Pepper Drive 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	Pepper Drive School
Street	1935 Marlinda Way

City, State, Zip	El Cajon, CA 92021
Phone Number	619-956-5100
Principal	Summer Bradbury
Email Address	summer.bradbury@santeesd.net
School Website	https://pd.santeesd.net/
County-District-School (CDS) Code	37 68361 6040372

2023-24 District Contact Information

District Name	Santee School District
Phone Number	(619) 258-2300
Superintendent	Dr. Kristin Baranski
Email Address	kristin.baranski@santeesd.net
District Website	https://www.santeesd.net

2023-24 School Description and Mission Statement

Pepper Drive School is located in a quiet residential neighborhood of El Cajon, which is part of East San Diego County. As you enter our updated TK-8 campus, originally built in 1957, a sense of community, caring, and high expectations is evident. From the moment our day begins, you will see happy and eager students, involved parents, and a staff who enjoy their work. Pepper Drive is a place where learning is celebrated, excellence is expected, and parents, staff, and community work together to establish a caring, nurturing, and orderly environment for learning.

The Pepper Drive School family supports our common vision that, "At Pepper Drive School, we develop imaginative, independent, and responsible individuals who think critically and collaborate to make intentional contributions to positively impact our school and the global community." Our purpose is helping children achieve the goals set forth in our vision with high expectations as outlined in our rallying cry, "We are TIGERs. We show Teamwork, Integrity, Goals, Empathy, and Responsibility!"

Santee School District
"Where Young Minds Meet Open Doors"

Adopted March 5, 2019

MISSION STATEMENT

Providing an extraordinary education in an inspiring environment with caring people.

VISION STATEMENT
Unlocking the potential of tomorrow by building confident, innovative learners today.

BELIEF STATEMENTS
Children are our first priority. Therefore we believe….
All students can learn.
Student growth, academic performance, and positive personal development are the highest measures of student and district success.
Trust, integrity, respect, citizenship, honesty, responsibility, commitment, and pride are the foundations on which our district is built.
Students should understand and respect the origin of the nation, the law of the land, and the principles of our democracy.
Parent and community involvement in our schools is crucial to the academic success of our students.
Knowledgeable, motivated, and inspired employees assure the success of our students.
Everyone has the right to learn and work in a safe, healthy, orderly, and clean environment.

2023-24 School Description and Mission Statement

The district operates efficiently and effectively through focused leadership, fiscal responsibility, and open communication, with a strong academic program as the top priority.

BOARD GOALS
Educational Achievement
Assure the highest level of educational achievement for all students.

Learning Environment
Provide a safe, engaging environment that promotes creativity, innovation, and personalized learning

Fiscal Accountability
Financially support the vision, mission, and goals of the District by maximizing resources, controlling expenses, and managing assets to ensure fiscal solvency and flexibility.

Staff Development
Implement a staff development plan as the cornerstone of employee performance and growth.

Student Well-Being
Provide social, emotional, and health service programs, integrated with community resources, to foster student character and personal well-being.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	57
Grade 2	78
Grade 3	60
Grade 4	88
Grade 5	88
Grade 6	96
Grade 7	90
Grade 8	72
Total Enrollment	712

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2%
Male	51.8%
Asian	2.7%
Black or African American	2.9%
Filipino	1.5%
Hispanic or Latino	37.4%

Native Hawaiian or Pacific Islander	0.1%
Two or More Races	9.3%
White	46.1%
English Learners	14.3%
Foster Youth	0.8%
Homeless	4.9%
Socioeconomically Disadvantaged	56.7%
Students with Disabilities	14.2%

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)	37.00	93.67	274.00	87.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.00	1.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.00	0.32	12115.80	4.41
Unknown	2.50	6.33	33.50	10.71	18854.30	6.86
Total Teaching Positions	39.50	100.00	313.50	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)	31.90	79.88	258.80	80.40	234405.20	84.00

Intern Credential Holders Properly Assigned	1.00	2.50	2.00	0.62	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	1.42	5.60	1.76	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	5.70	11.00	3.44	11953.10	4.28
Unknown	4.10	10.48	44.30	13.78	15831.90	5.67
Total Teaching Positions	40.00	100.00	321.80	100.00	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	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.50

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	0.80
Local Assignment Options	0.00	1.40
Total Out-of-Field Teachers	0.00	2.20

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	4
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

Year and month in which the data were collected	9/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pre-K on My Way adopted in 2022 (EAK/TK), Reading Wonders adopted in 2017 (K-5), and Amplify Learning adopted in 2017 (6-8). iReady is used as a supplemental program in K-8.	Yes	0.0
Mathematics	Pre-K on My Way adopted in 2022 (EAK/TK). Math Expressions adopted 2015 (K-5). CPM adopted 2013 (6-8). iReady and Dreambox are used as supplemental programs in K-8.	Yes	0.0
Science	Pre-K on My Way adopted in 2022 (EAK/TK). Amplify Science adopted in 2023 (K-5). OpenSciEd adopted in 2022 (6-8).	Yes	0.0
History-Social Science	Pre-K on My Way adopted in 2022 (EAK/TK). Pearson Realize History-Social Science adopted 2019 (K-8).	Yes	0.0
Health	Healthy Eating Made Easier adopted 2017 (K-8).	Yes	0.0

School Facility Conditions and Planned Improvements

The district takes great effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Pepper Drive School's original facilities were built in 1957; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. The building of a new junior high facility started Summer, 2013, and was completed for the 2014-15 school year. Modernization of the administration building began in 2015, and was completed during the 2015-2016 school year.

Year and month of the most recent FIT report	7/23

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			

School Facility Conditions and Planned Improvements

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)	40	48	55	56	47	46
Mathematics (grades 3-8 and 11)	38	41	46	47	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	468	464	99.15	0.85	48.49
Female	234	230	98.29	1.71	53.91
Male	234	234	100.00	0.00	43.16
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	52.94
Black or African American	17	17	100.00	0.00	35.29
Filipino	--	--	--	--	--
Hispanic or Latino	177	176	99.44	0.56	42.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	37	100.00	0.00	67.57
White	214	211	98.60	1.40	50.24
English Learners	55	52	94.55	5.45	21.15
Foster Youth	--	--	--	--	--
Homeless	21	21	100.00	0.00	42.86
Military	20	20	100.00	0.00	55.00
Socioeconomically Disadvantaged	288	284	98.61	1.39	46.13
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	98	98	100.00	0.00	23.47

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	468	466	99.57	0.43	41.20
Female	234	233	99.57	0.43	38.63
Male	234	233	99.57	0.43	43.78
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	52.94
Black or African American	17	17	100.00	0.00	35.29
Filipino	--	--	--	--	--
Hispanic or Latino	177	175	98.87	1.13	30.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	37	100.00	0.00	59.46
White	214	214	100.00	0.00	45.33
English Learners	55	55	100.00	0.00	20.00
Foster Youth	--	--	--	--	--
Homeless	21	20	95.24	4.76	20.00
Military	20	20	100.00	0.00	70.00
Socioeconomically Disadvantaged	288	286	99.31	0.69	33.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	98	98	100.00	0.00	18.37

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)	35.65	32.26	38.37	39.13	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	155	155	100.00	0.00	32.26
Female	75	75	100.00	0.00	28.00
Male	80	80	100.00	0.00	36.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	60	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	74	74	100.00	0.00	39.19
English Learners	13	13	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	96	96	100.00	0.00	31.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	9.38

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
Grade 5	89.66	95.40	97.7	97.7	97.7
Grade 7	93.98	93.98	91.57	91.57	95.18

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

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, joining "Peppers Too!" our volunteer group which meets weekly, participating in a decision making group, or simply attending school events. As a schoolwide Title I School, we also have an articulated parent involvement policy that can be found on our school website: https://pd.santeesd.net/

Parents stay informed on upcoming events and school activities through flyers, the school website, social media, the school marquee, the school/district handbook, the school newsletter, and the School Messenger phone/email system. Interested individuals are encouraged to contact the school secretary for more information on how to become involved at 619-956-5100.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	746	730	182	24.9
Female	363	353	77	21.8
Male	383	377	105	27.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	22	20	3	15.0
Black or African American	24	23	0	0.0
Filipino	11	11	2	18.2
Hispanic or Latino	278	273	86	31.5
Native Hawaiian or Pacific Islander	1	1	0	0.0

Two or More Races	69	67	17	25.4
White	340	335	74	22.1
English Learners	108	106	32	30.2
Foster Youth	6	6	0	0.0
Homeless	35	35	10	28.6
Socioeconomically Disadvantaged	431	423	129	30.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	139	135	36	26.7

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	0.33	3.46	8.18	0.43	2.57	3.69	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.18	0
Female	4.13	0
Male	12.01	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	9.09	0
Black or African American	12.5	0
Filipino	0	0
Hispanic or Latino	7.55	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.35	0
White	9.41	0

English Learners	5.56	0
Foster Youth	0	0
Homeless	5.71	0
Socioeconomically Disadvantaged	9.98	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	9.35	0

2023-24 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Pepper Drive School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated by school staff in November 2023. Staff responsibilities and safety plan updates were discussed with staff in November 2023. The plan was reviewed and approved by the School Site Council on November 27, 2023.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	18	1	2	
2	19	2	2	
3	19	1	4	
4	25	1	5	
5	26		4	
6	24		18	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	18	2	2	
2	19	2	2	
3	25		4	
4	23	1	3	
5	14	6	3	
6	22	6	18	
Other	23		2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	2	0
1	19	1	2	0
2	20	1	3	0
3	20	1	2	0
4	29	0	3	0
5	29	0	3	0
6	23	2	24	0
Other	0	0	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	712

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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
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	14023.24	5306.62	8716.62	83078.98
District	N/A	N/A	8679.47	$83,074
Percent Difference - School Site and District	N/A	N/A	0.4	0.0
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	-64.5	-6.3

Fiscal Year 2022-23 Types of Services Funded

Santee School District receives State and Federal funding. State funding, through the Local Control Funding Formula (LCFF), is allocated to a variety of funding sources based on the eight State priorities, District priorities, and annual stakeholder feedback. The eight State priorities are:
1. Basic Services
2. Implementation of Common Core Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Student Outcomes

Federal funding, Title I, Title II, and Title III, provides additional funding for intensive interventions, increased parental involvement, quality professional development for teachers and principals, and increased instructional support for English Learner students.

All funding sources are monitored and maintained through each school site's School Plan for Student Achievement and the District Local Control Accountability Plan.

Fiscal Year 2022-23 Types of Services Funded

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	$45,589	$54,215
Mid-Range Teacher Salary	$80,009	$86,843
Highest Teacher Salary	$111,235	$111,440
Average Principal Salary (Elementary)	$146,534	$140,851
Average Principal Salary (Middle)	$0	$147,065
Average Principal Salary (High)	$0	$142,189
Superintendent Salary	$214,321	$252,466
Percent of Budget for Teacher Salaries	37.21%	33.16%
Percent of Budget for Administrative Salaries	5.82%	5.15%

Professional Development

For the 2022-2024 year, 80% of the days of Professional Development noted are partial days and 20% are full days. All training and curriculum development activities at Pepper Drive School support the implementation of quality instructional practices in order to access the curricular content with an emphasis on the California Standards in English Language Arts, Mathematics, and Science (Next Generation Science Standards) as guided by curricular frameworks. At Pepper Drive, certificated staff have 27 hours of professional learning time scheduled on site. These are considered partial days. Staff and administration define the use of these hours which are utilized for team meetings, whole staff professional learning, and interest-group meetings. Classified staff are also offered a variety of professional learning opportunities throughout the year involving their specializations from department supervisors and district representatives both on site and at the district.

Beyond the on-site professional learning, certificated staff members participate in centralized training at the district level. They attend professional conferences focused on increasing professional skills. They also have access to a group of teachers on special assignment that work as Curriculum Resource Teachers. Using these resources, certificated staff can tailor professional learning to their immediate needs and receive small group and even one-on-one support. Also, certificated and classified staff may complete a personalized learning plan each year and receive compensation for professional learning outside contracted hours. Decisions concerning selection of staff development activities are performed by staff representatives, site administration, district administrators, using tools such as teacher input, district benchmark results, data analysis, and focus groups to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Pepper Drive School offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to actively grow professionally as lifelong learners.

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	25	25	25