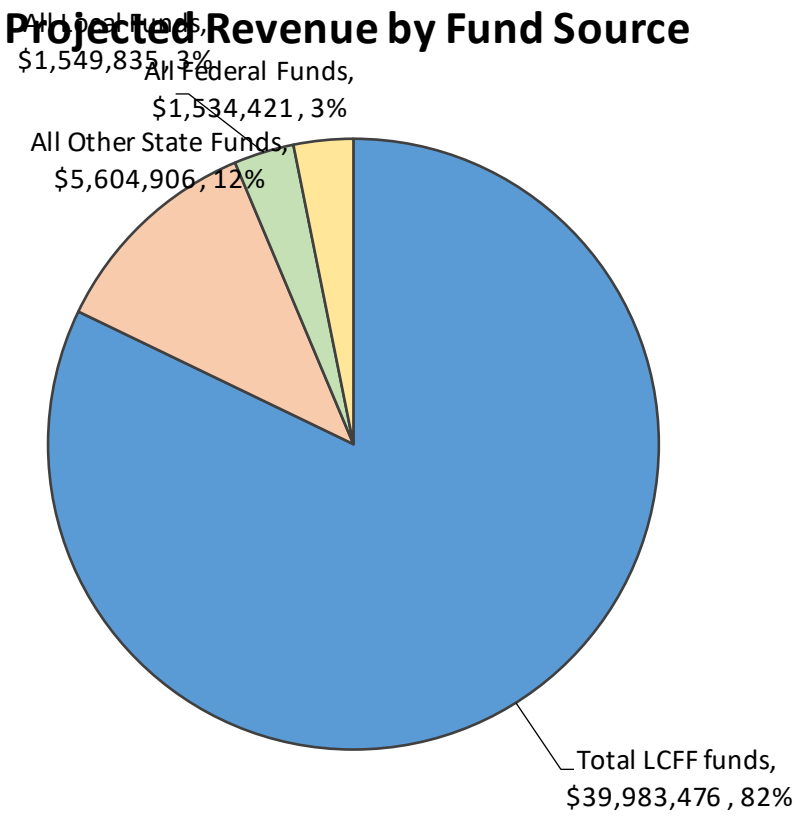
LCFF Budget Overview for Parents

County Office of Education (COE) Name: Five Keys Independence High
CDS Code: 38 68478 0118141
School Year: 2026-2027
LEA contact information: Lisa Pitters

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Contr
funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school distri
in the form of base level of funding for all students and extra funding - called "supplemental and concentratio
enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-2027 School Year



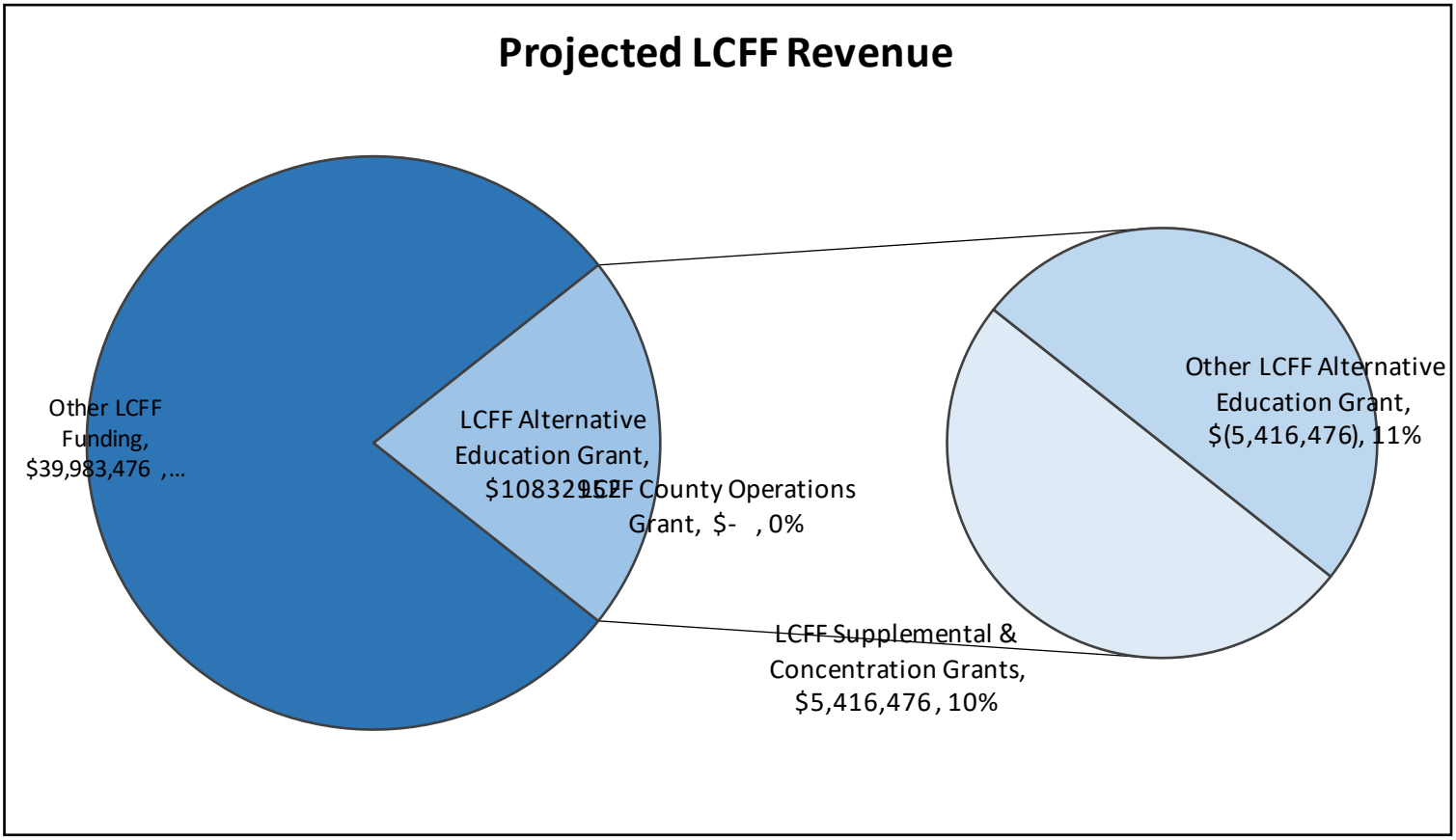
This chart shows the total general purpose revenue Five Keys Independence High expects to receive in

The text description for the above chart is as follows: The total revenue projected for Five Keys Independence
$39,983,476.00 is Local Control Funding Formula (LCFF), $5,604,906.00 is other state funds, $1,549,835.00
federal funds.

Of the $5,604,906.00 attributed to All Other State Funds, $0.00 are attributed to the Student Support and Enri

LCFF Budget Overview for Parents

LCFF Budget Overview for the 2026-2027 School Year



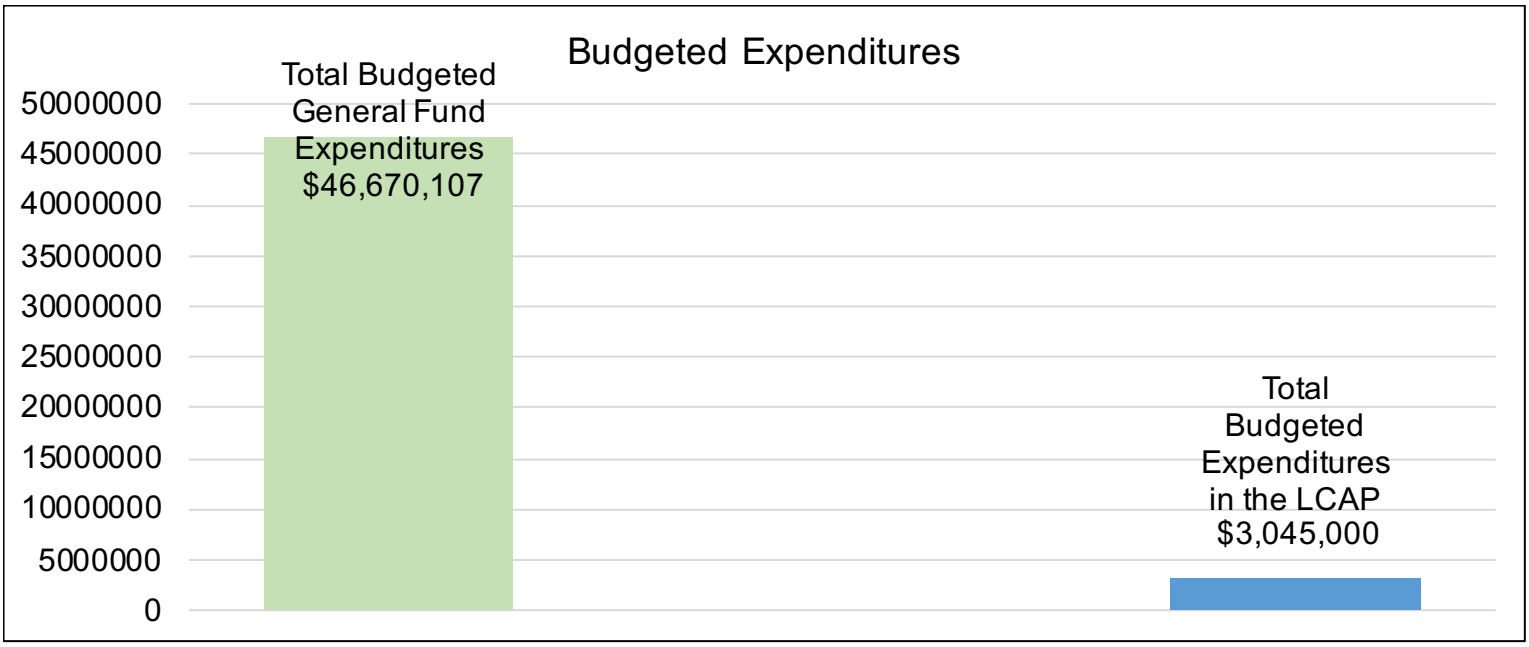
This chart shows the LCFF revenue Five Keys Independence High expects to receive in

The text description for the above chart is as follows: The total LCFF revenue projected for Five Keys Indepen which $0.00 is attributed to the LCFF County Operations Grant, $0.00 is the attributed to the LCFF Alternative is other LCFF funds. Of the $0.00 attributed to the LCFF Alternative Education Grant, $5,416,476.00 is genera needs students (foster youth, English learner, and low-income students).

N/A

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school distric students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they

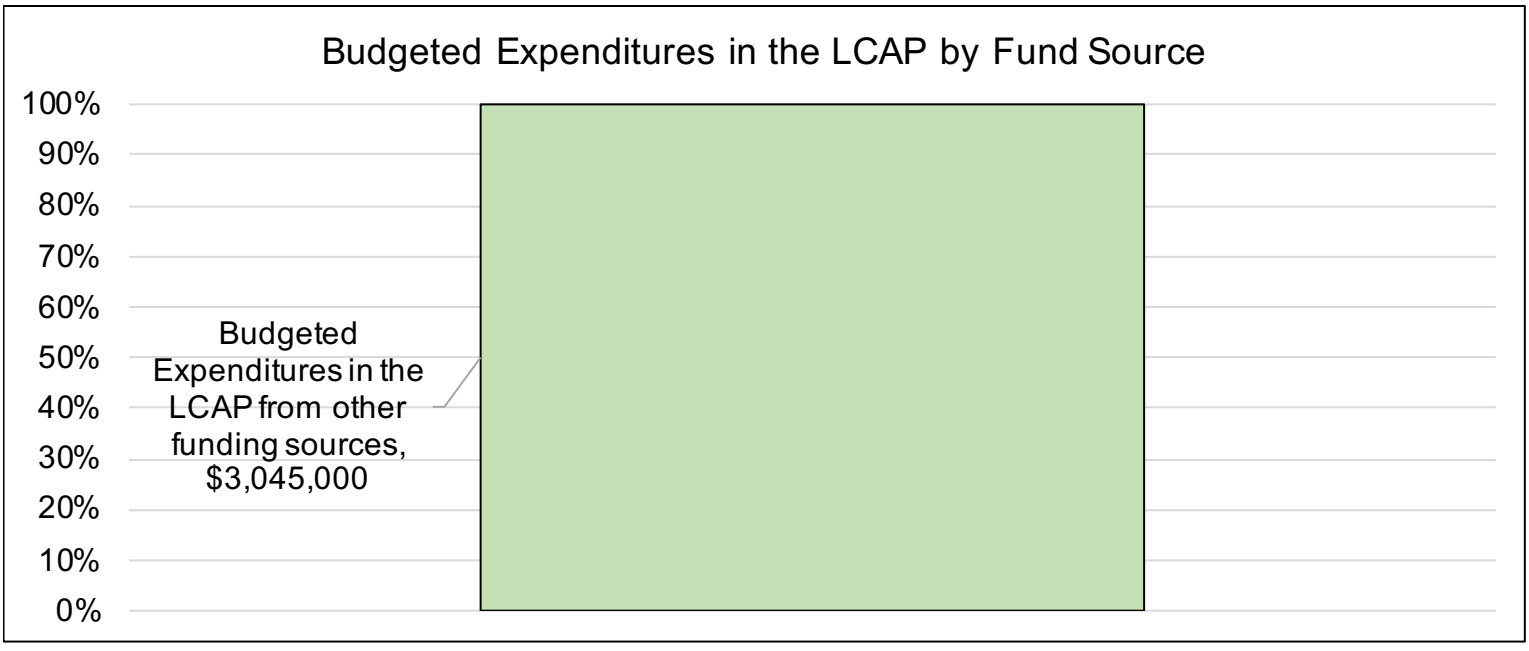
LCFF Budget Overview for Parents



This chart provides a quick summary of how much Five Keys Independence High plans to spend for 2026-2
tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Five Keys Independence High plans to spend $46,670,1
Of that amount, $0.00 is attributed to the Alternative Education Grant and $0.00 is attributed to the Student Su
$43,625,107.00 of the General Fund Budgted Expenditures are not included in the LCAP. The budgeted exp
LCAP will be used for the following:

General Fund Budget Expenditures not included in the LCAP are for general staffing and operational needs



LCFF Budget Overview for Parents

This chart provides a quick summary of how much Five Keys Independence High plans to spend for 2026-20
the LCAP.

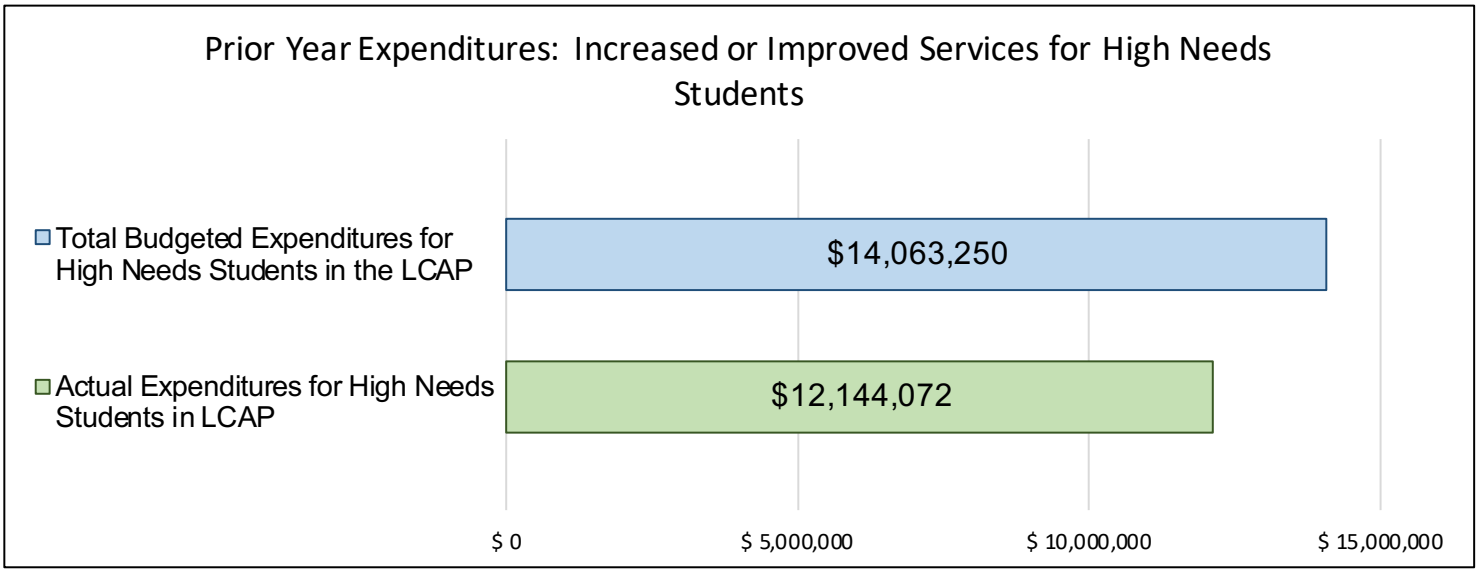
The text description of the above chart is as follows: Five Keys Independence High plans to spend $3,045,00
Of those funds, $0.00 is attributed to the Alternative Education Grant and $0.00 is attributed to the Student Su

Increased or Improved Services for High Needs Students in the LCAP for the 202

In 2026-2027, Five Keys Independence High is projecting it will receive $5,416,476.00 based on the enrollm
and low-income students. Five Keys Independence High must describe how it intends to increase or improve
the LCAP. Five Keys Independence High plans to spend $3,045,000.00 towards meeting this requirement, as
additional improved services described in the plan include the following:

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students



This chart compares what Five Keys Independence High budgeted last year in the LCAP for actions and se
improving services for high needs students with what Five Keys Independence High estimates it has spent c
to increasing or improving services for high needs students in the current y

The text description of the above chart is as follows: In 2025-2026, Five Keys Independence High's LCAP buc
actions to increase or improve services for high needs students. Five Keys Independence High actually spen
increase or improve services for high needs students in 2025-2026. The difference between the budgeted an
$1,919,178.00 had the following impact on Five Keys Independence High's ability to increase or improve ser

All of the students Five Keys serves as an altnerative, re-engagement charter high school have not found suc
unduplicated count doesn't aways match the population of students that are served. In reality, our unduplicat
Due to this, all of our actions and services are designed to serve students who need the support the most.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Five Keys Independence High	Lisa Pitters, Chief Education Officer	lisap2@fivekeys.org, (510) 290-5630

Plan Summary 2026-2027

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

- Target Population: Students, ages 15+ who have left, either through dropping out or other means, the traditional education system, both in and out of custody
- Average Length of Enrollment (Custody): 30 days
- Average Length of Enrollment (Community): 60 days
- Average Daily Attendance (P2): 1840.42
- Unpuplicated Pupil Percentage: 59%
- Enrollment Policy: Open, Voluntary

Mission

Through the use of social and restorative justice principals, Five Keys provides traditional underserved community the opportunities to improve their lives through a focus on the Five Keys: Education, Employment, Recovery, Family, and Community

Vision

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

Core Values

Compassion: We see individuals as whole people and respect their lived experiences

Advocacy: We empower our community to find their voice and to work toward their goals and visions for individual and systemic change

Lifelong Learning: We believe that lives and communities are stronger and healthier on journeys of knowledge, wisdom, and growth

Community: We build and sustain authentic, inclusive, and mutual relationships that foster belonging

Integrity: We act with honesty, transparency, and accountability to teach high standards and build trust among students, staff, and our communities

Teamwork: We unite and invest in our individual and collective strengths to meet common goals

Five Keys Schools and Programs

Five Keys was established by the San Francisco Sheriff's Department in 2003 as the first charter in the nation to operate inside a county jail. Today, Five Keys Schools and Programs is a nationally recognized education management (non-profit) corporation that operates accredited charter schools and programs at over 90 locations across 9 Northern and Southern California Counties: San Francisco, Los Angeles, Alameda, San Mateo, Santa Clara, Solano, San Bernardino, Sonoma, and Marin.

There are many qualities that set Five Keys apart from other traditional charter schools, including:

- **The population we serve** is made up of transitional-aged youth (TAY) and adults who are either in the county jail on probation or parole, living in a residential treatment facility, enrolled in a workforce development program, and/or for whatever reason, dropped out of the traditional education system.
- **We bring the school to the student**, with individualized and tailored instruction. Given our target population, 100% of Five Keys students have not found success in the traditional K-12 system. For this reason, we strive to provide an accessible and flexible alternative to mainstream schools. We have an open enrollment policy, allowing students to enroll or complete at any time. Our Independent Study Program (ISP) offers individual, small group, and online instruction. Class times vary from site to site to accommodate students' schedules and are held in nearly every type of space, from traditional classrooms to in-custody housing units, and even a traveling school bus.
- **Our educational approach** is founded on five, equally important keys to success: education, employment, recovery, community, and family. The structure and content of the school aims to bring resources and opportunities for learning in each of these five elements. Examples of this unique approach include: a science class incorporating an understanding of how drugs affect the brain; health units being fulfilled by taking a parenting class that allows incarcerated students to visit with their children; partnerships with employers to offer transitional employment for credits; and community partnerships that infuse family support into community campuses.
- **The philosophy of restorative justice permeates everything we do**, from classroom management to professional development to the curricula we create. When a crime is committed, the current justice system in the United States emphasizes punishment and retribution, which often results in offenders becoming trapped in the revolving door of our nation's jails and prisons. In contrast, the principles of restorative justice assert that justice is achieved for all involved (victim, offender, and the community) through the offender's acceptance of responsibility for the harm they have caused, and being given an opportunity to repair that harm. This approach works to return the offender to an empowered, free-thinking, responsible individual, rather than internalizing their label as a criminal. They can then contribute to repairing the harm caused to their victims, themselves, and the community. To this end, a formal restorative justice curriculum was written by Five Keys teachers, which all students must complete in order to graduate from Five Keys.
- **We provide a range of educational programs and services to meet students' diverse goals and needs**, from literacy development to college and career preparation, including high school diploma, high school equivalency, career and technical

education, digital literacy, ESL education, cognitive behavioral interventions, recovery programs, case management, correctional education consulting, and college access. Five Keys creates curricula aligned to the state standards that are relevant and meaningful for our diverse student body. Or instructional methods are trauma-informed, culturally competent, and gender-informed.

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.

Five Keys Independence High School

Five Keys Independence High's classrooms span between community and custody environments. Our community-based classrooms are generally in urban neighborhoods with large concentrations of minoritized populations, higher-than-average crime rates, and lower-than-average education and income levels. We are located in probation departments, job training centers, LGBT and women's centers, youth service centers, foster youth transition centers, and more, which allows us to reach people who might not otherwise restart their education. By co-locating within community-based agencies, Five Keys provides students with wraparound services such as case management, mental health counseling, addiction treatment, and job preparation. Among the school's initiatives to increase access to our services is a "moving classroom" bus that is strategically parked in neighborhoods that allow gang-affiliated students to attend school without entering territories that are off-limits. In addition to offering accessibility, flexibility, and comprehensive support services, the school strives to provide a stable and consistent climate for students, which is approached through cultivating a sense of community with staff and among students.

The always-changing patterns of students entering and leaving jail make 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. In custody, Five Keys accommodates 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. For students who are unable to access classrooms or small group learning through Five Keys, where teachers meet with students one-on-one to keep their educational plans on track.

Five days of in-house professional development offerings include evidence-based methods aimed at developing a strong connection between students and school. Training includes awareness of implicit bias, culturally responsive teaching, trauma-informed practices, and Restorative Justice principles. These collective efforts are driven by the school's mission to provide opportunities that will help students overcome the barriers that had previously blocked their success in education.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Continue to see improvement in academic performance. Increase in students earning credits and total number of graduates and completers. Increase in number of days enrolled. Increase in students growing on the CASAS (local benchmark)

Continue to strive for growth in all of these areas.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Five Keys Independence High - All Sites

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Five Keys provides a coordinated, equity-driven system of support to ensure the development of comprehensive support and improvement (CSI) plans that address the unique needs of students served in alternative, re-engagement, independent study, community-based classrooms, and county correctional settings. Because our model serves highly mobile, system-impacted, and historically marginalized learners, Five Keys' support structures emphasize data clarity, instructional coherence, and barrier-removal strategies that increase engagement, belonging, and credit attainment in alignment with state accountability metrics.

The CSI planning cycle begins with a collaborative needs assessment led by the Differentiated Assistance Team, a group of management and unit members who self-identified to lead this work, working in partnership with our DAIN Lead (Santa Clara County Office of Education). Membership on the DA Team is open and ongoing. The team analyzes a broad set of measures, including Dashboard indicators and local metrics such as credit completion rates, attendance compliance, ISP teacher roster patterns, student progress monitoring records, and re-engagement metrics, to identify strengths, opportunity gaps, and root causes specific to the independent-study environment. Particular attention is given to students experiencing homelessness, foster youth, English learners, and justice-involved students, whose learning trajectories may be disrupted by complex life circumstances.

The DA Team also ensures meaningful stakeholder engagement throughout the needs assessment process, recognizing that our students often navigate barriers that require intentional listening structures. Engagement activities include staff interviews and focus groups, surveys for

students and parents (where appropriate), and input from re-entry navigators, probation staff, shelter partners, and instructional leadership. This inclusive process ensures that CSI plans reflect the lived experiences of the communities we serve and prioritize strategies that increase belonging, persistence, and academic achievement.

To address low graduation rates for the four- and five-year cohort, the needs assessment identified the need for consistent, structured student–teacher engagement focused on progress toward graduation. In response, Five Keys has implemented structured weekly meetings that include student-centered SMART goals and weekly credit progress tracking. These meetings are designed to increase student clarity, accountability, and momentum toward credit completion and graduation.

Implementation occurs through iterative plan–do–study–act (PDSA) cycles, allowing the LEA to monitor effectiveness and refine practices. With each PDSA cycle, participation among both teachers and students has increased, indicating improved adoption and feasibility across sites. To ensure fidelity of implementation and build staff capacity, Five Keys provides weekly teacher office hours and cycle kick-off sessions that clarify goals, expectations, and success indicators prior to each cycle.

CSI funds are used to support this work in the following ways:

- Additional pay and stipends for members of the Differentiated Assistance (DA) Team to ensure sufficient capacity for data analysis, planning, monitoring, and facilitation of continuous improvement cycles.
- Additional pay for teachers serving students in the identified four- and five-year graduation cohort to support the implementation of structured weekly meetings, individualized credit tracking, and student goal-setting activities.
- Targeted professional development for teachers and school leaders, focused on:
    - Student-driven goal-setting practices aligned to graduation requirements
    - Motivational interviewing strategies to identify and address non-academic barriers to graduation
- Instructional coaching for teachers, emphasizing Independent Study best practices for improving student engagement, credit attainment, and academic progress.

These investments ensure that improvement strategies are implemented consistently, monitored regularly, and adjusted based on evidence, with the goal of increasing graduation rates for students most in need of support.

Once CSI plans are adopted, Five Keys provides ongoing implementation monitoring and continuous improvement. This includes deep data dives after each PDSA cycle (approximately quarterly) and regular quarterly data reviews aligned with both local and state metrics. Five Keys ensures CSI actions remain aligned to evidence-based practices, State Priority outcomes, and the broader goals of the Five Keys LCAP and charter.

Through this system of data-driven analysis, technical assistance, community-centered engagement, and continuous monitoring, Five Keys develops and implements CSI plans that strengthen student outcomes, uphold Independent Study compliance, and advance our mission to provide equitable, flexible, and high-quality learning opportunities for every student.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Five Keys uses a structured, data-driven, continuous improvement system to monitor and evaluate the effectiveness of all actions designed to support student and school improvement. Monitoring occurs at multiple levels, teacher, site, Principal group, Regional (SoCal and NorCal) and LEA, and emphasizes timely data collection, analysis, and responsive adjustments that align with Independent Study requirements and state accountability and local indicators.

The LEA conducts quarterly data reviews of key performance metrics, including credit completion, attendance compliance, ISP progress-monitoring data, student engagement indicators, assessment results, and Dashboard measures. These reviews are facilitated by the Differentiated Assistance Team and academic leadership, who examine trends, identify emerging needs, and assess whether CSI and LCAP actions are producing the intended impact.

Five Keys also evaluates implementation fidelity through PDSA (plan–do–study–act) cycles, which include structured weekly meetings, SMART goal monitoring, and teacher-level credit progress tracking. After each PDSA cycle, the LEA leads a deep data dive to evaluate the effectiveness of the intervention, determine where support is needed, and identify practices that should be scaled or refined.

Stakeholder feedback is an essential component of monitoring. Input is gathered through student and parent surveys, focus groups, staff interviews, and consultations with partners, allowing the LEA to assess whether actions are meaningfully improving belonging, engagement, and barriers to learning. Feedback is reviewed alongside quantitative metrics to ensure that school improvement efforts reflect students' and families' lived experiences.

Monitoring also includes regular coaching, site visits, and ISP compliance checks, ensuring that instructional and operational practices remain aligned with state requirements, LEA policies, and the goals of the LCAP and CSI plans.

Evaluation results are used to adjust actions, reallocate resources, and refine improvement strategies. Findings are shared with staff, leadership, and stakeholder groups to maintain transparency and reinforce shared ownership of student outcomes.

Through this multi-layered monitoring and evaluation system, combining quantitative data, qualitative insights, and continuous improvement cycles, Five Keys ensures that school improvement efforts are effective, equitable, and responsive to the needs of the students we serve.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers and Staff	Teachers, staff, and administrators were asked to complete the annual climate survey.
Students	Students completed and annual climate survey. It was provided in both electronic and paper form to enable students in the different settings Five Keys serves students to respond and have their experience and opinion heard.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Increase: **Counseling Services**: The need for more comprehensive counseling services was identified in both the staff and student climate surveys. Increasing counseling services, through additional staff and a revision of how services are provided, will allow Five Keys to ensure that the needs of students are better met while freeing up teachers to lean more into instruction and more academic based support.

Revise: **Progress Monitoring**: Students shared that the requirement of earning 1 credit a week is too stringent and doesn't reflect where students are at in their lives. However, this requirement ensures that students are meeting the minimum requirements as set by the state for independent studies students. Rather than change the requirement, we need to address how it's communicated, supported, and structured around real barriers. The progress monitoring action is being revised to focus on the development and implementation of a structured Student Success Planning process at enrollment and at each credit milestone, in which students and their teacher and/or counselor collaboratively identify scheduling strategies, barriers, and individualized weekly engagement plans, while maintaining the 20-hour/1-credit-per-week standard. Teacher and staff will be provided with tools and talking points to proactively communicate credit requirements, the reasoning behind them, and available supports before students fall behind. Additionally, the orientation packet and the student handbook will be revised to more clearly define the requirements for students, to help facilitate these conversations.

Add: **Recognition & Celebration of Progress:** Students explicitly requested more visible celebrations. They mentioned: student of the month, graduation events, prom, and acknowledgment of milestones. Staff data showed declining enthusiasm scores, particularly among mid-tenure employees, with open-ended comments pointing to feeling invisible and undervalued by the institution. Both groups want the organization to see and name their progress. An action has been included to specifically address celebrating student process across the school while giving local sites the ability to implement in a way that works for their needs and student population.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Provide a high-quality and comprehensive instructional program that re-engages students in their education and puts them on a path to achieving their goals	Broad Goal

State Priorities addressed by this goal.

1,2,4,7

An explanation of why the LEA has developed this goal.

The foundation of any school is its instructional program. This is especially true for Five Keys as the students we serve have a lot more at stake. This broad goal was developed to focus the work of the instructional program on improving academic outcomes for all students.

Measuring and Reporting Results.

Metric #	Metric	Baseline	Year 1 Outcome 25-26	Year 2 Outcome 26-27	Target for Year 3 Outcome 27-28	Current Difference from Baseline
1	Students will earn one unit a week for each week they are enrolled	3.3%	7.1%	17.9%	50%	+14.6
2	ELA CASAS: All students who are below a 12th grade level in reading will increase at least one NRS level within the academic school year in a benchmark assessment	20%	29%	40%	40%	+20%

3	Math CASAS: All students who are below a 12th grade level in math will increase at least one NRS level within the academic school year in a benchmark assessment	12%	35%	41%	40%	+29%
4	CAASPP ELA: The percentage of 11th grade students scoring ‘Standard Met’ performance level and above on the ELA CAASPP	32%	36.36%	Waiting on CASPP Score Reports	42%	+
5	CAASPP Math: The percentage of 11th grade students scoring ‘Standard Met’ performance level and above on the ELA CAASPP	13%	20.0%	Waiting on CASPP Score Reports	25%	+
6	English Learner annual re-classification	20%	8%	Pending ELPAC summative assessment scores	50%	
7	English Learners who have no re-classified will have an overall performance level of 2 and above on the summative ELPAC	26%	59.37%	Waiting on ELPAC summative assessment score reports	70%	

8	Students have access to, and are enrolled in, a broad course of study	100%	100%	100%	100%	0
9	Students have access to common core aligned curriculum	100%	100%	100%	100%	0
10	All core courses are taught by fully credentialed teachers	70%	70%	88%	100%	+18%

Goal Analysis for 2025-2026

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The actions were implemented without any substantive difference between planned and actual implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions combined were effective in making overall progress toward the goal. Each of the metrics saw an increase.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to the goal, metrics, or target outcomes. There have been changes to some of the actions/services for the upcoming year that came from the feedback from stakeholders and reflections on implementations. The English Learner action has been refined to be more specific as to the needs of English Learners, focusing on the hiring of an EL coordinator as the primary action. A new action was added: Recognition and Celebration of Progress. This action is a result of the feedback from students in the annual survey.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Provide 4 professional development days a year; embed PD in monthly, leader-lead PD; provide ongoing PD for different teams. Topics include (but not limited to) • Trauma Informed Practices • Post-Secondary Readiness • A-G Diploma • Being a data driven practitioner • Culturally responsive pedagogy • Supporting linguistically diverse student (English Learners) • Student intake and progress monitoring	$60,000	Y
2	English Learners	Hire a multilingual learner coordinator to provide: • Instructional support • Curriculum support • Manage the English Learner Advisory Group	$110,000	Y
3	Student Intake & Progress Monitoring	Implement structured Student Success Planning process at enrollment and at each credit milestone, in which students and their teacher or counselor/navigator collaboratively identify scheduling strategies, barriers, and individualized weekly engagement plans, while maintaining the 20-hour/1-credit-per-week state standard. Provide staff with tools and talking points to proactively communicate credit requirements, the reasoning behind them, and available supports before students fall behind. 2% of each teacher's salary	[$ 0.00]	Y

4	Teacher Credentialing	Credential specialist/analyst to support credentialing monitoring	$70,000	Y
5	Curriculum	Curriculum team to support the creation and revision of curriculum, support digital curriculum, ● Director of Curriculum ● Curriculum Editor ● Interim Curriculum Editor - Math ● Contract Curriculum Specialist	$355,000	Y
6	Recognition and Celebration of Progress	Develop and launch a tiered recognition structure for each site, with oversight by principals, that acknowledges student academic progress. The plans may include: ● Consistent implementation of credit milestone recognition (first credit earned, halfway point, and completion) at every site, including incarcerated settings where programming constraints allow ● Annual graduation ceremonies and culminating events (prom, awards nights) offered in at least every region, with equity of access across custody and community sites ● A Student of the Month structure with site-level nominations and organization-wide acknowledgment via newsletter, social media, or internal communications	$25,000	Y
7	Counseling	Ensure students have access to a school counselor who provide traditional academic counseling services and barrier removal and academic persistence where needed. SoCal - 3 counselors; 1 assigned full-time at youth sites NorCal - 2 counselors	$675,000	Y

Insert or delete rows, as necessary.

Goal 2

Goal #	Description	Type of Goal
2	Provide students with a positive and safe school environment that promotes student retention, recovery, and reintegration into families and communities	Broad Goal

State Priorities addressed by this goal.

3,5,6

An explanation of why the LEA has developed this goal.

This broad goal was developed to focus on student retention through the lens of school culture and holistic support for students. This includes the integration of restorative justice, socio-emotional learning, and equipping the students with the skills needed to stay on a pathways to continued learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 25-26	Year 2 Outcome 26-27	Target for Year 3 Outcome 27-28	Current Difference from Baseline
1	1-year graduation cohort: 12th graders will complete the credit requirements within the school year they become 12th grade	60.3%	65.7%	Pending School Dashboard data (October Release)	75%	5.4%
2	Annual completers and graduates	372	568	555 (as of 6/30/26) 683 potential (with summer grads)	500	+183
3	4- and 5- year graduation rate	3.2%	4.5%	Pending School Dashboard data (October Release)	25%	
4	Average length of enrollment for community students	60 days	60 days	66 days	90 days	+6 days
5	Average length of enrollment for custody students	30 days	30 days	49 days	60 days	+19 days
7	Attendance Rate (P2)	68.15%	73%	63%	70%	-5.15%
8	Suspension Rate	0%	0%	0%	0%	0
9	Expulsion Rate	0%	0%	0%	0%	0

Goal Analysis for [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The actions were implemented without any substantive difference between planned and actual implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences between the budget and estimates actual expenditures and planned percentages of improved services and estimated actual percentages of improved services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, in combination, the actions were effective in increasing the metrics associated with each of them. Five Keys continues to see growth from baseline on each of the metrics associated with Goal 2.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Removal of one action associated with the implementation of of Restorative Justice due to a new working group that will better define the scope of RJ at Five Keys. Change of student support and barrier removal to specify transportation for unduplicated students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling	Ensure students have access to a school counselor who provide traditional academic counseling services and barrier removal and academic persistence where needed. SoCal - 3 counselors; 1 assigned full-time at youth sites NorCal - 2 counselors	Accounted for in Goal 1	Y
2	Student Support & Barrier Removal - Transportation	Utilize rideshare services to ensure that students who have significant barriers to attending school are able to get to sites to meet with their teachers - specific to minors, foster students, unhoused students, and SPED students.	$150,000	Y
3	Student Intake & Progress Monitoring	Implement structured Student Success Planning process at enrollment and at each credit milestone, in which students and their teacher or counselor/navigator collaboratively identify scheduling strategies, barriers, and individualized weekly engagement plans, while maintaining the 20-hour/1-credit-per-week state standard. Provide staff with tools and talking points to proactively communicate credit requirements, the reasoning behind them, and available supports before students fall behind. 2% of each teacher's salary	Accounted for in Goal 1	Y

Insert or delete rows, as necessary.

Goal 3

Goal #	Description	Type of Goal
1	Students will be college and/or career ready	Broad Goal

State Priorities addressed by this goal.

2,4,5,7

An explanation of why the LEA has developed this goal.

It is not enough for Five Keys' students to earn their high school diploma or equivalency. This broad goal was written to ensure that all students are set up for success post-graduation by creating opportunities while students are still enrolled to develop college and career readiness that is aligned to their goals and path in life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 25-26	Year 2 Outcome 26-27	Target for Year 3 Outcome 27-28	Current Difference from Baseline
1	Students will meet the “approaching prepared” and above performance level under the state College and Career Indicator (CCI)	3%	0.1%	Pending School Dashboard data (October Release)	25%	
2	Students will participate in dual enrollment with local community colleges	1%	2%	2%	10%	+1%
3	Students enrolled in one of Five Keys’ CTE pathways will successfully complete the entire pathway	1%	13%	21%	10%	+20%
4	Students will earn an A-G diploma	<1%	0	0	3%	-1%
5	Students will report being prepared for college and/or career upon graduation (student survey)	New Metric	70%	78%	100%	+78%

Goal Analysis for 2025-2026

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions were implemented as written

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, in combination, the actions were effective in increasing the metrics associated with each of them. Five Keys continues to see growth from baseline on each of the metrics associated with Goal 3.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to the planned goals, metrics, outcomes, or actions for this goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling - Dual Enrollment	Counseling team support with dual enrollment and college access	Accounted for in Goal 1	[Y/N]
2	Career Exploration & Readiness	Career Exploration - through the Career Exploration CTE teacher, offer CTE exploration courses to different sites on a rotating basis throughout the school year Continued purchase of Career Safe Online Curriculum that allows students to have access to many different career readiness courses, including OSHA 10 and employability skills including interview skills, communication skills, time management, personal finance, and many more	$100,000	[Y/N]
3	CTE Program	CTE program staffing to support a high quality and growing CTE program Staffing: Director of CTE CTE Teachers ● Welding CTE Teacher ● Building and Construction Trades CTE Teacher ● Healthcare Pathways CTE Teacher ● Physical Therapy Aide CTE teacher (K12SWP) ● Career Exploration and Business CTE Teachers (.4 for Business)	$500,000	[Y/N]
4	A-G Diploma Completion	Training for teachers on A-G Pathways	Accounted for in Goal 1, Action 1 - Professional Development	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,416,476	$271,178

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.67%	0%	$0	15.67%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 1	Professional Development	Ensure that teachers, staff, and admin have the knowledge and skills needed to support the student population that Five Key serves	Goal 1, Metrics 1, 2, 3, 4, 5, 8, 9
Goal 1, Action 3; Goal 2, Action 3	Student Intake & Progress Monitoring	All Five Keys students enroll as a returning student, after not having success within the traditional system. This LEA/School wide action ensures that all students are getting the personalized plan they need to earn their HSD or HSE.	Goal 1, Metrics 1, 2, 3, 4, 5, 8, 9 Goal 2, Metrics 1, 2, 3

Goal 1, Action 4	Teacher Credentialing	All students have the right to the an appropriately credentialed teaching for their setting.	Goal 1, Metric 10
Goal 1, Action 5	Curriculum	An an alternative, re-engagement high school that serves students mostly though the independent study model, it is important that teachers have access to curriculum that is not only designed for the ISP setting and accessible in different formats, but also ensuring that the curriculum is culturally responsive and meets the needs fo students	Goal 1, All Metrics
Goal 1, Action 6	Recognition and Celebration of Progress	All students should be celebrated for their progress, no matter the pace at which they are progressing. This action ensures that all sites have a plan to celebrate students for the progress	Goal 1, Metrics 1, 2, 3, 4, 5
Goal 1, Action 7; Goal 2, Action 1	Counseling	To support with progress towards graduation/completion and persistence in re-engaging in education, all students will benefit from having a counselor that will help them map their academic plan as well as address barriers	Goal 1, Metrics Goal 2, Metrics 1, 2, 3, 4, 5,
Goal 3, Action 1	Counseling - Dual Enrollment	Exposure to college during high school is one of the best ways to ensure students enroll in college. Additionally, dual enrollment address the CCI requirement for the CA school dashboard	Goal 3, Metrics 1, 2
Goal 3, Action 2	Career Exploration & Readiness	Ensuring that students know what they want to do post-graduation/completion is an important part of the programming of Five Keys, getting the diploma is just one step. Better integrating career exploration for all students will help them plan for life and post-secondary options post-graduation	Goal 3, Metrics 1, 3

Goal 3, Action 3	CTE Program	Five Keys' CTE pathways have been specifically identified based on the needs and wants of Five Keys students. We would like as many students as possible to enroll in and engage with the CTE programming to support in post-graduation success.	Goal 3, Metrics 1, 2, 3, 5
Goal 3, Action 4	A-G Diploma Completion	The A-G diploma ensures that students have the knowledge and skills needed to be successful in post-secondary school enrollment, whether it be a 2- or 4-year.	Goal 3, Metric 1, 5

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	English Learners	Five Keys needs to continue to work to support our multilingual learners through curriculum and instructional support. This action will ensure that we are hiring someone with the focus on making sure that teachers and students are getting the support they need	Goal 1, Metric 6,7,8,9
Goal 2, Action 2	Student Support & Barrier Removal - Transportation	Progress towards graduation/completion starts with being able to meet with the teacher. By providing transportation to our minors, foster students, unhoused students, and SPED students, helps ensure they are getting the baseline of what they need to be successful.	Goal 2, Metric 1,2,3,4,7

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional funding will be used to ensure that teachers do not have a caseload of more than 45 students (custody) and 35 (in-custody). It will also be used to ensure additional staff, specifically counselors, are hired, in order to ensure that students academic needs are being met

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	20:1
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	70:1