

Peak to Peak Mountain Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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.



Principal, Peak to Peak Mountain Charter

About Our School

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. School finances and school completion data are reported for the 2011-12 school year. These years Peak to Peak Mountain Charter was not in existence. Contact information, facilities, curriculum and instructional material, and select teacher data are reported for the 2013-2014 school year.

Peak to Peak Mountain Charter is a small K-8 charter school located in a rural mountain community. We strive for high academic achievement for all students. The school population consisted of approximately 85 students in four self-contained classrooms during the 2013-2014 school year.

Peak to Peak Mountain Charter opened for enrollment in the 2013-2014 school year. For additional information about the school, parents and community members should contact the school at (661) 242-3811 or visit the school website www.peaktopeakmountaincharter.org.

Contact

Peak to Peak Mountain Charter
19009 Cerro Noroeste Rd.
Pine Mountain Club, CA 93222

Phone: 661-242-3811
E-mail: office@peaktopeakmountaincharter.org

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Maricopa Unified
Phone Number	(661) 769-8231
Superintendent	Scott Meier
E-mail Address	smeier@maricopaschools.org
Web Site	www.maricopaschools.org

School Contact Information - Most Recent Year	
School Name	Peak to Peak Mountain Charter
Street	19009 Cerro Noroeste Rd.
City, State, Zip	Pine Mountain Club, Ca, 93222
Phone Number	661-242-3811
Principal	
E-mail Address	office@peaktopeakmountaincharter.org
Web Site	www.peaktopeakmountaincharter.org
County-District-School (CDS) Code	15636280128504

Last updated: 1/22/2016

School Description and Mission Statement - Most Recent Year

Peak to Peak Mountain Charter is an Independent Public Charter School authorized by the Maricopa Unified School District. We are located 3.5 miles west of Pine Mountain Club, surrounded by the Los Padres National Forest. Our campus includes four multi-grade classrooms that allow students to advance to more challenging lessons in subjects where they excel.

Our primary goal at Peak to Peak Mountain Charter is to provide an exemplary individualized, standards-based education for all children, with an emphasis on cooperative, hands-on, theme-based learning. We believe that all children are unique and gifted individuals.

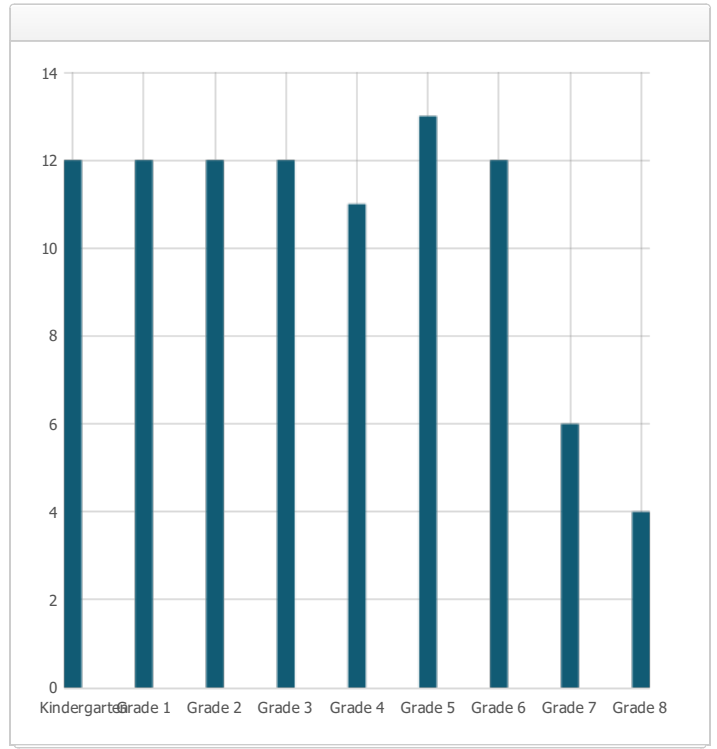
We are committed to working collaboratively to develop lifelong learners in a safe and caring academic environment, where students are challenged, integrity and Personal Best expected, and differences valued.

Peak to Peak Mountain Charter puts student academic achievement first. Small class sizes and individualized attention for students allow us to focus on and and strive to recognize and meet the specific needs of each student.

Last updated: 12/18/2015

Student Enrollment by Grade Level (School Year 2014-15)

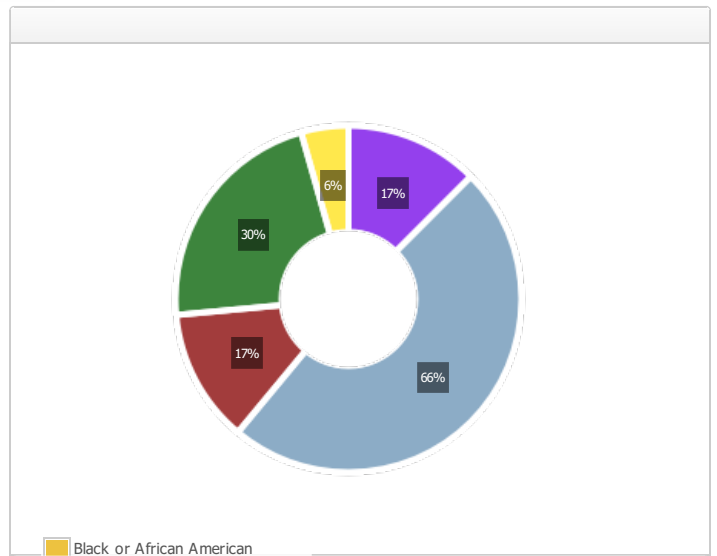
Grade Level	Number of Students
Kindergarten	12
Grade 1	12
Grade 2	12
Grade 3	12
Grade 4	11
Grade 5	13
Grade 6	12
Grade 7	6
Grade 8	4
Total Enrollment	94



Last updated: 12/18/2015

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	17.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	66.0 %
Two or More Races	17.0 %
Socioeconomically Disadvantaged	30.9 %
English Learners	0.0 %
Students with Disabilities	6.4 %
Foster Youth	0.0 %



Last updated: 1/21/2016

A. Conditions of Learning

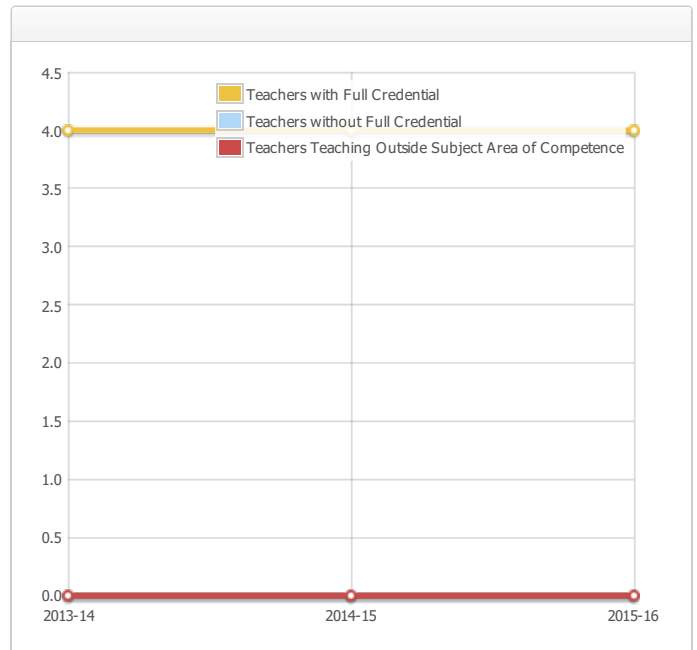
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

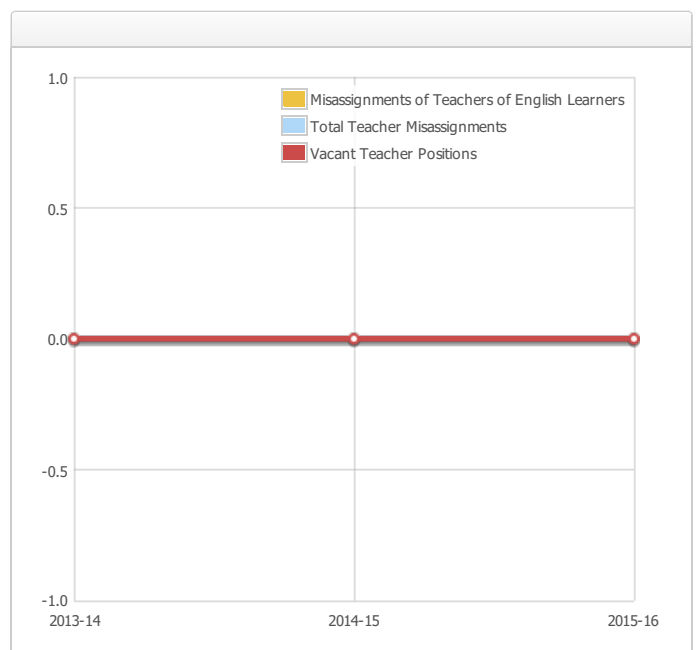
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	4	4	4	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/21/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/21/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6: MacMillan/ McGraw Hill; California Treasures 6-8: Glencoe Literature, California Treasures	Yes	0.0 %
Mathematics	K-5: McGraw-Hill; My Math (CCSS) 6-8: McGraw-Hill; Middle School Math Course 1-3(ccss)	Yes	0.0 %
Science	6-8: Glencoe/McGraw-Hill, Glencoe Science Focus on Series K-6: Harcourt School Publishers; California Science K-6: Pearson Scott Foreman; Scott Foreman California Science	No	0.0 %
History-Social Science	6-8: Glencoe/McGraw-Hill; Glencoe Discovering Our Past K-6: Harcourt School Publishers; Reflections: California Series	No	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	Enrichment programs funded by School Advisory Committee		0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/21/2016

School Facility Conditions and Planned Improvements - Most Recent Year

The Peak to Peak Mountain Charter school campus is located a 2.5 miles west of the community of Pine Mountain Club and is leased from County of Kern Parks and Recreation. The facility consists of four large classrooms, a small office building, a greenhouse, a covered outdoor lunch area, and playgrounds with multi-age activities.

Each classroom has SMART Board technology to enhance curriculum and student participation. Classrooms had the use of 5-6 computers for student use in each classroom (Grades 6-8) having 7 computers. All students have access to a tablet or a laptop (1:1 devices). All classrooms have extensive integrated libraries with grade appropriate books, and the younger classrooms are equipped with listening centers and recorded books on tape. The classrooms are set-up to accommodate small group instruction which is utilized at Peak to Peak Mountain Charter. Fire extinguishers, fire alarms, smoke detectors and CO detectors are installed in each classroom.

The outside areas around the buildings maintain rural appearance yet child friendly. Peak to Peak Mountain Charter supports a native plant garden in the courtyard. Peak to Peak Mountain Charter's playground includes a jungle gym, traveling rings, a slide with IPEMA certification, a large sandbox, portable soccer goals, and freestanding basketball net; A lower playground area is used for running games such as soccer, kickball and volleyball. The natural area surrounding Peak to Peak Mountain Charter has brush reduction completed by the County Fire. Brush cutting has also been completed around the buildings and playground on campus.

Due to drought a self contained water system that is permitted was brought in to supply the school with water until the original water system is rehabbed. Once that is completed the school will reconnect with the Camp Condor Water System.

Buildings exteriors were patched and sealed. Two toilets have been replaced.

Two Eagle Scout projects are to be completed in the spring: The first consists of a new, larger, relocated flag pole, the completion of the greenhouse floor, additional steps to path that has eroded and new gate surroundings around heaters in the quonset building. The second is to create a walking path from the school to the closest road, so pedestrians don't have to walk on the driveway.

Annual maintenance on the the Heating and Air Conditioning units will be conducted.

Last updated: 1/21/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Septic tanks were cleaned out in March 2015, propane lines were inspected in August 2015 prior to the beginning of 2015-16 school year, and HVAC systems in portable are due for maintenance in Spring 2016. The possibility of replacing the heaters in the Kindergarten room and quonset building is likely, due to age.
Interior: Interior Surfaces	Good	New carpet was purchased for one classroom and office.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Continual repairs are being made on the exterior of the buildings. Holes were patched, grating replaced and the wire to our camera system fixed was completed in September 2015. Maintenance will be ongoing due to our remote location.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Due to hard water replacement of the office and ADA toilets, the valve

		in the boys faucet, and kitchen faucet were required. The office bathroom faucet will be repaired in February 2016.
Safety: Fire Safety, Hazardous Materials	Good	Extinguishers service annually. Brush clearing around buildings is on-going.
Structural: Structural Damage, Roofs	Fair	Siding was repaired in September 2015. The roof on the quonset will be repaired in February 2016.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	A driveway was enlarged to allow for the drop off and pick-up of students closer to the classrooms. New safety mulch was brought in for both the upper and lower playgrounds. Windows in the Kindergarten and quonset building need to be replaced. A path will be created for pedestrians in the spring.

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2016

Overall Rating	Good
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Last updated: 1/21/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	39.0%	11.0%	44.0%
Mathematics (grades 3-8 and 11)	37.0%	9.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/21/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	12	12	100.0%	42.0%	17.0%	25.0%	17.0%
Male	12	7	58.3%	--	--	--	--
Female	12	5	41.7%	--	--	--	--
Black or African American	12	1	8.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	12	1	8.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	12	7	58.3%	--	--	--	--
Two or More Races	12	3	25.0%	--	--	--	--
Socioeconomically Disadvantaged	12	2	16.7%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/21/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	11	11	100.0%	27.0%	45.0%	18.0%	9.0%
Male	11	3	27.3%	--	--	--	--
Female	11	8	72.7%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	11	3	27.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	11	6	54.5%	--	--	--	--
Two or More Races	11	2	18.2%	--	--	--	--
Socioeconomically Disadvantaged	11	2	18.2%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	11	1	9.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/21/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	11	11	100.0%	27.0%	36.0%	27.0%	9.0%
Male	11	5	45.5%	--	--	--	--
Female	11	6	54.5%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	11	2	18.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	11	7	63.6%	--	--	--	--
Two or More Races	11	2	18.2%	--	--	--	--
Socioeconomically Disadvantaged	11	4	36.4%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	11	1	9.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/21/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	11	11	100.0%	45.0%	18.0%	36.0%	0.0%
Male	11	7	63.6%	--	--	--	--
Female	11	4	36.4%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	11	8	72.7%	--	--	--	--
Two or More Races	11	3	27.3%	--	--	--	--
Socioeconomically Disadvantaged	11	4	36.4%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	11	1	9.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/21/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	7	6	85.7%	--	--	--	--
Male	7	3	42.9%	--	--	--	--
Female	7	3	42.9%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	7	1	14.3%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	7	2	28.6%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	7	3	42.9%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	7	1	14.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/21/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	6	6	100.0%	--	--	--	--
Male	6	2	33.3%	--	--	--	--
Female	6	4	66.7%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	6	1	16.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	6	4	66.7%	--	--	--	--
Two or More Races	6	1	16.7%	--	--	--	--
Socioeconomically Disadvantaged	6	2	33.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/21/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	12	12	100.0%	17.0%	58.0%	25.0%	0.0%
Male	12	7	58.3%	--	--	--	--
Female	12	5	41.7%	--	--	--	--
Black or African American	12	1	8.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	12	1	8.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	12	7	58.3%	--	--	--	--
Two or More Races	12	3	25.0%	--	--	--	--
Socioeconomically Disadvantaged	12	2	16.7%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/21/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	11	11	100.0%	27.0%	27.0%	45.0%	0.0%
Male	11	3	27.3%	--	--	--	--
Female	11	8	72.7%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	11	3	27.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	11	6	54.5%	--	--	--	--
Two or More Races	11	2	18.2%	--	--	--	--
Socioeconomically Disadvantaged	11	2	18.2%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	11	1	9.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/21/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	11	11	100.0%	45.0%	18.0%	27.0%	9.0%
Male	11	5	45.5%	--	--	--	--
Female	11	6	54.5%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	11	2	18.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	11	7	63.6%	--	--	--	--
Two or More Races	11	2	18.2%	--	--	--	--
Socioeconomically Disadvantaged	11	4	36.4%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	11	1	9.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/21/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	11	11	100.0%	36.0%	27.0%	27.0%	9.0%
Male	11	7	63.6%	--	--	--	--
Female	11	4	36.4%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	11	8	72.7%	--	--	--	--
Two or More Races	11	3	27.3%	--	--	--	--
Socioeconomically Disadvantaged	11	4	36.4%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	11	1	9.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/21/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	7	6	85.7%	--	--	--	--
Male	7	3	42.9%	--	--	--	--
Female	7	3	42.9%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	7	1	14.3%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	7	2	28.6%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	7	3	42.9%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	7	1	14.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/21/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	6	6	100.0%	--	--	--	--
Male	6	2	33.3%	--	--	--	--
Female	6	4	66.7%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	6	1	16.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	6	4	66.7%	--	--	--	--
Two or More Races	6	1	16.7%	--	--	--	--
Socioeconomically Disadvantaged	6	2	33.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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Last updated: 1/21/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	0.0%	--	--	--	33.0%	11.0%	--	60.0%	56.0%

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/21/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	11.0%
All Students at the School	--
Male	--
Female	--
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/21/2016

Career Technical Education Programs (School Year 2014-15)

N/A

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 areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	--	--	--
7	--	--	--

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/21/2016

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 for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

The School Advisory Committee provides a place for parent to be involved in the life of the school. Volunteers are organized as a part of this parent/teacher group. Parents are afforded the opportunity to participate in the classroom, on the playground, during lunch, field trips and through enrichment activities.

State Priority: Pupil Engagement

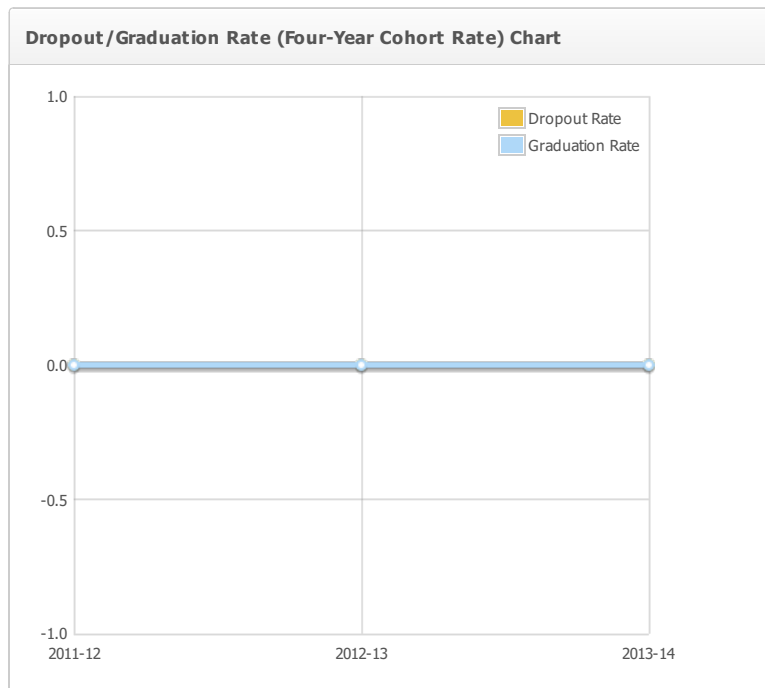
Last updated: 1/21/2016

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

- High school dropout rates; and
- High school graduation rates

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	65.50	60.90	78.87	80.44	80.95



Last updated: 1/21/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	--	70	84
Black or African American	--	62	76
American Indian or Alaska Native	--	64	78
Asian	--	79	92
Filipino	--	90	96
Hispanic or Latino	--	72	81
Native Hawaiian or Pacific Islander	--	59	83
White	--	72	89
Two or More Races	--	74	82
Socioeconomically Disadvantaged	--	69	81
English Learners	--	38	50
Students with Disabilities	--	43	61
Foster Youth	--	--	--

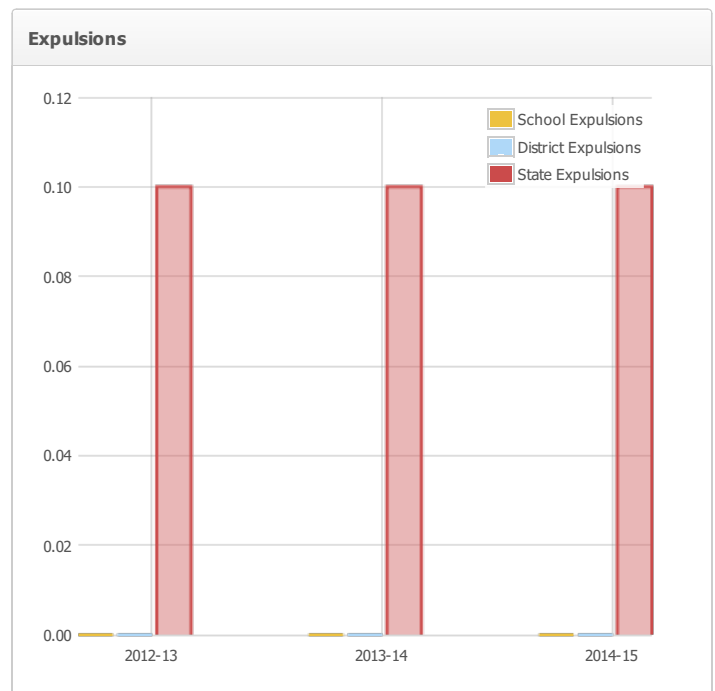
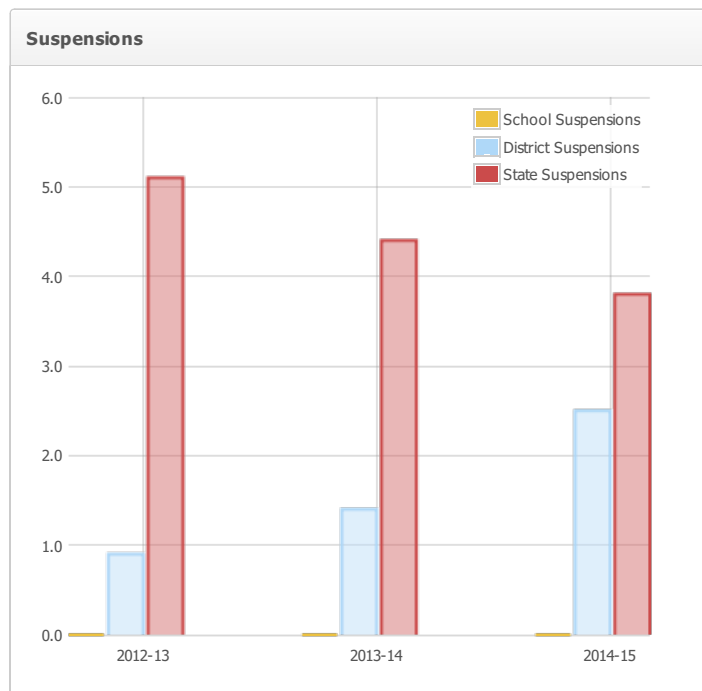
State Priority: School Climate

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

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.0	0.0	0.9	1.4	2.5	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/21/2016

School Safety Plan - Most Recent Year

Peak to Peak Mountain Charter annually updates (if necessary) all registration forms one of which safety procedures for pick-up and drop-off of students, vehicular traffic in the school vicinity, and providing for the general safety of students, families, and staff at Peak to Peak Mountain Charter. Law-enforcement and fire fighters visit school site annually for updates and familiarity. Peak to Peak Mountain Charter was registered with Ready Kern for emergencies and community alerts.

The school emergency plan was revisited and revised in October of 2015. The plan was rehearsed and executed during the Great Shake Out in October 2015. The evacuation drill is held annually in September 2016 so parents may be familiar with the off -site pick-up location. In addition, fire drills are held each month, lock-down and other emergency drills are held annually. Peak to Peak is registered with Ready Kern for emergencies and communit alerts.

The key elements of the emergency plan include

- 1) Introduction
- 2) Sandardized Emergency Management
- 3) Initial Response to Emergencies

4) Immediate Response Actions

5) Emergency Procedures

6) Other Emergency Information

7) Emergency Drills/ Management Organizational Chart/ Phone Numbers

8) Apendices

Last updated: 1/21/2016

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		Yes	
Met Graduation Rate	N/A	N/A	

Last updated: 1/21/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.0%

Note: Cells with NA values do not require data.

Last updated: 1/21/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K				11.0	1			12.0	1			
1				12.0	1			12.0	1			
2				12.0	1			12.0	1			
3				12.0	1			12.0	1			
4				10.0	1			11.0	1			
5				11.0	1			13.0	1			
6				13.0	1			12.0	1			
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/21/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
-------	-----------------------------------	---

Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/21/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7808.0	\$1439.0	\$6369.0	\$34143.0
District	N/A	N/A	\$9919.0	\$50766.0
Percent Difference – School Site and District	N/A	N/A	64.2%	66.0%
State	N/A	N/A	\$5348.0	\$59460.0
Percent Difference – School Site and State	N/A	N/A	76.4%	47.8%

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

Last updated: 1/22/2016

Types of Services Funded (Fiscal Year 2014-15)

In addition to General State finding (LCFF) Peak to Peak receives

Federal, Special Education

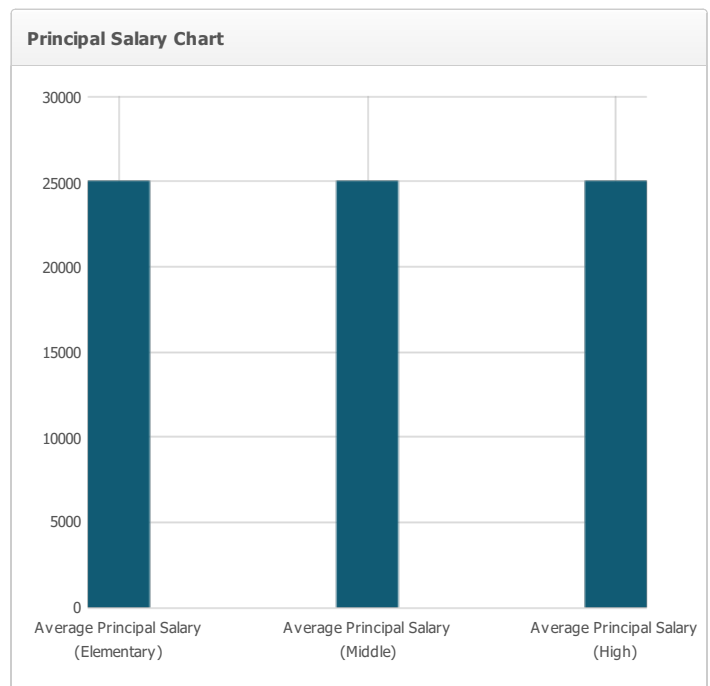
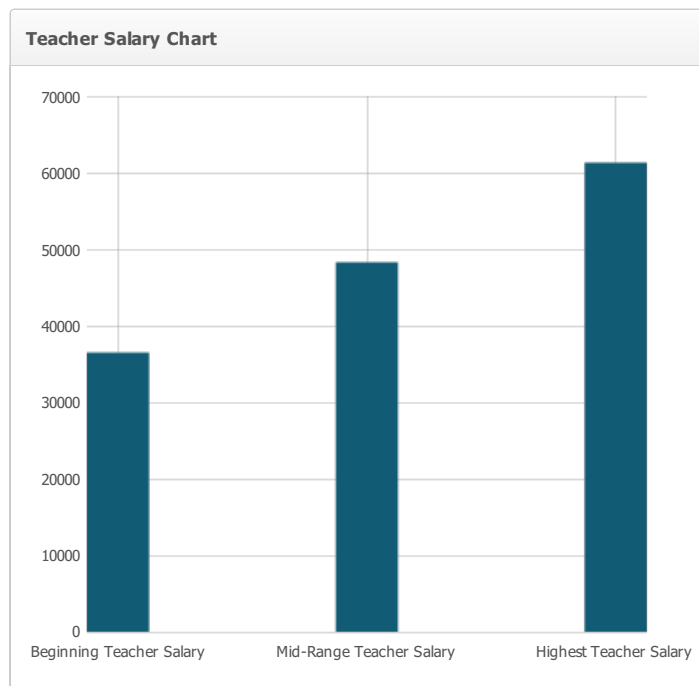
Enrichment such as music and art is funded through the SAC (School Advisory Council). This is our parent's fundraising group.

Last updated: 1/22/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,492	\$38,953
Mid-Range Teacher Salary	\$48,286	\$57,103
Highest Teacher Salary	\$61,306	\$74,127
Average Principal Salary (Elementary)	\$25,037	\$90,225
Average Principal Salary (Middle)	\$25,037	\$98,146
Average Principal Salary (High)	\$25,037	\$97,758
Superintendent Salary	\$50,075	\$117,803
Percent of Budget for Teacher Salaries	32.0%	34.0%
Percent of Budget for Administrative Salaries	2.0%	7.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/22/2016

Professional Development – Most Recent Three Years

The community of Peak to Peak Mountain Charter recognizes that staff development directly affects student academic success. A Professional Learning Community (PLC) has been established to encourage grade-level articulation and identify needed staff development. At the beginning of the year, staff development needs are planned after the analysis of authentic student performance results from the STAR test (or equivalent), grade-level assessments,

including multiple measures, and teacher observations. The focus of these long-range plans will be that all students achieve proficiency or above on the CST. Staff works on calibrating the curriculum to align with the grade-level content standards.

Accelerated Math and Reader are programs that are available to all grades. Teachers and instructional Aides have on-going training. All staff is receiving on-site, on-line tutorials (Ren U) and Q&A meeting. These programs give not only teachers, but parents as well, current level and growth in math and reading.

Teachers share their experiences using HET techniques in their classroom to teach a standards-based content lessons. Consequently the teacher is coached by the administration observing a classroom lesson to ensure they are able to utilize this instructional strategy effectively. Additionally, team members will provide support for new staff members by modeling effective lessons embedded with HET teaching and assessment strategies.

To deepen teachers' content knowledge and engage all students in learning, our staff will attend site workshops, college courses, and professional conferences. Examples of on-site professional development may include in-service training on curriculum and technology use. Staff has attended HET conferences providing the latest research on instructional strategies.

Last updated: 1/22/2016