

# Pegasus High School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

## 2025-26 School Contact Information

|                                          |                          |
|------------------------------------------|--------------------------|
| <b>School Name</b>                       | Pegasus High School      |
| <b>Street</b>                            | 617 North Jackson Avenue |
| <b>City, State, Zip</b>                  | San Jose, CA, 95133      |
| <b>Phone Number</b>                      | (408) 928-5440           |
| <b>Principal</b>                         | Bjorn Berg               |
| <b>Email Address</b>                     | BergBj@esuhsd.org        |
| <b>School Website</b>                    | pegasus.esuhsd.org       |
| <b>Grade Span</b>                        |                          |
| <b>County-District-School (CDS) Code</b> | 43694274330353           |

## 2025-26 District Contact Information

|                         |                                      |
|-------------------------|--------------------------------------|
| <b>District Name</b>    | East Side Union High School District |
| <b>Phone Number</b>     | (408) 347-5000                       |
| <b>Superintendent</b>   | Glenn Vander Zee                     |
| <b>Email Address</b>    | VanderZeeG@esuhsd.org                |
| <b>District Website</b> | www.esuhsd.org                       |

## 2025-26 School Description and Mission Statement

For the 2024-2025 School year, the Pegasus High School Vision is "With great care and pride, we will teach all students to use the power of their minds to achieve academic, personal, and social success." And our mission statement is "To provide a safe and caring learning environment where students achieve the academic, personal, and social development required to continue learning to pursue post-secondary education to compete in a dynamic job market and to participate in a diverse, democratic society."

Pegasus is a "Small But Necessary" continuation school in the East Side Union High School District. Pegasus offers its students an alternative education method in a small school environment, emphasizing personalized instruction. Pegasus is contiguous to the campus of Independence High School and currently serves 130 students, split between our morning and afternoon programs. The student population changes at times because of the highly transient nature of the student population and the possibility of mid-year graduates. The school is run on an "open entry/exit" basis. Students completing their requirements mid-semester, students transferring back to their home school, and students referred to another alternative program allow for the enrollment of new students. The ethnic breakdown of the students varies from year to year, but the vast majority are Hispanic, with smaller numbers of African American, Asian, Filipino, Pacific Islander, and White.

The students eligible to attend Pegasus live within the East Side Union High School boundary and are juniors or seniors. As there are the SBN schools and two continuation schools in the district, Pegasus primarily serves students from Independence and the neighboring schools. Pegasus does serve a small number of students with IEPs. At Pegasus, students are re-connected to academic life, their families, and communities by appropriate, personalized, persistent interventions by the staff. Working toward graduation from high school is the driving force behind Pegasus High School. The class size is small, usually 20-25 students, to facilitate a student-centered/standards-based curriculum that can be individualized and to increase personal counseling services. Students here need a flexible educational environment due to their need for employment, family raising, or other personal issues requiring schedule adjustments. Students may earn up to 25 credits per semester from their Pegasus core classes. Students can quickly catch up on their credits from the curriculum's Home Room Credit portion done during their homeroom class. They also can earn credits from SV-CTE (Silicon Valley Career Technical Education) and, to a lesser extent, adult education classes or community college classes. Active adult guidance, supervision, and intervention are provided for each student daily. Instruction is personalized at Pegasus. The school offers the opportunity for students to develop close relationships with staff members and continue their progress toward high school graduation. In this environment, students are

2025-26 School Description and Mission Statement

supported in developing self-esteem. Students learn how to make commitments and keep them. Parents are invited to be positively involved with the school, significantly enhancing student achievement.

Pegasus High School provides a small school environment and an alternative schooling method for eleventh and twelfth-grade students. With a primary emphasis on personalized instruction, each student is allowed to develop strong relationships with the staff members and progress in a positive, supportive environment toward a high school diploma. In addition, students are supported in their personal development of self-esteem and positive decision-making while learning to make commitments and keep them.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 11         | 31                 |
| Grade 12         | 97                 |
| Total Enrollment | 128                |

2024-25 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 49.3                        |
| Male                                | 44.9                        |
| American Indian or Alaska Native    | 0.7                         |
| Asian                               | 5.1                         |
| Black or African American           | 1.5                         |
| Filipino                            | 2.2                         |
| Hispanic or Latino                  | 80.1                        |
| Native Hawaiian or Pacific Islander | 2.2                         |
| Two or More Races                   | 0.7                         |
| White                               | 1.5                         |
| English Learners                    | 26.5                        |
| Homeless                            | 5.9                         |
| Socioeconomically Disadvantaged     | 73.5                        |
| Students with Disabilities          | 14                          |

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.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 6.1           | 96.85          | 943.6           | 82.39            | 234405.2     | 84            |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0             | 0              | 35.4            | 3.1              | 4853         | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0             | 0              | 79.5            | 6.95             | 12001.5      | 4.3           |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.2           | 3.15           | 25.6            | 2.24             | 11953.1      | 4.28          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 0             | 0              | 60.9            | 5.32             | 15831.9      | 5.67          |
| <b>Total Teaching Positions</b>                                                                        | 6.3           | 100            | 1145.3          | 100              | 279044.8     | 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.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 6             | 98.37          | 923.6           | 82.88            | 231142.4     | 83.24         |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0             | 0              | 22.8            | 2.05             | 5566.4       | 2             |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0             | 0              | 91.5            | 8.21             | 14938.3      | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.1           | 1.63           | 22.9            | 2.06             | 11746.9      | 4.23          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 0             | 0              | 53.3            | 4.79             | 14303.8      | 5.15          |
| <b>Total Teaching Positions</b>                                                                        | 6.1           | 100            | 1114.4          | 100              | 277698       | 100           |

Note: The data in this table is based on 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.

## 2023-24 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/Incomplete/NA                                                                           |               |                |                 |                  |              |               |
| Total Teaching Positions                                                                        |               |                |                 |                  |              |               |

Note: The data in this table is based on 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                              | 2021-22 | 2022-23 | 2023-24 |
|-------------------------------------------------------|---------|---------|---------|
| Permits and Waivers                                   | 0.00    | 0       |         |
| Misassignments                                        | 0.00    | 0       |         |
| Vacant Positions                                      | 0.00    | 0       |         |
| Total Teachers Without Credentials and Misassignments | 0.00    | 0       |         |

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

| Indicator                                              | 2021-22 | 2022-23 | 2023-24 |
|--------------------------------------------------------|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00    | 0       |         |
| Local Assignment Options                               | 0.20    | 0.1     |         |
| Total Out-of-Field Teachers                            | 0.20    | 0.1     |         |

## Class Assignments

| Indicator                                                                                                                                                  | 2021-22 | 2022-23 | 2023-24 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 0       | 0       |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 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>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Pegasus High School utilizes textbooks and instructional materials approved and adopted through our IPC. These materials most directly support standards-based teaching aligned with common core teaching.

Year and month in which the data were collected

November 2024

| Subject                           | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption                                                                                                                                                   | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>Reading/Language Arts</b>      | English 1 – CommonLit, Inc. Grade 9, 2023<br>English 2 – CommonLit, Inc. Grade 10, 2023<br>English 3--MyPerspectives: American Literature//Pearson, 2017<br>ERWC -- Expository Reading and Writing Course Student Reader 2021                                    | 0%                                         |
| <b>Mathematics</b>                | CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016<br>CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016<br>CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016      | 0%                                         |
| <b>Science</b>                    | NGSS Biology - The Living Earth -- CK-12 eTextbook<br>Integrated Science - Holt Spectrum                                                                                                                                                                         | 0%                                         |
| <b>History-Social Science</b>     | World History – " World History Interactive" SAVVAS 2022<br>US History – "United States History Interactive" SAVVAS 2022<br>American Government – "Government Alive! Power, Politics and You" TCI 2014<br>Economics – "Econ Alive! The Power to Choose" TCI 2015 | 0%                                         |
| <b>Foreign Language</b>           | Textbooks and Instructional Materials in use are standards aligned and officially adopted                                                                                                                                                                        | 0%                                         |
| <b>Health</b>                     | Textbooks and Instructional Materials in use are standards aligned and officially adopted                                                                                                                                                                        | 0%                                         |
| <b>Visual and Performing Arts</b> | Textbooks and Instructional Materials in use are standards aligned and officially adopted                                                                                                                                                                        | 0%                                         |

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

School Facility Conditions and Planned Improvements

The 2024-2025 school year sees a continuation of Pegasus occupying the J building on the Independence High School campus. The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

Cleaning Process and Schedule

The district’s Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

Age of School Buildings

The main school campus has been in existence since 1976.

Modernization

Pegasus is currently located in a recently renovated building on campus, creating a small school setting for their 5 enclosed classrooms.

|                                              |           |
|----------------------------------------------|-----------|
| Year and month of the most recent FIT report | July 2025 |
|----------------------------------------------|-----------|

| System Inspected                                                           | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned        |
|----------------------------------------------------------------------------|-----------|-----------|-----------|--------------------------------------------------|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | X         |           |           |                                                  |
| <b>Interior:</b><br>Interior Surfaces                                      | X         |           |           |                                                  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation        | X         |           |           |                                                  |
| <b>Electrical</b>                                                          | X         |           |           |                                                  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X         |           |           |                                                  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         |           | X         |           | Power strip issues, toaster. Blocked roof access |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X         |           |           |                                                  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X         |           |           |                                                  |

| 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 Assessments 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.

| Subject                                               | School<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|-------------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 32                | 16                | 56                  | 56                  | 47               | 48               |
| Mathematics<br>(grades 3-8 and 11)                    | 0                 | 3                 | 33                  | 34                  | 35               | 37               |

2024-25 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<br>Student Groups                      | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|-----------------------------------------------|-------------------------------|----------------------------|-----------------------------|---------------------------------|-----------------------------------------|
| All Students                                  | 38                            | 33                         | 86.84                       | 13.16                           | 16.13                                   |
| Female                                        | 17                            | 15                         | 88.24                       | 11.76                           | 21.43                                   |
| Male                                          | 21                            | 18                         | 85.71                       | 14.29                           | 11.76                                   |
| American Indian or Alaska Native              | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Asian                                         | --                            | --                         | --                          | --                              | --                                      |
| Black or African American                     | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Filipino                                      | --                            | --                         | --                          | --                              | --                                      |
| Hispanic or Latino                            | 31                            | 26                         | 83.87                       | 16.13                           | 16.67                                   |
| Native Hawaiian or Pacific Islander           | --                            | --                         | --                          | --                              | --                                      |
| Two or More Races                             | 0                             | 0                          | 0                           | 0                               | 0                                       |
| White                                         | 0                             | 0                          | 0                           | 0                               | 0                                       |
| English Learners                              | 14                            | 11                         | 78.57                       | 21.43                           | 0.00                                    |
| Foster Youth                                  | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Homeless                                      | --                            | --                         | --                          | --                              | --                                      |
| Military                                      | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Socioeconomically Disadvantaged               | 33                            | 28                         | 84.85                       | 15.15                           | 19.23                                   |
| Students Receiving Migrant Education Services | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Students with Disabilities                    | --                            | --                         | --                          | --                              | --                                      |

### 2024-25 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<br>Student Groups                      | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|-----------------------------------------------|-------------------------------|----------------------------|-----------------------------|---------------------------------|-----------------------------------------|
| All Students                                  | 38                            | 34                         | 89.47                       | 10.53                           | 2.94                                    |
| Female                                        | 17                            | 15                         | 88.24                       | 11.76                           | 0.00                                    |
| Male                                          | 21                            | 19                         | 90.48                       | 9.52                            | 5.26                                    |
| American Indian or Alaska Native              | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Asian                                         | --                            | --                         | --                          | --                              | --                                      |
| Black or African American                     | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Filipino                                      | --                            | --                         | --                          | --                              | --                                      |
| Hispanic or Latino                            | 31                            | 27                         | 87.10                       | 12.90                           | 3.70                                    |
| Native Hawaiian or Pacific Islander           | --                            | --                         | --                          | --                              | --                                      |
| Two or More Races                             | 0                             | 0                          | 0                           | 0                               | 0                                       |
| White                                         | 0                             | 0                          | 0                           | 0                               | 0                                       |
| English Learners                              | 14                            | 12                         | 85.71                       | 14.29                           | 0.00                                    |
| Foster Youth                                  | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Homeless                                      | --                            | --                         | --                          | --                              | --                                      |
| Military                                      | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Socioeconomically Disadvantaged               | 33                            | 29                         | 87.88                       | 12.12                           | 3.45                                    |
| Students Receiving Migrant Education Services | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Students with Disabilities                    | --                            | --                         | --                          | --                              | --                                      |

CAASPP Test Results in Science for All Students

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

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<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science<br>(grades 5, 8 and high school) | 5                 | 2.9               | 39.02               | 39.56               | 30.73            | 32.33            |

2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 102              | 69            | 67.65          | 32.35              | 2.90                    |
| Female                                        | 53               | 37            | 69.81          | 30.19              | 2.70                    |
| Male                                          | 49               | 32            | 65.31          | 34.69              | 3.13                    |
| American Indian or Alaska Native              | 0                | 0             | 0              | 0                  | 0                       |
| Asian                                         | --               | --            | --             | --                 | --                      |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 86               | 57            | 66.28          | 33.72              | 3.51                    |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White                                         | --               | --            | --             | --                 | --                      |
| English Learners                              | 33               | 20            | 60.61          | 39.39              | 0.00                    |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                       |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | 0                | 0             | 0              | 0                  | 0                       |
| Socioeconomically Disadvantaged               | 90               | 59            | 65.56          | 34.44              | 3.39                    |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | 13               | 6             | 46.15          | 53.85              | --                      |

2024-25 Career Technical Education Programs

Pegasus High School does not have any CTE programs offered on campus, but interested students attend programs at SV-CTE.

2024-25 Career Technical Education (CTE) Participation

| Measure                                                                                                                 | CTE Program Participation |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Number of Pupils Participating in CTE                                                                                   |                           |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma                                            |                           |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education |                           |

2024-25 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 |
|-------------------------------------------------------------------|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission          |         |
| Graduates Who Completed All Courses Required for UC/CSU Admission |         |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

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:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------|-----------------------------|
|-------------|----------------------------------|--------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------|-----------------------------|

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.

2025-26 Opportunities for Parental Involvement

For the 2024-2025 school year, during the initial enrollment (orientation), a parent must attend a conference with a Homeroom Teacher to discuss the expectations of all parties involved (parent, student, and staff). The student's Personal Learning Plan is discussed with the student and parent to identify the specific needs that will have to be addressed in order for the student to reach his/her graduation goal. At the beginning of each semester, teachers hold a conference to discuss the needs of the students using the PLP again.

Back-to-School Night is held in October after the end of the first grading period. Parents are given a copy of the student's grades and the number of credits earned. Parents are encouraged to schedule the first parent/teacher conference at this time. The teachers frequently call home and have a close relationship with the students and family.

Historically, parents were also encouraged to be members of the School Site Council. However, this year, Pegasus has merged their SSC with that of Independence, with a staff and student representative making sure they are represented.

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<br>2022-23 | School<br>2023-24 | School<br>2024-25 | District<br>2022-23 | District<br>2023-24 | District<br>2024-25 | State<br>2022-23 | State<br>2023-24 | State<br>2024-25 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate    | 1.1               | 9                 |                   | 15.2                | 12.3                |                     | 8.2              | 8.9              |                  |
| Graduation Rate | 78.9              | 66                |                   | 77.8                | 80.5                |                     | 86.2             | 86.4             |                  |

2024-25 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

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

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

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

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 2.25%          | 1.22%          |                | 3.72%            | 2.82%            |                  | 3.6%          | 3.28%         |               |

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.

This table displays expulsions data.

| Expulsions     |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0%             | 0%             |                | 0.05%            | 0.05%            |                  | 0.08%         | 0.07%         |               |

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 Suspensions and Expulsions by Student Group

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

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.

## 2025-26 School Safety Plan

For the 2024-2025 school year, the Pegasus safety plan mirrors that of Independence as they are served by the same administrative team and are often supported by the Independence support staff and safety team.

The safety plan, reviewed by the School Site Council, focuses on attendance and positive responses to student behavior. Pegasus follows the district Universal Behavior Response chart and due process for student discipline issues. Because of the size of the school and the personalized education received, behavioral issues are minimal on campus.

## 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 | 14                 | 24                                   | 0                                     | 0                                   |
| Mathematics           | 10                 | 16                                   | 0                                     | 0                                   |
| Science               | 18                 | 8                                    | 0                                     | 0                                   |
| Social Science        | 15                 | 24                                   | 0                                     | 0                                   |

## 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 | 14                 | 22                                   | 2                                     |                                     |
| Mathematics           | 11                 | 16                                   |                                       |                                     |
| Science               | 20                 | 8                                    |                                       |                                     |
| Social Science        | 15                 | 20                                   | 4                                     |                                     |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2024-25 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 |       |

2024-25 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) |                                  |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist                                                  |                                  |
| Social Worker                                                 |                                  |
| Nurse                                                         |                                  |
| Speech/Language/Hearing Specialist                            |                                  |
| Resource Specialist (non-teaching)                            |                                  |
| Other                                                         |                                  |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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                                   | \$13,457                     | \$1,378                             | \$12,079                              | \$111,625              |
| District                                      | N/A                          | N/A                                 | \$10,454                              | \$116,804              |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 14.4                                  | 0.5                    |
| State                                         | N/A                          | N/A                                 | \$11,146                              | \$113,595              |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 11.4                                  | 5.9                    |

## Fiscal Year 2024-25 Types of Services Funded

For the 2024-2025 school year, Pegasus High School has additional funding through Title I. This is utilized to support the individual attention and education of students as they work to recover their credits and make progress toward graduation. Tutoring classes are provided for English Language Arts and Math by credentialed teachers in those subject areas. Our other programs are offered as Wednesday evening and Saturday morning intervention for students needing academic support and those needing to recover missed instructional minutes.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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                      | \$69,900        | \$67,238                                     |
| Mid-Range Teacher Salary                      | \$110,474       | \$106,841                                    |
| Highest Teacher Salary                        | \$141,638       | \$136,881                                    |
| Average Principal Salary (Elementary)         |                 |                                              |
| Average Principal Salary (Middle)             |                 | \$167,233                                    |
| Average Principal Salary (High)               | \$181,735       | \$193,950                                    |
| Superintendent Salary                         | \$329,669       | \$314,304                                    |
| Percent of Budget for Teacher Salaries        | 30.96%          | 29.51%                                       |
| Percent of Budget for Administrative Salaries | 3.45%           | 4.87%                                        |

2024-25 Advanced Placement (AP) Courses

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

| Percent of Students in AP Courses                                                                                                       |                              |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student. |                              |
| Subject                                                                                                                                 | Number of AP Courses Offered |
| Computer Science                                                                                                                        |                              |
| English                                                                                                                                 |                              |
| Fine and Performing Arts                                                                                                                |                              |
| Foreign Language                                                                                                                        |                              |
| Mathematics                                                                                                                             |                              |
| Science                                                                                                                                 |                              |
| Social Science                                                                                                                          |                              |
| Total AP Courses Offered                                                                                                                |                              |
| Where there are student course enrollments of at least one student.                                                                     |                              |

Professional Development

For the 2024-2025 school year, professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state’s standards, district goals, and the school’s core values. They occur during the school year and summer break. Our school has a coherent, comprehensive plan for professional development that is data-driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. Induction and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. A professional development consultant was contracted to increase the technological proficiency of our teachers to use digital learning tools and software to create a more interactive classroom environment. Professional development around technology was also aligned with Common Core Standards. School-wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards and provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect the best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development aligned with their fields and district plans at multiple levels. At the school level, professional development is structured with a generalized focus (e.g., standards-based instruction). Specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the particular content area dynamics and needs. For example, teachers examine student work in English to ascertain effective standards-based instructional strategies. The District also offers many professional development opportunities to broaden teachers’ knowledge, enhance their classroom management skills, and augment their repertoire of best instructional strategies.

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

| Subject                                                                         | 2023-24 | 2024-25 | 2025-26 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 30      | 30      |         |