

Peak Prep Pleasant Valley

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Peak Prep Pleasant Valley
Street	2150 Pickwick Dr, #304
City, State, Zip	Camarillo
Phone Number	8052220025
Principal	Dr. Shalen Bishop
Email Address	Shalen.Bishop@peak-prep.org
School Website	www.peak-prep.org
Grade Span	P-12
County-District-School (CDS) Code	56 72553 0139592

2024-25 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	www.peak-prep.org

2024-25 School Description and Mission Statement

Peak Prep is a non-classroom-based school that serves its students virtually with a small percentage in person. As of Jan 27, we have an enrollment of around 883, including 77% Socioeconomically disadvantaged, 13% special ed, 7.4% EL and .7% Foster Youth.

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

Mission Statement: The mission of Peak Prep Pleasant Valley is to provide individualized educational options to students

2024-25 School Description and Mission Statement

seeking alternatives to traditional classroom programs, to ignite the unique talents, capabilities, and joy within each student, enabling them to become citizen-leaders who make positive contributions to their local and global communities.

This will be accomplished by:

Implementing an academically rigorous inquiry-based college preparatory curriculum that will meet all of California State, and relevant national standards through a personalized learning approach

Developing leadership skills in each student, as well as a thorough understanding of democracy, citizenship, and civic responsibility

Developing social-emotional intelligence, a positive and healthy sense of self, and grit to solve an array of challenges in an ever-challenging world

Identifying the strengths and challenges of each student, using backward planning to map their trajectory for growth, and creating educational programming and supports that meet their individualized needs

Going beyond individualized learning to make meaningful connections with others, to collaborate and explore ideas, and respect differences

Developing skills leading to independence in continued learning

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

The time value of pupil work is aligned with the online curriculum and assessed by the credentialed teacher. Teachers will document the work sample. Since many 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 any additional support 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
- 5) Funds for specific needs related to their unique circumstances

Gifted Students

- 1) Access to honors and AP
- 2) Dual Enrollment

2024-25 School Description and Mission Statement

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 support team, collaboration time (team meetings), PLC meetings, LMS reports, and data analysis reporting.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	41
Grade 1	32
Grade 2	22
Grade 3	19
Grade 4	25
Grade 5	16
Grade 6	27
Grade 7	34
Grade 8	31
Grade 9	35
Grade 10	48
Grade 11	47
Grade 12	26
Total Enrollment	403

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.1
Male	45.9
American Indian or Alaska Native	2
Asian	7.4
Black or African American	21.3
Filipino	0.2
Hispanic or Latino	41.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.5
White	21.6
English Learners	7.4
Foster Youth	0.7
Homeless	3.2
Migrant	0.2
Socioeconomically Disadvantaged	76.9
Students with Disabilities	14.1

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/Incomplete/NA	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)	12.00	70.94	296.80	88.26	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.20	1.26	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.60	1.39	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.60	15.59	10.50	3.14	11953.10	4.28
Unknown/Incomplete/NA	2.20	13.41	19.90	5.93	15831.90	5.67
Total Teaching Positions	17.00	100.00	336.30	100.00	279044.80	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.

2022-23 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)	11.70	64.35	284.50	86.77	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.60	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	12.40	3.80	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.60	14.46	7.30	2.25	11746.90	4.23
Unknown/Incomplete/NA	3.80	21.19	21.50	6.58	14303.80	5.15
Total Teaching Positions	18.20	100.00	327.90	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	3.90	2.60	2.6
Total Out-of-Field Teachers	3.90	2.60	2.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
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	0	0

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

2024-25 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), Subjects.com (9-12)	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), Subjects.com (9-12)	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), Subjects.com (9-12)	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), Subjects.com (9-12)	Yes	0
Foreign Language	Edgenuity/Imagine Learning(6-12), Stride (TK-12), Bright Thinker (TK-5), Subjects.com (9-12), Rosetta Stone (MS/HS)	Yes	0
Health	Edgenuity/Imagine Learning (6-12), Stride (6th-12th), Subjects.com (9-12)	Yes	0
Visual and Performing Arts	Accelerate (K-5), Edgenuity/Imagine Learning (6-12), Stride (TK-12), Bright Thinker (TK-5), Edynamics, Subjects.com (9-12), Edynamics (6-12)	Yes	0

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

School Facility Conditions and Planned Improvements

N/A--We are a nonclassroom based school we rent one room from the school district for our learning resource. They manage and maintain it's conditions and improvements.

Year and month of the most recent FIT report N/A

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	40	34	57	58	46	47
Mathematics (grades 3-8 and 11)	19	21	46	47	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	223	209	93.72	6.28	33.97
Female	123	114	92.68	7.32	35.09
Male	100	95	95.00	5.00	32.63
American Indian or Alaska Native	--	--	--	--	--
Asian	17	14	82.35	17.65	42.86
Black or African American	56	56	100.00	0.00	19.64
Filipino	0	0	0	0	0
Hispanic or Latino	89	82	92.13	7.87	29.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	47	43	91.49	8.51	58.14
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	168	159	94.64	5.36	28.93
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	31	91.18	8.82	25.81

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	223	209	93.72	6.28	21.05
Female	123	114	92.68	7.32	21.05
Male	100	95	95.00	5.00	21.05
American Indian or Alaska Native	--	--	--	--	--
Asian	17	14	82.35	17.65	28.57
Black or African American	56	56	100.00	0.00	16.07
Filipino	0	0	0	0	0
Hispanic or Latino	89	82	92.13	7.87	15.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	47	43	91.49	8.51	34.88
English Learners	14	14	100.00	0.00	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	168	159	94.64	5.36	16.98
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	31	91.18	8.82	16.13

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	23.97	18.70	41.37	43.07	30.29	30.73

2023-24 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	129	124	96.12	3.88	18.55
Female	76	72	94.74	5.26	16.67
Male	53	52	98.11	1.89	21.15
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	40	100.00	0.00	12.50
Filipino	0	0	0	0	0
Hispanic or Latino	45	44	97.78	2.22	9.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	31	91.18	8.82	38.71
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	94	97.92	2.08	15.96
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	21	100.00	0.00	14.29

2023-24 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.

The curriculum brings a comprehensive approach with several of the most critical, high-demand Career Clusters in the CTE world today. Together these clusters comprise industries that represent key cornerstones of our economy.

Peak Prep School provides a curriculum that supports students in career clusters. Each Career Cluster includes three separate, clearly defined pathways for students to follow toward certification providing a total of 6 career pathways:

- Business
- IT
- Art
- Education

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

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	98
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.7
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.71
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	14.29

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.

2023-24 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. The administration of the PFT requires only participation results 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	68	68	68	68	68
Grade 7	73	73	73	73	73
Grade 9	67	67	67	67	67

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.

2024-25 Opportunities for Parental Involvement

For the 2024-2025 school year, Peak engaged its educational partners through annual surveys, emails, meetings, and phone calls

Educational Partner Engagement included:

- 1) Parent Advisory Committee Meetings (presentation & feedback)--Jan 2024, March 2024 & May 2024.
- 2) Annual Survey to families sent via parentsquare and newsletter.
- 3) Reached out to Foster Youth and EL families and asked for feedback.
- 4) Board Adoption/Public Hearing--Wednesday May 1st & Wednesday, June 5th, 2024

All meetings were held virtually via Zoom and Peak continues to offer office hours for phone calls, receipt of emails, and meetings.

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

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	31.7	4.0	6.3	31.7	4.0	6.3	7.8	8.2	8.9
Graduation Rate	63.4	94.0	93.8	63.4	94.0	93.8	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	32	30	93.8
Female	16	15	93.8
Male	16	15	93.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	15	13	86.7
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	25	23	92.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	572	488	35	7.2
Female	306	264	19	7.2
Male	266	224	16	7.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	39	34	2	5.9
Black or African American	119	107	7	6.5
Filipino	--	--	--	--
Hispanic or Latino	240	204	16	7.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	25	22	2	9.1
White	134	109	7	6.4
English Learners	37	34	4	11.8
Foster Youth	--	--	--	--
Homeless	20	18	1	5.6
Socioeconomically Disadvantaged	413	367	30	8.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	79	76	11	14.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	2.44	2.51	2.56	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 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
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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.

2024-25 School Safety Plan

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.

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		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	13	7	6	
1	18	6		
2	11	6		
3	7	11		
4	12	7		
5	42			6
6	13	7	1	
Other	21		1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	6	4		
1	9	2	1	
2	18	1		
3	3	5		
4	5	6		
5	4	3		
6	4	18		
Other	11	7	2	

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	21	4	2	4
Mathematics	16	7		2
Science	20	4	1	2
Social Science	27	6	3	3

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	2	81		
Mathematics	3	67		
Science	2	53		
Social Science	2	79		

2023-24 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	403

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$17,337	\$4,156	\$13,181	\$73,751
District	N/A	N/A	\$13,181	
Percent Difference - School Site and District	N/A	N/A	0.0	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2023-24 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$56,452	\$58,553
Mid-Range Teacher Salary	\$89,312	\$93,924
Highest Teacher Salary	\$111,708	\$119,489
Average Principal Salary (Elementary)	\$134,033	\$149,898
Average Principal Salary (Middle)	\$134,919	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$227,300	\$270,432
Percent of Budget for Teacher Salaries	33.9	31.93
Percent of Budget for Administrative Salaries	6.17	5.62

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	8.4
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	9
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	1
Social Science	11
Total AP Courses Offered Where there are student course enrollments of at least one student.	21

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. One highlighted development was the Museum of Tolerance for Educators.

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

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	9