

**Five Keys Charter (SF Sheriff's)**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School Year**  
**California Department of Education**

**Address:** 1 Moreland Dr.  
San Bruno, CA , 94066-1670

**Principal:** Steve Good

**Phone:**

**Grade Span:**

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 and access to prior year reports, 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).

### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### **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.

---

## About This School

### Steve Good

Principal, Five Keys Charter (SF Sheriff's)

### About Our School

---

Steve Good  
President & CEO  
steveg@fivekeys.org  
70 Oak Grove Street, San Francisco, CA 94107

### Contact

---

Five Keys Charter (SF Sheriff's)  
1 Moreland Dr.  
San Bruno, CA 94066-1670

Phone:  
Email: [steveg@fivekeys.org](mailto:steveg@fivekeys.org)

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

<b>District Name</b>	San Francisco Unified
<b>Phone Number</b>	
<b>Superintendent</b>	Wayne, Matt
<b>Email Address</b>	<a href="mailto:waynem@sfsud.edu">waynem@sfsud.edu</a>
<b>Website</b>	<a href="http://www.fivekeyscharter.org">www.fivekeyscharter.org</a>

### School Contact Information (School Year 2022–23)

<b>School Name</b>	Five Keys Charter (SF Sheriff's)
<b>Street</b>	1 Moreland Dr.
<b>City, State, Zip</b>	San Bruno, CA , 94066-1670
<b>Phone Number</b>	
<b>Principal</b>	Steve Good
<b>Email Address</b>	<a href="mailto:steveg@fivekeys.org">steveg@fivekeys.org</a>
<b>Website</b>	<a href="http://www.fivekeyscharter.org">www.fivekeyscharter.org</a>
<b>County-District-School (CDS) Code</b>	38684780101774

Last updated: 1/16/23

## School Description and Mission Statement (School Year 2022–23)

### **Five Keys Mission**

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

### **Five Keys Vision**

Redefining the way people think about education in restoring communities

### **The Five Keys Core Values**

Compassion: we see individuals as whole people and respect their experiences

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

Integrity: We act with honesty, transparency, and accountability to reach high standards and build trust in our communities.

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

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

### **2022-23 LCAP Goals**

Goal 1: Provide a high-quality and comprehensive instructional program

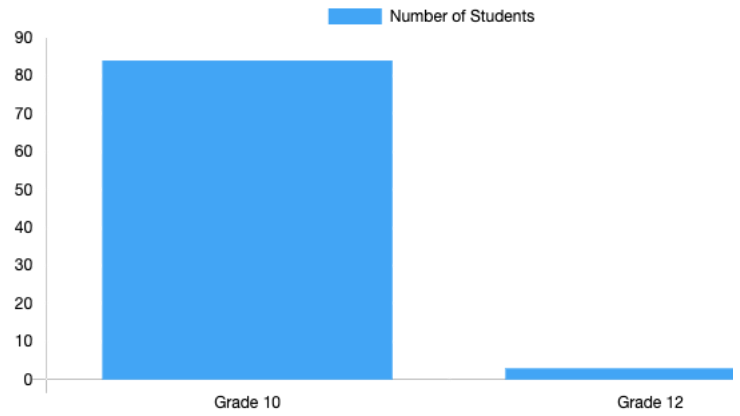
Goal 2: Provide students with a positive and safe school environment which promotes student retention, recovery, and reintegration into families and communities

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

*Last updated: 1/16/23*

### Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 10	84
Grade 12	3
Total Enrollment	87



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/16/23

### Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	8.00%
Male	91.00%
Non-Binary	1.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	13.00%
Filipino	0.00%
Hispanic or Latino	71.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	5.00%
White	10.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	1.00%
Foster Youth	1.00%
Homeless	10.00%
Migrant	0.00%
Socioeconomically Disadvantaged	43.00%
Students with Disabilities	6.00%

## 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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.20	42.07	2186.90	77.23	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	63.80	2.26	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	37.27	252.50	8.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	20.48	120.20	4.25	12115.80	4.41
Unknown	0.00	0.00	207.90	7.34	18854.30	6.86
Total Teaching Positions	5.40	100.00	2831.60	100.00	274759.10	100.00

During the 20–21 school year, Five Keys was notified that all teachers must have a K-12 credential, which requires student teachers, after previously having a legal opinion stating that the Adult Credential is adequate for the settings in which Five Keys teaches. Since then, Five Keys has been actively supporting all teachers with an adult education credential to obtain a K-12 credential. As of the 22-23 school year, five teachers have earned a preliminary credential, and ten more are on track to be completed by the end of the school year.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/16/23

### Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

During the 20–21 school year, Five Keys was notified that all teachers must have a K-12 credential, which requires student teachers, after previously having a legal opinion stating that the Adult Credential is adequate for the settings in which Five Keys teaches. Since then, Five Keys has been actively supporting all teachers with an adult education credential to obtain a K-12 credential. As of the 22-23 school year, five teachers have earned a preliminary credential, and ten more are on track to be completed by the end of the school year.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/16/23

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	
Misassignments	2.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.00	

*Last updated: 1/11/23*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.10	
Total Out-of-Field Teachers	1.10	

*Last updated: 1/11/23*

**Class Assignments**

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	62.70	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

*Last updated: 1/11/23*

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)**

Year and month in which the data were collected: 2022 January

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p><b>Five Keys Developed Curriculum:</b>                      American Literature                      Forced and Voluntary Migration                      ELA Skills                      Restorative Justice                      Literary Analysis                      American Literature &amp; American Short Stories                      Creative Writing                      Film Noir                      Rhetorical Reading and Writing                      US Voices</p> <p><b>Adopted Curriculum:</b>                      Expository Reading and Writing Curriculum (ERWC)                      Black Boy Poems                      NewsELA                      Plato (Edmentum)                      DBQ Project                      EngageNY</p> <p><b>Intervention Resources:</b>                      Stand Out                      Challenger                      Aztec                      Journey to Success                      iReady</p>	Yes	0%
Mathematics	<p><b>Five Keys Developed Curriculum:</b>                      Bridging to Algebra                      Algebra 1                      Geometry                      Math for Work                      Social Justice Math                      Investigating an Accident                      Data and Modeling                      GED Math</p> <p><b>Adopted Curriculum:</b>                      Plato (Edmentum)                      Algebra MVP</p> <p><b>Intervention Resources:</b>                      Breakthrough to Math                      Keys to Math                      Khan Academy                      Applied Construction Math                      Pre-Algebra                      iReady</p>	Yes	0%
Science	<p><b>Five Keys Developed</b>                      Applied Science                      Hands-on Science                      Science Works                      Data and Modeling                      Investigating and Accident                      Physics                      Citizen Science                      Environmental Education</p> <p><b>Adopted Curriculum</b>                      Biology (Pearson)                      Earth Science (Glencoe)                      Biozone</p>	Yes	0%



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<p><b>Five Keys Developed</b>  Government  Economics  Forced and Voluntary Migration  World Social Movements  U.S. Social Movement  Voting: History, Rights, and Getting Ready for Election Day  Introduction to Law</p> <p><b>Adopted Curriculum:</b>  DBQ Project  EngageNY  Patterns of Interaction (Houghton-Mifflin Harcourt)  Teacher Curriculum Institute</p>	Yes	0%
Foreign Language	<p><b>Five Keys Developed</b>  French Themes in Art &amp; Culture  Italian 101</p> <p><b>Adopted</b>  Plato (Edmentum)</p>	Yes	0%
Health	<p><b>Five Keys Developed</b>  California Health (CHYA)  Preventative Health</p>	Yes	0%
Visual and Performing Arts	<p><b>Five Keys Developed</b>  Art History and Appreciation  Visual Art  World History Through Visual Art  Visual Arts Literacy</p> <p><b>Adopted</b>  Plato (Edmentum)</p>	Yes	0%
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/17/23

## School Facility Conditions and Planned Improvements

For most sites, Five Keys operates in county jails and in partnership with workforce development programs, where we operate small, independent study learning centers. All facilities are in good condition in alignment with the FIT tool. For Five Keys-owned sites, there are no planned improvements. Individual facility reports are available upon request.

Last updated: 1/17/23

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		
<b>Safety:</b> Fire Safety, Hazardous Materials		
<b>Structural:</b> Structural Damage, Roofs		
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences		

## Overall Facility Rate

Year and month of the most recent FIT report: August 2022

Overall Rating
----------------

Last updated: 1/17/23

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completing a state-administered assessment

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3–8 and 11)	N/A	31%	N/A	53%	N/A	47%
Mathematics (grades 3–8 and 11)	N/A	3%	N/A	44%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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: 1/17/23*

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
 Grades Three through Eight and Grade Eleven  
 (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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: 1/16/23*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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: 1/16/23*

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

<b>Subject</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>State 2020–21</b>	<b>State 2021–22</b>
Science (grades 5, 8, and high school)	N/T	--	60.00	39.68	28.5	29.47

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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: 1/16/23*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

*Last updated: 1/16/23*

**Career Technical Education (CTE) Programs (School Year 2021–22)****Career Technical Education courses offered:**

IC3  
 MC3/Construction & Maintenance  
 Pharmatech  
 Xerox/Digital Design  
 Welding  
 Roots of Success

*Last updated: 1/17/23***Career Technical Education (CTE) Participation (School Year 2021–22)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	3
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/17/23***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	41.86%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

*Last updated: 1/17/23*



## 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 2021–22)

#### Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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:*

## 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 regarding the school district and at each school site

#### Opportunities for Parental Involvement (School Year 2022–23)

The parents of minors who attend Five Keys are encouraged to be involved as possible in their child's education. As the situation at each site differs, parents should meet with their child's teacher and principal to determine available opportunities.

Southern California  
Kelley Alley, Regional Superintendent  
kelleya@fivekeys.org

Northern California  
Leah Clougherty  
leahc@fivekeys.org  
?

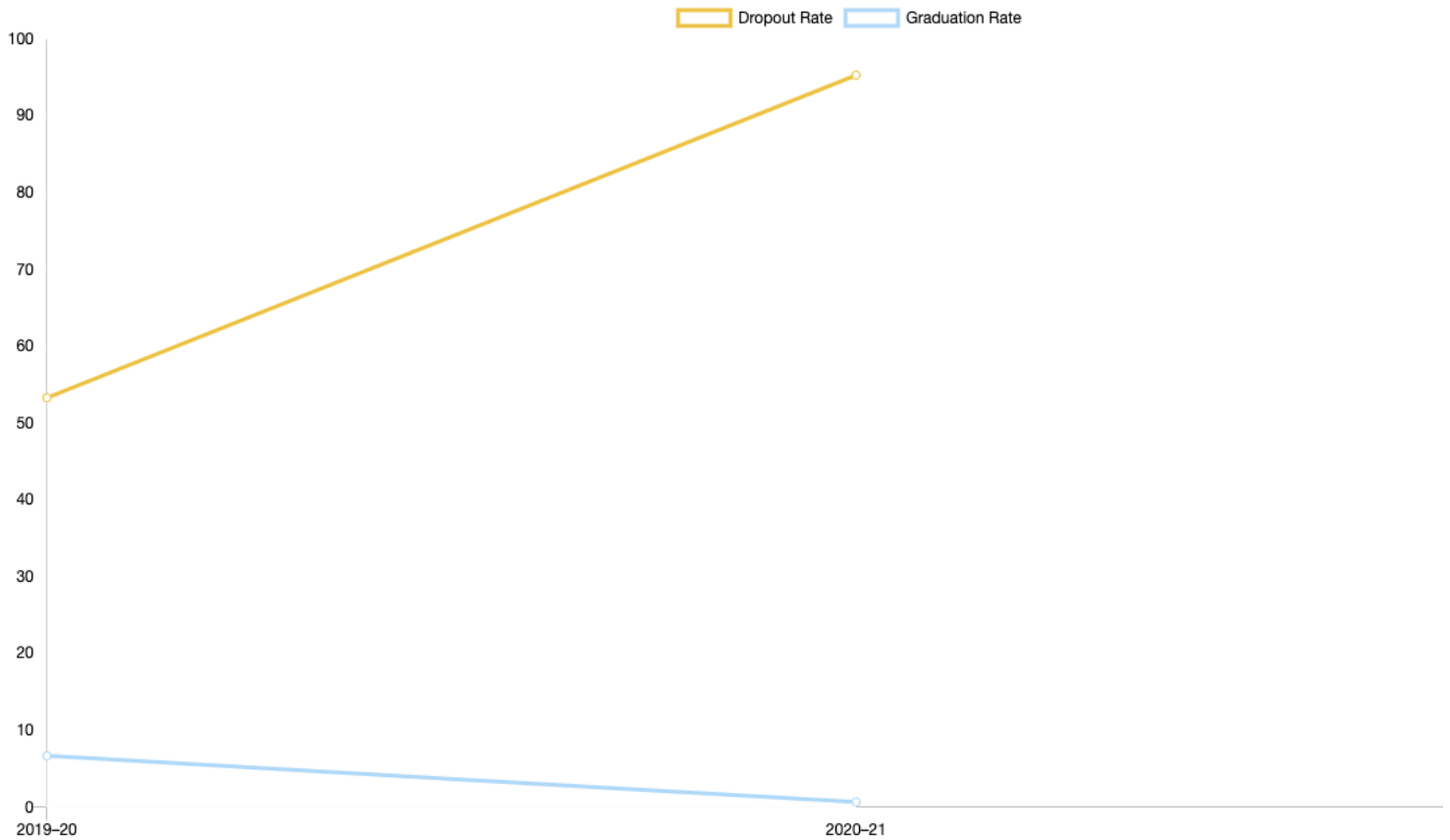
## State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	--	53.30%	95.30%	--	12.60%	47.90%	--	8.90%	7.80%
Graduation Rate	--	6.70%	0.70%	--	79.20%	47.50%	--	84.20%	87.00%



Last updated: 1/17/23

**Graduation Rate by Student Group (Four-Year Cohort Rate)  
(School Year 2021–22)**

In the fall of 2023, it was announced to all DASS schools that the federal department of education rejected alternative methods of accountability, specifically the 1-year cohort. As a result, Five Keys graduation data shifted from a 1-year cohort to the 4 & to 5-year adjusted cohort data to match the accountability metrics of traditional schools. This information was applied retroactively to all school years. As a result, the graduation data is different than that Five Keys was working off of.

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	195	8	4.1
Female	25	2	8
Male	170	6	3.5
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	19	1	5.3
Filipino	0	0	0
Hispanic or Latino	130	5	3.8
Native Hawaiian or Pacific Islander	320	0	0
Two or More Races	0	0	0
White	28	2	7.1
English Learners	44	4	4.5
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	79	7	8.9
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	0	0	0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

*Last updated: 1/17/23*

**Chronic Absenteeism by Student Group  
(School Year 2021–22)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	2352	143	117	81.8
Female	1136	65	61	93.8
Male	1213	77	56	72.7
American Indian or Alaska Native	14			
Asian	36			
Black or African American	521	13	8	61.5
Filipino	20			
Hispanic or Latino	1445	114	100	87.7
Native Hawaiian or Pacific Islander	25			
Two or More Races	89			
White	202			
English Learners	59	21	21	100
Foster Youth	17	2	2	100.0
Homeless	213	9	7	77.8
Socioeconomically Disadvantaged	1293	102	94	92.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	107	36	35	97.2

*Last updated: 1/16/23*

## 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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	1.31%	2.45%
Expulsions	0.00%	0.01%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.00%	0.02%	1.81%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

*Last updated: 1/16/23*

**Suspensions and Expulsions by Student Group  
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

*Last updated: 1/16/23*

**School Safety Plan (School Year 2022–23)**

Each summer, Five Keys leadership updates the comprehensive safety plan for all Five Keys sites. This plan is reviewed with all staff at their time of hire and with any relevant updates annually. A copy of any of the documents mentioned can be obtained by contacting the Five Keys home office.

?

???

*Last updated: 1/16/23*

## 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 (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.



**Average Class Size and Class Size Distribution (Elementary) School Year 2021–22**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11.00	24	6	
Mathematics	14.00	10	4	
Science	9.00	4	1	
Social Science	10.00	12	1	

\* 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 2020–21)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6.00	20		
Mathematics	9.00	6	1	
Science	3.00	5		
Social Science	13.00	14	1	1

\* 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 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	4.00	31		
Mathematics	2.00	14		
Science	4.00	10		
Social Science	2.00	20		

\* 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.

**Ratio of Pupils to Academic Counselor (School Year 2021–22)**

Title	Ratio
Pupils to Academic Counselor*	174.00

\* 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: 1/17/23*

**Student Support Services Staff (School Year 2021–22)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

\* 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: 1/17/23*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11208.00	\$1655.00	\$9552.00	\$107091.00
District	N/A	N/A	--	\$84756.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/17/23*

**Types of Services Funded (Fiscal Year 2021–22)**

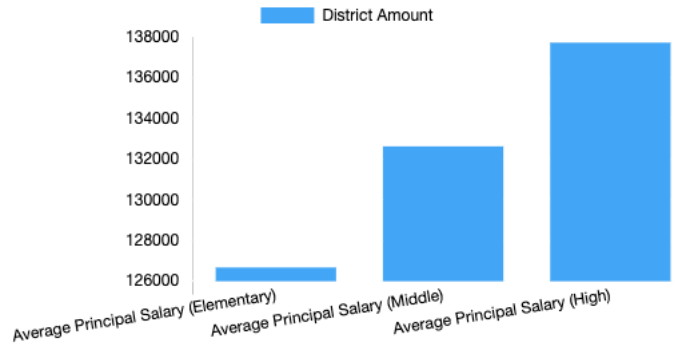
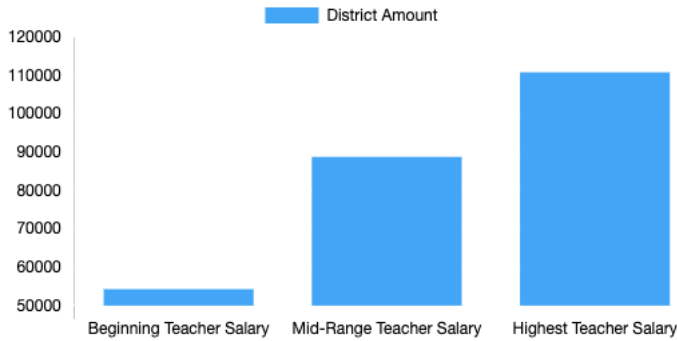
1. Local Control Funding Formula -- including In Lieu of Property Tax and State Aid: Largest revenue sources funds all aspects of the school including: salaries, facilities, books and materials, technology, teaching supplies, ESL/English Language Development Program, professional development, college 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. One-time funds: Educator Effectiveness - increase the number of fully credentialed teacher; A-G- increase number of students completing A-G courses; ELO - after-hours academic support, virtual tutoring program, student re-engagement support
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: 1/17/23*

**Teacher and Administrative Salaries (Fiscal Year 2020–21)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54289.00	\$51081.00
Mid-Range Teacher Salary	\$88732.00	\$77514.00
Highest Teacher Salary	\$110750.00	\$105764.00
Average Principal Salary (Elementary)	\$126679.00	\$133421.00
Average Principal Salary (Middle)	\$132623.00	\$138594.00
Average Principal Salary (High)	\$137714.00	--
Superintendent Salary	\$328879.00	\$298377.00
Percent of Budget for Teacher Salaries	3257.00%	32.00%
Percent of Budget for Administrative Salaries	606.00%	5.00%

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



*Last updated: 1/16/23*

**Advanced Placement (AP) Courses (School Year 2021–22)****Percent of Students in AP Courses**

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

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

*Last updated: 1/16/23*

**Professional Development**

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

*Last updated: 1/17/23*





















































































































































































































































































































































































































































































































































































































































































































































































































































































































































































































































































































































































































































































































































































































































































































































































