



Peak Prep Pleasant Valley

Board Meeting Agenda—Regular Board Meeting
Wednesday, Jan 4th, 2022
4:00pm

Teleconference Locations:

In accordance with Government Code Section 54953(e)(1)(B), if the Charter School Board of Directors determines, that meeting in person would present imminent risks to the health or safety of attendees and in pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing, the Charter school may hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body. Charter schools still need to comply with the timelines for posting agendas, including putting the agenda as a direct link on their website. The agenda must give notice of the means by which members of the public may observe and participate (e.g., conference call dial-in number, etc.). The agenda does not need to list the address from where each Board member will be calling in, agendas do not need to be posted at those locations, and the charter school does not need to make those locations accessible to the public or ensure that members of the public may address the body at those locations. A quorum of the Board does not need to participate from locations within the boundaries of the territory over which the charter school exercises jurisdiction. These changes only apply during the period in which state or local public health officials have imposed or recommended social distancing measures.

Virtual/Zoom meeting

Topic: Jan 2023 Board Meeting

Time: Jan 4, 2023 04:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/83791769394?pwd=ekNwbEo1RTFIZ0xnK25Cb3YySzhtTz09>

Meeting ID: 837 9176 9394

Passcode: PeakPrep

One tap mobile

+13017158592,,83791769394#,,,,*42822746# US (Washington DC)

+13052241968,,83791769394#,,,,*42822746# US

Dial by your location

+1 301 715 8592 US (Washington DC)

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+1 669 900 6833 US (San Jose)

+1 689 278 1000 US

+1 719 359 4580 US

+1 253 205 0468 US

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 360 209 5623 US

+1 386 347 5053 US

+1 507 473 4847 US

+1 564 217 2000 US

+1 669 444 9171 US

Meeting ID: 837 9176 9394

Passcode: 42822746

Find your local number: <https://us02web.zoom.us/j/83791769394>

This legislative body conducts business under the meeting requirements of the Ralph M. Brown Act.

MEETING AGENDA & RELATED MATERIALS

Agendas for regular board meetings as defined by the Brown Act will be posted physically within the Charter School's jurisdiction, and on the legislative body's website 72 hours prior to the start of the meeting. Agendas for special meetings as defined by the Brown Act will be posted physically within the Charter School's jurisdiction, and on the legislative body's website 24 hours prior to the start of the meeting. Materials relating to an agenda topic that is a matter of public record in open session, will be made available for public.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contact Superintendent, Dr. Shalen Bishop at Shalen.Bishop@peak-prep.org

FOR MORE INFORMATION

For more information concerning this agenda or for materials relating to this meeting, please contact the Head of School's Office: Dr. Shalen Bishop at Shalen.Bishop@peak-prep.org.

I. PRELIMINARY MATTERS

A. Call to Order:

Meeting was called to order by Board Director at: _____

B. Roll Call

Board Member	Present	Absent
Patty Lerner		
Bob Rust		
Carol Bjordahl		
Alana Miller		

C. Preliminary Action Item

Board findings pursuant to Government Code Section 54953(e)

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner						
Bob Rust						
Carol Bjordahl						
Alana Miller						

D. Motion to adopt the agenda was moved by _____

Roll Call Vote:

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner						
Bob Rust						
Carol Bjordahl						
Alana Miller						

II. PUBLIC COMMENT

The public may comment on any item that is on the agenda or any other item that is in the Board's jurisdiction. No presentation shall be more than two (2) minutes. Individuals desiring to address the Board are requested to email Dr. Bishop (Shalen.Bishop@peak-prep.org) prior to the start of the meeting. Board members are prohibited from responding to or commenting on matters raised by the public that are not on the agenda. (Gov. Code § 54954.2(a))

Public comments may be presented through our zoom link to the meeting:
<https://us02web.zoom.us/j/83791769394?pwd=ekNwbEo1RTFIZ0xnK25Cb3YySzhTZz09>

(Same as zoom link above, For Phone access see agenda information above)

III. Information, Discussion and Action items

A) Approval of Consent Agenda. *Agenda items presented in this section compose the Consent Agenda and are routine of nature. Unless an item is moved to the Action section at the request of a board member, they will be approved by the board as a group as the first action on the agenda. Each item approved shall be deemed to have been read in full and adopted as recommended.*

1. Approval of Financial Statement. *The Chief Business Official recommends that the Board of Directors approve the revenue and expenditures as listed on the Dec 1st, 2022 through Dec 31st, 2022 Financial Statements.*

2. Approval of Board Report of Commercial Checks
The Chief Business Official recommends that the Board of Directors approve the commercial payments as

listed on the Dec 1st, 2022 through Dec 31st, 2022 Board Report of Checks.

3. Approval of Board Report of Purchase Orders

The Chief Business Official recommends that the Board of Directors approve the purchase orders as listed on Dec 1st, 2022 through Dec 31st, 2022 Board Reports.

4. Approve Minutes from 12/7/2022 Board Meetings.

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner						
Bob Rust						
Carol Bjordahl						
Alana Miller						

A) Executive Director Report (No Action, just reporting out different aspects of the school program)

- a. Highlights
- b. Programs/Academic Resources updates, if any.
- c. Upcoming Compliance Dates

B) The Board shall discuss the Home School Program. Peak is working to add home school program to Peak to expand offerings and opportunities for families. While the virtual part is geared towards teacher-centered the home school would provide more independent and parent-centered opportunities.

C) The Board shall review, discuss and approve the School Accountability Report Card. 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.

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner						
Bob Rust						
Carol Bjordahl						
Alana Miller						

D) The Board shall review, discuss, and consider approving the transferring of sick days for classified/clerical staff (retroactively 7/1/2022). With the growth

of peak and quality of classified staff, Peak would like to allow the transfer of up to 5 sick days.

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner						
Bob Rust						
Carol Bjordahl						
Alana Miller						

E) The Board shall review, discuss, and consider approving up to 10 years of school experience for current and new Science, Math and Special Education.

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner						
Bob Rust						
Carol Bjordahl						
Alana Miller						

IV. Closed Session

PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Mid-year Review) (Gov. Code section 54957(b)(1.): Executive Director

V. Board Members Remarks and Announcements

VI. ADJOURNMENT

MOTION FOR ADJOURNMENT Motion to Adjourn

Roll Call Vote:

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner						
Bob Rust						
Carol Bjordahl						
Alana Miller						

Adjourned at

Checks Dated 12/01/2022 through 12/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5038800622	12/01/2022	Nuckles, Rebecca K	620-8699		367.20
5038800623	12/01/2022	Weisz Linehan, Karin	620-5220		749.69
5038800624	12/01/2022	Buckley, Jennifer R	620-5200		52.38
5038800625	12/01/2022	The Lincoln National Life Insurance Company	620-9539		683.33
5038800626	12/01/2022	Nearpod Inc	620-5800		7,903.81
5038800627	12/02/2022	T-Mobil USA Inc	620-5902		940.00
5038800628	12/09/2022	Tannous, Nicole N	620-5220		109.06
5038800629	12/09/2022	Bishop, Shalen	620-5220	327.20	
			620-5901	857.16	1,184.36
5038800630	12/09/2022	Amazon Capital Services Inc ACCOUNT NUMBER A2ANLA6W681S3Q	620-4300		1,156.11
5038800631	12/09/2022	AMERICAN LANGUAGE SERVICES	620-5800		580.00
5038800632	12/09/2022	Curriculum Associates LLC	620-4100		129.72
5038800633	12/09/2022	Oxford Consulting Services Inc	620-5800		2,008.05
5038800634	12/09/2022	Young Minney & Corr, LLP	620-5899		2,696.50
5038800635	12/09/2022	SELF-INSURED SCHOOLS OF CALIF	620-9534		29,316.20
5038800636	12/14/2022	SELF-INSURED SCHOOLS OF CALIF	620-9534		32,483.60
5038800637	12/15/2022	AMERICAN LANGUAGE SERVICES	620-5800		125.00
5038800638	12/15/2022	Children's Therapy Net Inc.	620-5800		1,050.00
5038800639	12/15/2022	WEX Health Inc.	620-9539		50.00
5038800640	12/16/2022	Gravity Assist	620-5800		12,410.00
5038800641	12/21/2022	Tax Deferred Services	620-9539		2,000.00
			Total Number of Checks	20	95,995.01

Fund Recap

Fund	Description	Check Count	Expensed Amount
620	Peak Prep	20	95,995.01
Total Number of Checks		20	95,995.01
Less Unpaid Tax Liability			.00
Net (Check Amount)			95,995.01

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Includes Purchase Orders dated 12/01/2022 - 12/31/2022

PO Number	Vendor Name	Order Location	Object Description	Resource Description	Account Amount
B3823-00022	AMERICAN LANGUAGE SERVICES	Peak Prep	Prof/ConslServ	Special Ed	5,000.00
B3823-00023	Gravity Assist	Peak Prep	Prof/ConslServ	ESSER III Fund	12,500.00
B3823-00024	GoGuardian	Peak Prep	Prof/ConslServ	ESSER III LL	10,090.00
P3823-00071	ACCREDITING COMM FOR SCHOOLS W estern Assoc of Schl Colleges	Peak Prep	Mtrls&Spls	Unrestricted	171.60
P3823-00072	Oxford Consulting Services Inc	Peak Prep	Prof/ConslServ	Special Ed	2,008.05
P3823-00073	Bright Thinkier, Inc.	Peak Prep	Prof/ConslServ	LearnRecEmer	2,000.00
P3823-00074	Imagine Learning LLC	Peak Prep	Txtbk	Supp/Conc	4,345.00
P3823-00075	Fireplace Inc	Peak Prep	Prof/ConslServ	Unrestricted	2,499.00
Total Number of POs			8	Total	38,613.65

Fund Recap

Fund	Description	PO Count	Amount
620	Peak Prep	8	38,613.65

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

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Fund 620 - Peak Prep		Fiscal Year 2022/23 Through December 2022				
Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	Revenue Limit State Aid Curr	2,294,418.00	2,173,398.00	1,242,368.00	931,030.00	57.16
8012	Education Protection Act	65,092.00	65,092.00	32,546.00	32,546.00	50.00
8096	Trs In-Lieu from Property Tax	1,255,449.00	1,255,449.00	491,346.00	764,103.00	39.14
Total LCFF Revenue Sources		3,614,959.00	3,493,939.00	1,766,260.00	1,727,679.00	50.55
Federal Revenue						
8181	Special Education Entitlement	43,080.00	41,683.00	6,387.30	35,295.70	15.32
8290	All Other Federal Revenue	423,319.00	339,303.00	191,371.95	147,931.05	56.40
Total Federal Revenue		466,399.00	380,986.00	197,759.25	183,226.75	51.91
Other State Revenues						
8550	Mandated Cost Reimbursements	10,182.00	10,851.00	10,851.00		100.00
8560	State Lottery Grant	76,109.00	36,963.00	32,400.46	69,363.46	-87.66
8590	Other State		712,894.00	422,746.00	290,148.00	59.30
Total Other State Revenues		86,291.00	760,708.00	401,196.54	359,511.46	52.74
Other Local Revenue						
8660	Interest	5,000.00	5,000.00	3,597.02	1,402.98	71.94
8699	All Other Local Revenue	2,000.00	18,565.00	18,564.56	.44	100.00
8792	Transfers of Apportionments Fr	223,929.00	264,674.00	95,487.00	169,187.00	36.08
Total Other Local Revenue		230,929.00	288,239.00	117,648.58	170,590.42	40.82
Total Year To Date Revenues		4,398,578.00	4,923,872.00	2,482,864.37	2,441,007.63	50.43

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	Teacher	1,890,000.00	1,788,425.00	898,245.49	869,284.33	20,895.18	48.61
1130	Certificated Stipends	63,000.00	85,750.00	33,750.00	44,000.00	8,000.00	51.31
1140	Certificated Extra Duty		4,000.00		1,000.00	3,000.00	25.00
1200	Certificated Pupil Support Sal	278,433.00	300,909.00	152,044.74	148,864.16	.10	49.47
1230	Cert Pupil Support Stipend	12,000.00	12,000.00	5,000.00	5,000.00	2,000.00	41.67
1300	Certificated Administrators	283,395.00	309,395.00	141,697.50	167,697.52	.02	54.20
1330	Administration Stipend	19,500.00	19,500.00			19,500.00	
1940	Other Cert-Extra Duty		3,645.00		3,645.00		100.00
Total Certificated Salaries		2,546,328.00	2,523,624.00	1,230,737.73	1,239,491.01	53,395.26	49.12
Classified Salaries							

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 638, Starting Period = 1, Ending Account Period = 0, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y)

Fund 620 - Peak Prep

Fiscal Year 2022/23 Through December 2022

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Classified Salaries (continued)							
2100	Instructional Aides		27,700.00		7,425.00	20,275.00	26.81
2400	Clerical & Office Salaries	194,327.00	172,872.00	101,258.43	72,545.03	931.46-	41.96
2450	Clerical & Office Overtime				399.00	399.00-	NO BDGT
	Total Classified Salaries	194,327.00	200,572.00	101,258.43	80,369.03	18,944.54	40.07
Employee Benefits							
3301	OASDI/Medicare Certificated	188,444.00	186,773.00	91,336.74	90,457.43	4,978.83	48.43
3302	OASDI/Medicare Classified	14,778.00	15,130.00	7,572.76	6,108.17	1,449.07	40.37
3401	Health/Dental/Vision Cert	307,754.00	274,194.00	157,130.22	105,364.31	11,699.47	38.43
3402	Health/Dental/Vission Class	45,972.00	27,312.00	18,084.40	9,464.67	237.07-	34.65
3501	SUI Certificated	12,457.00	12,409.00	5,969.61	6,114.25	325.14	49.27
3502	SUI Classified	966.00	989.00	495.04	398.49	95.47	40.29
3601	Workers' Comp Certificated	42,017.00	38,359.00	18,707.32	18,840.37	811.31	49.12
3602	Workers' Comp Classified	3,206.00	3,049.00	1,539.07	1,221.58	288.35	40.06
3901	403B and OtherBenCert	4,086.00	4,204.00	3,004.20	1,951.52	751.72-	46.42
3902	403B and OtherBen Class	108.00	5.00	92.82	41.34	129.16-	826.80
	Total Employee Benefits	619,788.00	562,424.00	303,932.18	239,962.13	18,529.69	42.67
Books and Supplies							
4100	Textbooks	234,784.00	229,229.00	4,345.00	221,452.09	3,431.91	96.61
4300	Materials and Supplies	67,465.00	67,857.00	419.73	28,957.03	38,480.24	42.67
4400	Non-Capitalized Equipment		301,254.00		299,526.12	1,727.88	99.43
	Total Books and Supplies	302,249.00	598,340.00	4,764.73	549,935.24	43,640.03	91.91
Services and Other Operating Expenditures							
5200	Travel and Conference	5,202.00	5,202.00		508.72	4,693.28	9.78
5220	Staff Development	55,187.00	45,718.00		53,867.81	8,149.81-	117.83
5300	Dues and Memberships	13,385.00	13,385.00		1,235.00	12,150.00	9.23
5450	Other Insurance	25,516.00	26,278.00		26,278.00		100.00
5600	Repair, Maintenance Building	19,096.00	4,017.00	3,297.00	720.00		17.92
5800	Professional/Consultion Servic	204,882.00	350,147.00	116,385.33	194,421.34	39,340.33	55.53
5801	Audit Services	15,000.00	15,000.00		1,123.50	13,876.50	7.49
5803	Business Services Authority	296,432.00	330,771.00	296,432.00		34,339.00	
5804	Employment Fees		500.00		548.72	48.72-	109.74
5899	Legal Services Box 14	30,000.00	30,000.00	42,869.28	11,855.72	24,725.00-	39.52
5901	Communication Services-Phone	7,785.00	9,000.00		3,408.04	5,591.96	37.87
5902	Internet Services	5,054.00	6,500.00	3,506.65	4,173.35	1,180.00-	64.21
5903	Postage	5,150.00	4,000.00		3,132.09	867.91	78.30

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 638, Starting Period = 1, Ending Account Period = 0, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE ONLINE

Fund 620 - Peak Prep		Fiscal Year 2022/23 Through December 2022					
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
	Total Services and Other Operating Expenditures	682,689.00	840,518.00	462,490.26	301,272.29	76,755.45	35.84
	Total Year To Date Expenditures	4,345,381.00	4,725,478.00	2,103,183.33	2,411,029.70	211,264.97	51.02

Fund 620 - Peak Prep

Fiscal Year 2022/23 Through December 2022

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Fund Reconciliation				
Assets				
9110	Cash in County Treasury	1,782,834.13	745,003.10-	1,037,831.03
9200	Accounts Receivable	832,720.28	556,654.28-	276,066.00
9201	Accounts Receivable-Payroll	2,751.85		2,751.85
9290	Due From Other Governments	1,111,745.23	992,487.67-	119,257.56
9330	Prepaid Rent	73,083.72	73,083.72-	
	Total Assets	3,803,135.21	2,367,228.77-	1,435,906.44
Liabilities				
9510	Accounts Payable	936,228.52	1,713,046.52-	776,818.00-
9511	Accounts Payable (Clear)		67,570.00-	67,570.00-
9530	Summer Pay Liability		29,955.60	29,955.60
9534	Health & Welfare Ins Payable		6,610.46-	6,610.46-
9535	State Unemployment Insurance	2,372.28	356.48	2,728.76
9536	Workers' Comp Ins Payable	99.60-	1,070.98-	1,170.58-
9539	Miscellaneous Deductions	2,372.19	1,244.06-	1,128.13
9552	Sales Tax Payable	115.85	949.45	1,065.30
9590	Due to Other Governments	9,512.00	595,485.00-	585,973.00-
9650	Deferred Revenue	85,297.95	85,297.95-	
9669	Other General Long-Term Liab	850,000.00		850,000.00
	Total Liabilities	1,885,799.19	2,439,063.44-	553,264.25-
	Calculated Fund Balance	1,917,336.02	71,834.67	1,989,170.69
Beginning Fund Balance				
9791	Beginning Fund Balance	1,917,336.02		1,917,336.02
	Beginning Fund Balance Proof	.00	71,834.67	71,834.67
Change in Fund Balance - Excess Revenues (Expenditures)			71,834.67	

Memo Only - Ending Fund Balance Accounts

	Adopted	Revised
Reserves		
9720	Reserve for Encumbrances	2,103,183.33
Other Designations		
9790	Undesignated/Unappropriate	863,061.00
9796 - 9799		
9796	Capital Assets Net of Debt	236,274.00
9797	Restricted Net Assets	1,016,395.00
	Total 9796 - 9799	.00

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 638, Starting Period = 1, Ending Account Period = 0, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE ONLINE

Fund 620 - Peak Prep		Fiscal Year 2022/23 Through December 2022				
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	4,398,578.00	4,923,872.00		2,482,864.37	2,441,007.63	50.43
B. Expenditures	4,345,381.00	4,725,478.00	2,103,183.33	2,411,029.70	211,264.97	51.02
C. Subtotal (Revenue LESS Expense)	53,197.00	198,394.00		71,834.67	2,229,742.66	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	53,197.00	198,394.00		71,834.67	2,229,742.66	
F. Fund Balance:						
Beginning Balance (9791)	1,921,760.00	1,917,336.00		1,917,336.02		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	1,921,760.00	1,917,336.00		1,917,336.02		
G. Calculated Ending Balance	1,974,957.00	2,115,730.00		1,989,170.69		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,369,970.00	863,061.00				
Other	604,987.00	1,252,669.00		2,103,183.33		

Peak Prep Pleasant Valley

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the 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.

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

Peak Prep is a non-classroom based school that serves their students 100% virtually. As of Sept of 2022, we have an enrollment of around 300 which includes 46 Special Education students, 220 Free/Reduced Lunch students, 5.6% EL and 1.2% Foster Youth.

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 three 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.

2022-23 School Overview

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

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

2020-21 Teacher Preparation and Placement

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						

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.

2021-22 Teacher Preparation and Placement

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						

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

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

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

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

2021-22 Class Assignments

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

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		12/20/2022	
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), Edgenuity/Imagine Learning (6-12), IXL (K-5), Stride (TK-12), Bright Thinker (TK-5), Studies Weekly (TK-5), Learning Without Tears (TK/K), Grade Level Novels (TK-5), Scholastics (2nd)	Yes	0
Mathematics	Accelerate (K-5), Edgenuity/Imagine Learning (6-12), Stride (TK-12), Generation Genius/IXL (K-5), Bright Thinker (TK-5), IXL (TK-8)	Yes	0
Science	Accelerate (K-5), Edgenuity/Imagine Learning (6-12), Stride (TK-12), Generation Genius/IXL (K-5), Bright Thinker (TK-5), Mystery Science (TK-5)	Yes	0

History-Social Science	Accelerate (K-5), Edgenuity/Imagine Learning (6-12), Stride (TK-12), Studies Weekly/Generation Genius (K-5), Bright Thinker (TK-5), Studies Weekly (TK-5)	Yes	0
Foreign Language	Edgenuity/Imagine Learning(6-12), Stride (TK-12), Bright Thinker (TK-5)	Yes	0
Health	Edgenuity/Imagine Learning (6-12), Stride (6th-12th)	Yes	0
Visual and Performing Arts	Accelerate (K-5), Edgenuity/Imagine Learning (6-12), Stride (TK-12), Bright Thinker (TK-5)	Yes	0
Science Laboratory Equipment (grades 9-12)	Edgenuity/Imagine Learning (6-12) and Stride (TK-12)	Yes	0

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
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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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

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		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 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.

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.

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.

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.

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

2021-22 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.

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.

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.

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.

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

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.

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

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)						

2021-22 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. 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.

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

2021-22 Career Technical Education Programs

Peak offers CTE courses through our online platform. We have multiple CTE courses available to our students but due to our size and teacher CTE credentials, we offer a couple of pathways: Business Management Pathway: Business Information and I.T. Pathway: Network Systems.

Sequences:

A. Business Information

Concentrator Courses

Introduction to Business and Finance 1A

Introduction to Business and Finance 1B

Completer Course

Small Business Entrepreneurship A

Small Business Entrepreneurship B

B. Network Systems

Concentrator Courses

Fundamentals of Computer Systems

Introduction of Information Technology Supports and Services

Completer Course

Business Computer Information Systems A

Business Computer Information Systems B

Our industries include Business and I.T.. The CTE Team includes: guidance counselors, CTE Credential teacher, Principal and Executive Director. We utilize courses/pathways offered through our online curriculum offerings.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	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
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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.

2022-23 Opportunities for Parental Involvement

For the 2022-2023 school year.

Peak Prep engaged its educational partners through annual surveys, emails, meetings, and phone calls. Peak does not have a bargaining unit. We have a continued open door for parent feedback that includes Board Meetings, Parent Advisory Committee, and through our weekly homeroom teacher communication.

For the LCAP:

Educational Partner Engagement included:

- 1) Staff Meeting and offered feedback. March 11th, 2022 and May 4th, 2022
- 2) Parent Advisory Committee/School Site Committee presentation and offered feedback. There were no emails or questions that required Director written feedback.
- 3) Called Foster Youth and EL families and asked for feedback.
- 4) Attended all winter & spring IEP meetings to gain feedback.
- 5) Annual Survey to families
- 6) Multiple Ventura County and SELPA meetings that included LCAP focuses on Foster Youth, English Learners, and SELPA consultation & strengthening services for students with disabilities.
- 7) Public Hearing--May 3rd, 2022
- 8) PAC/SSC Meeting: March 11th, 2022 & May 17th, 2022
- 9) Board Adoption--June 27th, 2022

Peak Prep held an Annual Family Engagement Meeting and met with the Parent Advisory Committee and held a public hearing. All meetings

2022-23 Opportunities for Parental Involvement

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 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									
Graduation Rate									

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

This table displays the 2021-22 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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 February, partial school year due to the COVID-19 pandemic. 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.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

Peak has a School Safety Plan. By March 1st, the plan is reviewed by legal and board-approved annually. Along with the LCAP, LCP, Written Operation and Reopening plans, the School Safety Plan is posted on the website: 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.

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				
1				
2				
3				
4				
5				
6				

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				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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				

2021-22 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	

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	10,232	1,258	8,975	53,999
District	N/A	N/A	8,975	53,999
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

As a non-classroom based school we have flexibility in our professional development assignments. In addition to our all staff day PDs, we assign various professional development via Vector Solutions to our staff that include compliance requirements and other applicable professional development (cybersecurity, cyberbullying, equity and inclusion, etc.). Lastly, we have conference opportunities and individual requested assignments/trainings.

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

Professional Development

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	10