

# Peak Prep Pleasant Valley

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Peak Prep Pleasant Valley
<b>Street</b>	2150 Pickwick Dr, #304
<b>City, State, Zip</b>	Camarillo
<b>Phone Number</b>	8052220025
<b>Principal</b>	Sabrina Ciolino
<b>Email Address</b>	Sabrina.Ciolino@peak-prep.org
<b>School Website</b>	www.peak-prep.org
<b>County-District-School (CDS) Code</b>	56 72553 0139592

## 2021-22 District Contact Information

<b>District Name</b>	Peak Prep Pleasant Valley
<b>Phone Number</b>	805-222-0025
<b>Superintendent</b>	Dr. Shalen Bishop
<b>Email Address</b>	Shalen.Bishop@peak-prep.org
<b>District Website Address</b>	www.peak-prep.org

## 2021-22 School Overview

Peak Prep is a non-classroom based school that serves their students 100% virtually. As of Sept of 2020, we have an enrollment of around 400 which includes 46 Special Education students, 101 Free/Reduced Lunch students, 10 McKinney-Vento students, 3 Foster Youth students and 3 EL students.

Peak Prep educates students from four counties including Ventura, Kern, Santa Barbara and Los Angeles Counties.

As a new school in 2019-2020, we enrolled many students that had severe credit deficiency and learning loss. Although we have done well working with students, getting them caught up and graduating, our grad rate is low. This is due to the new students with severe credit deficiencies and have been in the CA cohorts and are already counted as a drop out in the system. However, we have put many resources and supports to get students caught up and graduated. In just two years, you will see a decrease in dropout rates and a tremendous increase in graduation rate. Although it is not at the desired baseline, there was a huge growth. We are reaching and bringing opportunities to our students.

### Mission:

The Mission of the Charter School is to create future leaders passionate about making a positive contribution to their local and global communities..

We accomplish this by:

- 1) Implementing an academically rigorous inquiry-based which will meet all state standards through a personalized learning approach.
- 2) Develop leadership skill in each student, as well as a thorough understanding of democracy, citizenship, and civic responsibility.
- 3) Cultivating international awareness
- 4) Developing skills leading to independence in continued learning.

Peak Prep uses an online curriculum that is aligned with standards. Exams, lessons, and assignments are already embedded in the program. Our teachers will provide live lessons to enhance the curriculum and instruction. Teachers will also evaluate the assignments for patterns of struggle and provide additional live lessons where needed.

The time value of pupil work is not only aligned by the online curriculum but also assessed by the credential teacher. Teachers

## 2021-22 School Overview

will document the work sample. Since many of the assignments are already embedded into the platform with due dates, homeroom teachers will assess engagement through login times and live lesson attendance. The online platform (LMS) tracks students and informs the homeroom teacher who is behind, on pace, and ahead.

In addition, teachers provide live lessons that allow real-time checking for understanding. When a teacher sees within the live lesson (or during independent work), they will encourage students to come to office hours. Content teachers and Homeroom teachers provide office hours that give additional support. In addition, homeroom teachers communicate with families weekly to see if there is any additional support that may be needed for the student.

Lastly, we have our special education team that will also be working with their students with learning disabilities and a McKinney-Vento Liaison that supports and follows up with our homeless population.

We provide a variety of additional support to assist our pupils with unique needs.

EL Support:

- 1) Raz Kids (comprehensive reading resource) and Raz Kids EL
- 2) Translation in the curriculum with multiple language options
- 3) Provide multiple exposures to vocabulary. Research indicates that "front-loading" or pre-teaching vocabulary before a lesson helps make content more accessible to students.
- 4) Higher-order thinking skills such as analysis, evaluation, and application are embedded throughout each course.
- 5) Provide explicit instruction
- 6) CTE Pathways.
- 7) Explicit Instruction held by EL Specialist

Foster Care:

- 1) Social-Emotional Learning courses
- 2) Access to counselors
- 3) Access to full curriculum and technology
- 4) Continuity, they can continue to work with Peak, even if there is a change at home.
- 5) CTE Pathways

Homelessness

- 1) School Liaison
- 2) Social-Emotional Learning courses
- 3) Access to counselors
- 4) Access to a full curriculum, technology, and CTE Pathways

Gifted Students

- 1) Access to honors and AP
- 2) Dual Enrollment
- 3) CTE Pathways

Special Education

- 1) Embedded tools to provide read-aloud support, transcripts and captions, definitions, and highlighting to help students access and organize the content.
- 2) Enotes tool to help students synthesize information and record questions and observations in a digital notebook
- 3) Course customization tools for faculty to enable them to modify the curriculum to meet student's needs.
- 4) Guided Notes and printable worksheets to allow for a more active role and reduce cognitive load while working through lessons.
- 5) Direct Instruction
- 6) CTE Pathways.

Although these are some examples of supports that were implemented for our students with unique needs, all students can benefit from them and have access, if needed.

We track and measure through various means. For example: SELPA online tool, SIRAS, progress reports, counselors, online curriculum, online pacing guides, IEP meetings, homeroom teacher support, family login and support, student's support team, collaboration time (team meetings), PLC meetings, LMS reports, and data analysis reporting.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	15
Grade 1	15
Grade 2	16
Grade 3	22
Grade 4	19
Grade 5	14
Grade 6	17
Grade 7	25
Grade 8	42
Grade 9	37
Grade 10	56
Grade 11	50
Grade 12	61
<b>Total Enrollment</b>	<b>389</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.2
Male	46.8
American Indian or Alaska Native	4.4
Asian	1.5
Black or African American	21.6
Filipino	1.5
Hispanic or Latino	8.7
Native Hawaiian or Pacific Islander	0
Two or More Races	0.3
White	49.1
English Learners	1.8
Foster Youth	1.5
Homeless	2.3
Migrant	0
Socioeconomically Disadvantaged	62.7
Students with Disabilities	10.8

## 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

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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.3	71.8	261.2	86.5	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	0.9	0.3	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	3.2	1.1	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.9	19.6	14.6	4.8	12115.8	4.4
<b>Unknown</b>	1.7	8.5	21.9	7.3	18854.3	6.9
<b>Total Teaching Positions</b>	20.0	100.0	302.0	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	3.9
Total Out-of-Field Teachers	3.9

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		7/2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Accelerate (K-5) and Edgenuity (6-12), IXL (K-5)	Yes	0
Mathematics	Accelerate (K-5) and Edgenuity (6-12), Generation Genius/IXL (K-5)	Yes	0
Science	Accelerate (K-5) and Edgenuity (6-12), Generation Genius/IXL (K-5)	Yes	0
History-Social Science	Accelerate (K-5) and Edgenuity (6-12), Studies Weekly/Generation Genius (K-5)	Yes	0
Foreign Language	Edgenuity (6-12)	Yes	0
Health	Edgenuity (6-12)	Yes	0
Visual and Performing Arts	Accelerate (K-5) and Edgenuity (6-12)	Yes	0
Science Laboratory Equipment (grades 9-12)	Virtual		

## School Facility Conditions and Planned Improvements

N/A--We are a nonclassroom based school and are 100% virtual				
Year and month of the most recent FIT report			N/A	
System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned

## School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer				N/A
<b>Interior:</b> Interior Surfaces				N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation				N/A
<b>Electrical</b>				N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				N/A
<b>Safety:</b> Fire Safety, Hazardous Materials				N/A
<b>Structural:</b> Structural Damage, Roofs				N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences				N/A

## Overall Facility Rate

Exemplary	Good	Fair	Poor
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## 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	159	135	84.91	15.09	42.96
Female	86	73	84.88	15.12	52.05
Male	73	62	84.93	15.07	32.26
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	30	75	25	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	14	14	100	0	57.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	82	71	86.59	13.41	53.52
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	86	72	83.72	16.28	30.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	15	75	25	26.67

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	159	134	84.28	15.72	22.56
Female	86	71	82.56	17.44	21.43
Male	73	63	86.30	13.70	23.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	30	75.00	25.00	10.00
Filipino	--	--	--	--	--
Hispanic or Latino	14	14	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	82	70	85.37	14.63	30.43
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	86	71	82.56	17.44	16.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	14	70.00	30.00	23.08

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	22.94	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	129	109	84.50	15.50	22.94
<b>Female</b>	79	67	84.81	15.19	22.39
<b>Male</b>	50	42	84.00	16.00	23.81
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	27	22	81.48	18.52	4.55
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	80	67	83.75	16.25	28.36
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	61	52	85.25	14.75	19.23
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	11	84.62	15.38	27.27

## 2020-21 Career Technical Education Programs

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	83
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	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.02
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	97.22

## B. Pupil Outcomes

### 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

## 2021-22 Opportunities for Parental Involvement

Peak Prep offers stakeholder engagement through meetings, surveys, emails and received phone calls. As a result of the COVID-19 Pandemic, we initiated engagement opportunities with our families and community. We do not have a bargaining unit. Stakeholder Engagement included:

## 2021-22 Opportunities for Parental Involvement

We presented a number of opportunities to staff for feedback.

We have reached out to all students to give them an opportunity for feedback.

We have reached out to our parents/guardians early summer and late August to give them an opportunity for feedback. In addition, the survey is still open.

We have held a public hearing and board meetings for others, including the community, to have the opportunity for feedback.

In addition, we've participated in multiple Ventura County and SELPA meetings that included Foster Youth & The LCAP, English Learners & The LCAP, and SELPA Consultation & strengthening services for students with disabilities.

Peak Prep held an Annual Family Engagement Meeting and met with the Parent Advisory Committee and held a public hearing. All meetings for feedback were held virtually, via Zoom. Peak prep continues to offer office hours for phone calls, receipt of emails, and options to complete surveys.

## C. Engagement

### 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>		82.6	41.2		82.6	41.2	9.0	8.9	9.4
<b>Graduation Rate</b>		17.4	44.1		17.4	44.1	84.5	84.2	83.6

## 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	68	30	44.1
<b>Female</b>	37	21	56.8
<b>Male</b>	31	9	29.0
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00

Two or More Races	0	0	0.00
White	32	21	65.6
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	53	21	39.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	461	405	59	14.6
Female	237	214	27	12.6
Male	224	191	32	16.8
American Indian or Alaska Native	17	17	4	23.5
Asian	6	6	0	0.0
Black or African American	105	96	12	12.5
Filipino	6	6	1	16.7
Hispanic or Latino	54	44	3	6.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	0	0.0
White	206	199	31	15.6
English Learners	10	10	3	30.0
Foster Youth	7	7	0	0.0
Homeless	18	15	2	13.3
Socioeconomically Disadvantaged	292	259	44	17.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	49	47	14	29.8

## C. Engagement

### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. 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.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions		0.00	1.70	0.14	3.47	0.20
Expulsions		0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.15	2.45
Expulsions	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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



## 2021-22 School Safety Plan

Peak has a School Safety Plan. By March 1st, the plan is reviewed by the board and our legal team annually by March 1st. Along with the LCAP, LCP, Written Operation and Reopening plans, the School Safety Plan is posted on the website: [www.peak-prep.org](http://www.peak-prep.org).

The School Safety Plan includes:

- 1) Child Abuse Reporting Procedures
- 2) Disaster Response Procedures
- 3) Suspension and Expulsion Policies
- 4) Procedures for Notifying Teachers of Dangerous Pupils
- 5) Discrimination and Harassment Policy
- 6) Safe and Orderly Environment
- 7) Specific Emergency Actions

### D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	4	12		0
1	6	12		0
2	6	6		0
3	5	12		0
4	3	14		0
5	5	13		0
6	5	6		0
Other	7	9		0

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	5		0
1				0
2				0
3	22		1	0
4	19	5		0
5	13	5		0
6	11	9		0
Other	17	14	2	0

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	16	1	
Mathematics	6	12	1	
Science	13	10	1	1
Social Science	11	9	2	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	46	1		5
Mathematics	28	3		4
Science	27	3	1	3
Social Science	30	4	2	4

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	129.7

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.3
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$79,500
Percent Difference - School Site and District	N/A	N/A		
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A		

## 2020-21 Types of Services Funded

The majority of funds are used for staff salaries, curriculum, technology, professional development and supplement resources. In addition, funds are also used for learning loss: intervention, supplemental resources, tutoring, addition ELD support and credit recovery support.

In the 2020-2021 school year, Peak spend over 90% of their public funds on instructional services.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,649	\$52,060
Mid-Range Teacher Salary	\$80,132	\$84,043
Highest Teacher Salary	\$101,899	\$107,043
Average Principal Salary (Elementary)	\$120,798	\$133,582
Average Principal Salary (Middle)	\$125,638	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$196,760	\$240,628
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	5%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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	1
<b>Total AP Courses Offered</b>	<b>1</b>

## Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	12	12