

Pegasus High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Vision: "With great care and pride, we will teach all students to use the power of their minds to achieve academic, personal, and social success."

Mission Statement: 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 of schooling in a small school environment, emphasizing personalized instruction. Pegasus is contiguous to the campus of Independence High School and currently serves 130 students, split roughly between our morning and afternoon programs. The student population does change at times; the school is run on an "open entry/open 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. 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, raising a family, or other personal issues requiring schedule adjustments. Students may earn up to 25 credits per semester from their Pegasus core classer. Students can quickly catch up on their credits from the curriculum's Home Room Credit portion. 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 supported in developing self-esteem. Students learn how to make commitments and keep them. Parents are invited to be positively involved with the school, which significantly enhances student achievement.

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	37
Grade 12	95
Total Enrollment	132

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.7%
Male	58.3%
Asian	2.3%
Black or African American	1.5%
Filipino	6.1%
Hispanic or Latino	78%
Native Hawaiian or Pacific Islander	4.5%
Two or More Races	2.3%
White	5.3%
English Learners	21.2%
Foster Youth	0.8%
Homeless	9.1%
Migrant	0.8%
Socioeconomically Disadvantaged	59.1%
Students with Disabilities	4.5%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.00	100.00	854.6	89.1	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	16.8	1.7	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.7	2.4	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.8	1.9	12115.80	4.41
Unknown	0.00	0.00	0	0	18854.30	6.86
Total Teaching Positions	6.00	100.00	959.6	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.10	96.85	852.0	87.9	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	20.8	2.1	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	24.4	2.5	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	3.15	21.1	2.2	11953.10	4.28
Unknown	0.00	0.00	0	0	15831.90	5.67
Total Teaching Positions	6.30	100.00	969.1	100.0	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.20
Total Out-of-Field Teachers	0.00	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
---------	--	-----------------------------	--

Reading/Language Arts	English 1 – CommonLit, Inc. Grade 9, 2023 “The Language of Literature” Grade 9 McDougal Littell 2002 English 2 – CommonLit, Inc. Grade 10, 2023 “The Language of Literature” Grade 10 McDougal Littell 2002 English 3–MyPerspectives: American Literature//Pearson	Yes	0%
Mathematics	CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016	Yes	0%
Science	NGSS Biology - The Living Earth CK-12 eTextbook	Yes	0%
History-Social Science	World History – " World History Interactive" SAVVAS 2022 US History – “United States History Interactive” SAVVAS 2022 American Government – "Government Alive! Power, Politics and You" TCI 2014 Economics – “Econ Alive! The Power to Choose" TCI 2015	Yes	0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Overview

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

October 2023

School Facility Conditions and Planned Improvements

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	27	43	62	61	47	46
Mathematics (grades 3-8 and 11)	3	0	37	34	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	56	41	73.21	26.79	42.50
Female	29	20	68.97	31.03	42.11
Male	27	21	77.78	22.22	42.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	36	76.60	23.40	42.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	10	66.67	33.33	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	23	65.71	34.29	36.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	56	47	83.93	16.07	0.00
Female	29	20	68.97	31.03	0.00
Male	27	27	100.00	0.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	41	87.23	12.77	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	13	86.67	13.33	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	27	77.14	22.86	0.00
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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	4.88	4.82	37.48	37.24	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	109	83	76.15	23.85	4.82
Female	49	39	79.59	20.41	0.00
Male	60	44	73.33	26.67	9.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	85	69	81.18	18.82	5.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	19	73.08	26.92	0.00
Foster Youth	0	0	0	0	0
Homeless	14	8	57.14	42.86	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	53	74.65	25.35	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Pegasus High School does not have any CTE programs offered on campus, but the majority of our students attend SV-CTE.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	9
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	87.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.73
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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.

2023-24 Opportunities for Parental Involvement

At the time of the initial enrollment (orientation), a parent is required to 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 again discuss the needs of the students using the PLP.

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 amount of credits earned. Parents are encouraged schedule the first parent/teacher conference at this time. The teachers frequently call home and have a close relationship with the student and family.

Parents are also encouraged to be members of the School Site Council.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	12.2	12.7	1.1	7.1	5.6	15.2	5.8	7.8	8.2
Graduation Rate	40.8	73.4	78.9	89.2	90.4	77.8	87.0	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	90	71	78.9
Female	35	29	82.9
Male	55	42	76.4
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	64	53	82.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	13	8	61.5
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	70	56	80.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	178	173	58	33.5
Female	76	73	29	39.7
Male	102	100	29	29.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	8	8	5	62.5
Black or African American	3	3	3	100.0
Filipino	14	14	3	21.4
Hispanic or Latino	134	129	40	31.0
Native Hawaiian or Pacific Islander	7	7	0	0.0
Two or More Races	3	3	2	66.7
White	9	9	5	55.6
English Learners	38	36	15	41.7
Foster Youth	1	1	1	100.0
Homeless	23	23	10	43.5
Socioeconomically Disadvantaged	119	115	44	38.3
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	13	13	7	53.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.83	2.25	0.03	3.6	4.0	0.20	3.17	3.60
Expulsions	0.00	0.55	0.00	0.00	0.18	0.15	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.25	0
Female	1.32	0
Male	2.94	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.99	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	4.35	0
Socioeconomically Disadvantaged	2.52	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.69	0

2023-24 School Safety Plan

Pegasus High School is located on the campus of Independence High School, therefore the entire discipline and safety team of Independence works in conjunction with Pegasus. The East Side Union High School District believes that providing a safe learning environment is critical to student success. The following actions have been taken to create safe schools:

- Creation of an Office of Safety to coordinate the district's multi-disciplinary team and supervise police on campus.
- Development of District and School Safety Plans containing emergency directories, action plans, responsibilities, duties and procedures for all emergencies.
- Enforcement of a closed campus. Students are not allowed to leave without permission.
- Posting of unacceptable behaviors and consequences in each school classrooms and in the student handbooks.
- A requirement of all staff and students to wear identification badges.
- Establishment of Healthy Start/Student Support Services on campuses to provide support services to students and their families.
- Implementation of Student Attendance Review Board (SARB) to deal with truant students.
- Implementation of earthquake, fire, and lock-down drills (Run-Hide-Defend) at each school.
- Development and implementation of a model critical response training program for all schools.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	11	1	
Mathematics	10	8		
Science	21	2	2	
Social Science	15	11	1	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	12		
Mathematics	8	8		
Science	15	4		
Social Science	15	10	2	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	24	0	0
Mathematics	10	16	0	0
Science	18	8	0	0
Social Science	15	24	0	0

2022-23 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	110

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$15,190	\$1,702	\$13,488	\$106,759
District	N/A	N/A	\$9,513	\$105,255
Percent Difference - School Site and District	N/A	N/A	34.6	5.8
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	68.7	12.6

Fiscal Year 2022-23 Types of Services Funded

Pegasus High School implemented two supplemental programs for its students. Tutoring classes are provided for both 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 as well as those needing to recover missed instructional minutes.

Additional work is also being performed through a ESSA grant to support recruitment and student success while at Pegasus.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$64,471	\$57,234
Mid-Range Teacher Salary	\$101,894	\$95,467
Highest Teacher Salary	\$130,638	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$153,476
Average Principal Salary (High)	\$171,239	\$173,198
Superintendent Salary	\$280,339	\$277,572
Percent of Budget for Teacher Salaries	32.81%	31.17%
Percent of Budget for Administrative Salaries	3.17%	4.46%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
--	---

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

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

Professional Development

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

Professional Development

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	30