

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

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 17 |
| Grade 1 | 13 |
| Grade 2 | 18 |
| Grade 3 | 17 |
| Grade 4 | 21 |
| Grade 5 | 16 |
| Grade 6 | 18 |
| Grade 7 | 24 |
| Grade 8 | 27 |
| Grade 9 | 32 |
| Grade 10 | 29 |
| Grade 11 | 49 |
| Grade 12 | 42 |
| Total Enrollment | 323 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 52.9 |
| Male | 47.1 |
| American Indian or Alaska Native | 3.1 |
| Asian | 1.9 |
| Black or African American | 23.8 |
| Filipino | 1.5 |
| Hispanic or Latino | 25.7 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 5.0 |
| White | 35.9 |
| English Learners | 5.6 |
| Foster Youth | 1.2 |
| Homeless | 4.3 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 63.8 |
| 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

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) | 14.30 | 71.75 | 261.20 | 86.48 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.90 | 0.33 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 3.20 | 1.07 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 3.90 | 19.60 | 14.60 | 4.84 | 12115.80 | 4.41 |
| Unknown | 1.70 | 8.55 | 21.90 | 7.26 | 18854.30 | 6.86 |
| Total Teaching Positions | 20.00 | 100.00 | 302.00 | 100.00 | 274759.10 | 100.00 |

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 | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 | 0.00 | |
| Misassignments | 0.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 | 0.00 | |
| Local Assignment Options | 3.90 | |
| Total Out-of-Field Teachers | 3.90 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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) | 0.00 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

| 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 |
|-----------|------|------|------|

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 | 33 | N/A | 57 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 15 | N/A | 42 | N/A | 33 |

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 | 183 | 178 | 97.27 | 2.73 | 32.58 |
| Female | 96 | 93 | 96.88 | 3.12 | 36.56 |
| Male | 87 | 85 | 97.70 | 2.30 | 28.24 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 43 | 42 | 97.67 | 2.33 | 19.05 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 59 | 59 | 100.00 | 0.00 | 27.12 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 14 | 14 | 100.00 | 0.00 | 14.29 |
| White | 59 | 55 | 93.22 | 6.78 | 49.09 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 114 | 110 | 96.49 | 3.51 | 27.27 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 25 | 24 | 96.00 | 4.00 | 8.33 |

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 | 182 | 177 | 97.25 | 2.75 | 15.25 |
| Female | 95 | 92 | 96.84 | 3.16 | 13.04 |
| Male | 87 | 85 | 97.70 | 2.30 | 17.65 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 43 | 42 | 97.67 | 2.33 | 4.76 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 59 | 59 | 100.00 | 0.00 | 11.86 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 13 | 13 | 100.00 | 0.00 | 23.08 |
| White | 59 | 55 | 93.22 | 6.78 | 23.64 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 114 | 110 | 96.49 | 3.51 | 7.27 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 25 | 24 | 96.00 | 4.00 | 8.33 |

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) | 22.94 | 14.29 | NT | 41.56 | 28.5 | 29.47 |

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 | 137 | 126 | 91.97 | 8.03 | 14.29 |
| Female | 78 | 73 | 93.59 | 6.41 | 10.96 |
| Male | 59 | 53 | 89.83 | 10.17 | 18.87 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 34 | 32 | 94.12 | 5.88 | 3.13 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 33 | 32 | 96.97 | 3.03 | 15.63 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 49 | 43 | 87.76 | 12.24 | 20.93 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 80 | 74 | 92.5 | 7.5 | 10.81 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 18 | 17 | 94.44 | 5.56 | 0 |

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 | 70 |
| 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 | 100.00 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 25.00 |

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 | | 82.6 | 31.7 | | 82.6 | 31.7 | | 8.9 | 7.8 |
| Graduation Rate | | 17.4 | 63.4 | | 17.4 | 63.4 | | 84.2 | 87 |

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 | 41 | 26 | 63.4 |
| Female | 20 | 14 | 70.0 |
| Male | 21 | 12 | 57.1 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.0 |
| Hispanic or Latino | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0 |
| Two or More Races | -- | -- | -- |
| White | 22 | 16 | 72.7 |
| English Learners | -- | -- | -- |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 34 | 20 | 58.8 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| 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 | 451 | 413 | 56 | 13.6 |
| Female | 238 | 223 | 32 | 14.3 |
| Male | 213 | 190 | 24 | 12.6 |
| American Indian or Alaska Native | 10 | 10 | 1 | 10.0 |
| Asian | 6 | 6 | 1 | 16.7 |
| Black or African American | 101 | 90 | 18 | 20.0 |
| Filipino | 5 | 5 | 0 | 0.0 |
| Hispanic or Latino | 138 | 124 | 15 | 12.1 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 24 | 22 | 6 | 27.3 |
| White | 141 | 132 | 13 | 9.8 |
| English Learners | 27 | 26 | 2 | 7.7 |
| Foster Youth | 6 | 4 | 1 | 25.0 |
| Homeless | 19 | 16 | 3 | 18.8 |
| Socioeconomically Disadvantaged | 297 | 271 | 39 | 14.4 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 59 | 53 | 10 | 18.9 |

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 | 0.00 | 1.15 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

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 | 0.00 | 0.00 | 0.14 | 2.44 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 |

2021-22 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 |

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 | 4 | 12 | | |
| 1 | 6 | 12 | | |
| 2 | 6 | 6 | | |
| 3 | 5 | 12 | | |
| 4 | 3 | 14 | | |
| 5 | 5 | 13 | | |
| 6 | 5 | 6 | | |
| Other | 7 | 9 | | |

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 | | |
| 3 | 22 | | 5 | |
| 4 | 19 | 5 | | |
| 5 | 13 | 5 | | |
| 6 | 11 | 9 | | |
| Other | 17 | 14 | 2 | |

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 | 9 | 12 | | |
| 1 | 13 | 6 | | |
| 2 | 17 | 6 | | |
| 3 | 17 | 6 | | |
| 4 | 21 | | 6 | |
| 5 | 16 | 6 | | |
| 6 | 8 | 12 | | |
| Other | 2 | 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 | 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 |

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 | 24 | 4 | 2 | 3 |
| Mathematics | 21 | 5 | 1 | 3 |
| Science | 29 | 2 | 2 | 2 |
| Social Science | 21 | 5 | 4 | 2 |

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 | 107.67 |

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) | 3.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.0 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 3.0 |

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 | \$77,892 |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | -36.2 |
| State | N/A | N/A | \$6,594 | \$87,271 |
| Percent Difference - School Site and State | N/A | N/A | 30.6 | -47.1 |

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 | \$50,649 | \$52,641 |
| Mid-Range Teacher Salary | \$80,132 | \$83,981 |
| Highest Teacher Salary | \$101,899 | \$107,522 |
| Average Principal Salary (Elementary) | \$120,152 | \$136,247 |
| Average Principal Salary (Middle) | \$125,638 | \$142,248 |
| Average Principal Salary (High) | | \$139,199 |
| Superintendent Salary | \$210,000 | \$242,166 |
| Percent of Budget for Teacher Salaries | 39% | 34% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

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 | 2.7 |
|-----------------------------------|-----|

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 | 1 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 1 |
| Science | 0 |
| Social Science | 3 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 5 |

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 |