

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

Address: 70 Oak Grove
San Francisco, CA , 94107-1019

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 Independence HS (SF Sheriff's)

About Our School

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

Contact

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

Phone:
Email: steveg@fivekeys.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	San Francisco Unified
Phone Number	
Superintendent	Wayne, Matt
Email Address	waynem@sfsud.edu
Website	www.fivekeyscharter.org

School Contact Information (School Year 2022–23)

School Name	Five Keys Independence HS (SF Sheriff's)
Street	70 Oak Grove
City, State, Zip	San Francisco, CA , 94107-1019
Phone Number	
Principal	Steve Good
Email Address	steveg@fivekeys.org
Website	www.fivekeyscharter.org
County-District-School (CDS) Code	38684780118141

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

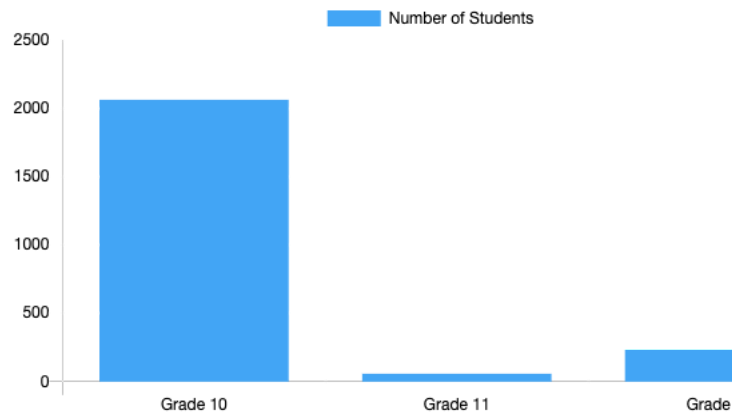
Goal 1: Provide a high-quality and comprehensive instructional program

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

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

Grade Level	Number of Students
Grade 10	2061
Grade 11	58
Grade 12	233
Total Enrollment	2352



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	48.00%
Male	51.00%
Non-Binary	1.00%
American Indian or Alaska Native	1.00%
Asian	2.00%
Black or African American	22.00%
Filipino	1.00%
Hispanic or Latino	61.00%
Native Hawaiian or Pacific Islander	1.00%
Two or More Races	4.00%
White	9.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	3.00%
Foster Youth	1.00%
Homeless	9.00%
Migrant	0.00%
Socioeconomically Disadvantaged	55.00%
Students with Disabilities	5.00%

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)	17.30	18.95	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)	47.80	52.21	252.50	8.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	26.30	28.77	120.20	4.25	12115.80	4.41
Unknown	0.00	0.05	207.90	7.34	18854.30	6.86
Total Teaching Positions	91.60	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. Additionally, Five Keys Independence High is an independent studies program that allows for the broad assignment of courses and credentials.

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. Additionally, Five Keys Independence High is an independent studies program that allows for the broad assignment of courses and credentials.

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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	47.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	47.80	

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	26.30	
Total Out-of-Field Teachers	26.30	

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)	53.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.10	

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: 2023 January

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Five Keys Developed Curriculum: American Literature Forced and Voluntary Migration ELA Skills Restorative Justice Literary Analysis American Literature & American Short Stories Creative Writing Film Noir Rhetorical Reading and Writing US Voices</p> <p>Adopted Curriculum: Expository Reading and Writing Curriculum (ERWC) Black Boy Poems NewsELA Plato (Edmentum) DBQ Project EngageNY</p> <p>Intervention Resources: Stand Out Challenger Aztec Journey to Success iReady</p>	Yes	0%
Mathematics	<p>Five Keys Developed Curriculum: Bridging to Algebra Algebra 1 Geometry Math for Work Social Justice Math Investigating an Accident Data and Modeling GED Math</p> <p>Adopted Curriculum: Plato (Edmentum) Algebra MVP</p> <p>Intervention Resources: Breakthrough to Math Keys to Math Khan Academy Applied Construction Math Pre-Algebra iReady</p>	Yes	0%
Science	<p>Five Keys Developed Applied Science Hands-on Science Science Works Data and Modeling Investigating and Accident Physics Citizen Science Environmental Education</p> <p>Adopted Curriculum 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>Five Keys Developed 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>Adopted Curriculum: DBQ Project EngageNY Patterns of Interaction (Houghton-Mifflin Harcourt) Teacher Curriculum Institute</p>	Yes	0%
Foreign Language	<p>Five Keys Developed French Themes in Art & Culture Italian 101</p> <p>Adopted Plato (Edmentum)</p>	Yes	0%
Health	<p>Five Keys Developed California Health (CHYA) Preventative Health</p>	Yes	0%
Visual and Performing Arts	<p>Five Keys Developed Art History and Appreciation Visual Art World History Through Visual Art Visual Arts Literacy</p> <p>Adopted 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: Not Available

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

Overall Facility Rate

Year and month of the most recent FIT report: Not Available

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	47%	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)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	36	44.44	55.56	30.56
Female	32	12	37.50	62.50	41.67
Male	48	24	50.00	50.00	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	16	6	37.50	62.50	--
Filipino	--	--	--	--	--
Hispanic or Latino	49	21	42.86	57.14	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	26	45.61	54.39	38.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	15	51.72	48.28	13.33

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: 1/17/23

**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)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	38	46.91	53.09	2.63
Female	32	14	43.75	56.25	0.00
Male	48	24	50.00	50.00	4.17
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	16	6	37.50	62.50	--
Filipino	--	--	--	--	--
Hispanic or Latino	49	23	46.94	53.06	4.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	27	47.37	52.63	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	15	51.72	48.28	0.00

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: 1/17/23

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
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
Science (grades 5, 8, and high school)	N/T	11.76	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: 1/17/23

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	181	103	56.91	43.09	11.76
Female	97	57	58.76	41.24	7.02
Male	83	45	54.22	45.78	18.18
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	47	19	40.43	59.57	5.26
Filipino	0	0	0	0	0
Hispanic or Latino	107	68	63.55	36.45	14.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	10	76.92	23.08	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	117	65	55.56	44.44	12.31
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: 1/17/23

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	112
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	43.08%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	4.50%

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

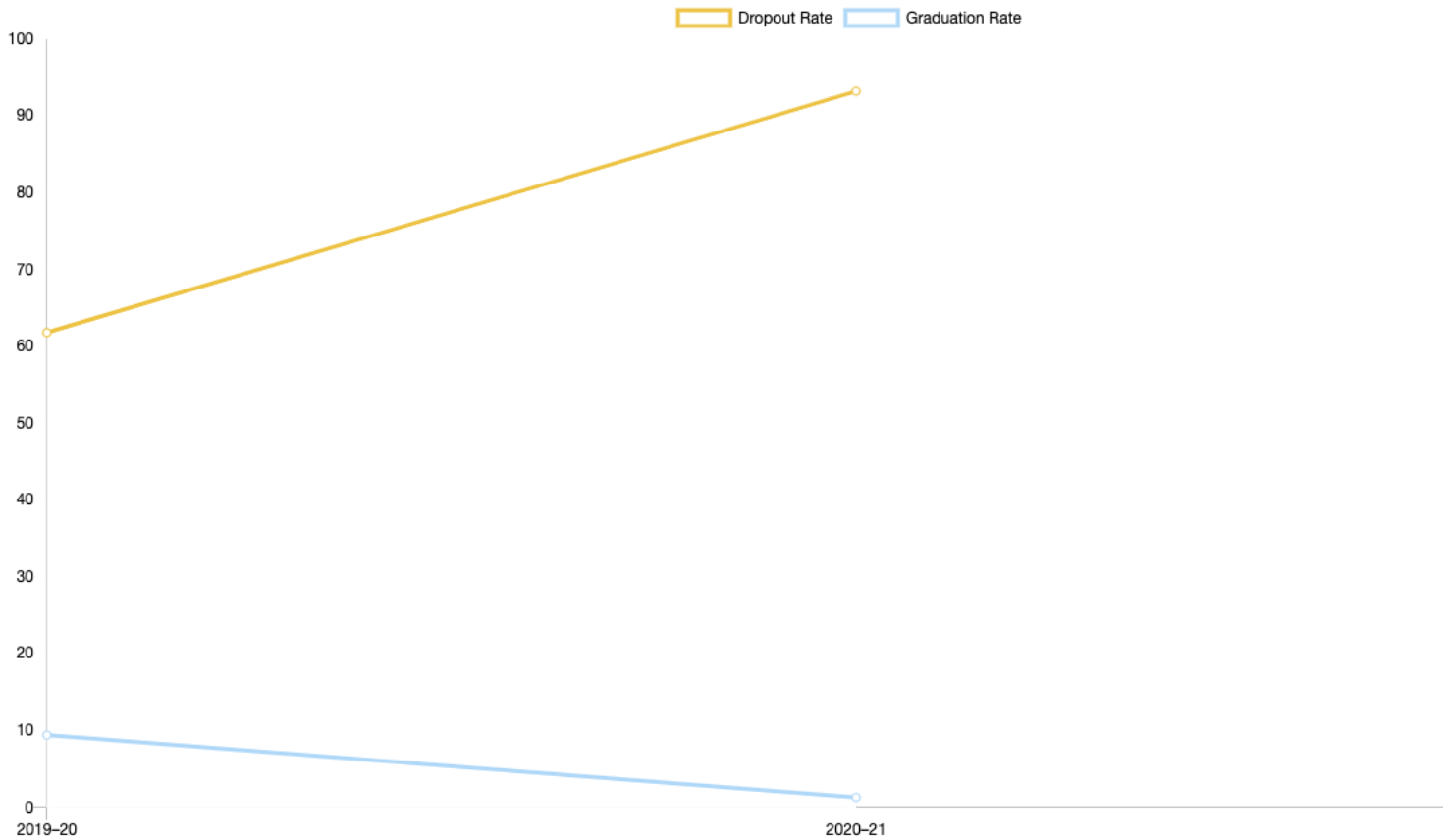
State Priority: Pupil Engagement

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	--	61.80%	93.20%	--	12.60%	47.90%	--	8.90%	7.80%
Graduation Rate	--	9.40%	1.30%	--	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	3455	45	1.3
Female	1110	24	2.2
Male	2339	21	0.9
Non-Binary	0	0	0
American Indian or Alaska Native	57	0	0.0
Asian	72	0	0.0
Black or African American	564	5	0.9
Filipino	26	1	3.8
Hispanic or Latino	2080	31	1.5
Native Hawaiian or Pacific Islander	32	0	0.0
Two or More Races	124	2	1.6
White	500	6	1.2
English Learners	841	3	0.4
Foster Youth	12	0	0.0
Homeless	331	6	1.8
Socioeconomically Disadvantaged	1640	25	1.5
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	28	1	3.6

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)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	7306	4687	3475	74.1
Female	2944	2018	1584	78.5
Male	4352	2662	1887	70.9
American Indian or Alaska Native	74	44	35	79.5
Asian	86	63	50	79.4
Black or African American	1541	972	762	78.4
Filipino	52	36	26	72.2
Hispanic or Latino	4515	2912	2149	73.8
Native Hawaiian or Pacific Islander	79	48	36	75.0
Two or More Races	285	186	132	71.0
White	674	426	285	66.9
English Learners	272	155	121	78.1
Foster Youth	65	43	40	93.0
Homeless	760	478	356	74.5
Socioeconomically Disadvantaged	4097	2648	2088	78.9
Students Receiving Migrant Education Services	6	4	3	75.0
Students with Disabilities	273	187	166	88.8

Last updated: 1/17/23

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: 1/17/23

**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: 1/17/23

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: 1/17/23

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	3402.00	40	6	39
Mathematics	4888.00	32	3	15
Science	1381.00	12		11
Social Science	15211.00	5		12

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	941.00	27	2	34
Mathematics	1866.00	6	2	15
Science	584.00	7		12
Social Science	4189.00	3	2	18

* 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	658	3	4
Mathematics	4.00	320	5	
Science	3.00	175	2	
Social Science	4.00	405	4	

* 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*	1383.53

* 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)	1.50
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	1.50
Social Worker	0.00
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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	\$11009.00	\$1496.00	\$9513.00	\$102560.00
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)

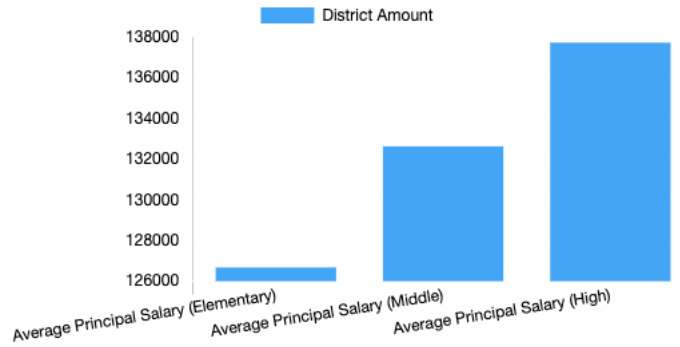
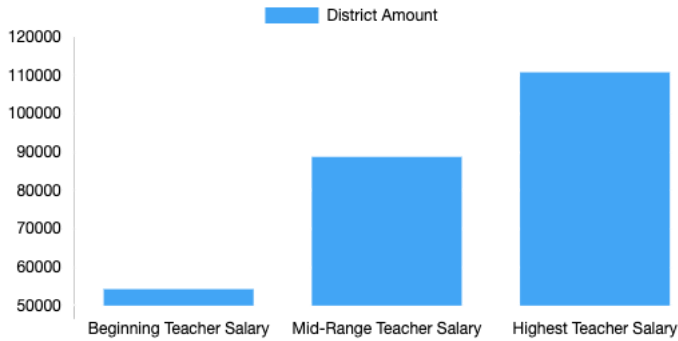
1. Local Control Funding Formula -- including In Lieu of Property Tax and State Aid: Largest revenue sources funds all aspects of the school including: salaries, facilities, books and materials, technology, teaching supplies, ESL/English Language Development Program, professional development, college 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: 1/17/23

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: 1/17/23

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

