

Pepper Drive Elementary

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Pepper Drive Elementary
Street	1935 Marlinda Way
City, State, Zip	El Cajon, CA 92020
Phone Number	619-956-5100
Principal	Ted Hooks
E-mail Address	ted.hooks@santeesd.net
Web Site	www.santeesd.net
Grades Served	K-8
CDS Code	37 68361 6040372

District Contact Information	
District Name	Santee School District
Phone Number	(619) 258-2300
Superintendent	Dr. Cathy Pierce
E-mail Address	cathy.pierce@santeesd.net
Web Site	www.santeesd.net

School Description and Mission Statement (Most Recent Year)

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 K-8 campus, 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 as a “family” to establish a caring, nurturing, and orderly environment for learning.

The Pepper Drive School family supports our common vision that “All students will be confident, self-disciplined learners capable of achieving high academic standards and developing life skills for success in a diverse and changing society.” Our purpose is helping children achieve the goals set forth in our vision.

The journey begins by setting high expectations for student achievement, regularly assessing individual growth towards mastery of Common Core State Standards, and providing the necessary support system to help each child realize their full potential as an academic student and caring member of our society. Our success in this mission is not only evidenced by our 3-year average 879 API score, but by providing the outstanding learning environment that all students deserve.

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

Grade Level	Number of Students
Kindergarten	73
Grade 1	133
Grade 2	101
Grade 3	94
Grade 4	100
Grade 5	98
Grade 6	68
Grade 7	93
Grade 8	68
Total Enrollment	828

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.5
Asian	1.7
Filipino	1.8
Hispanic or Latino	36.6
Native Hawaiian or Pacific Islander	0.6
White	45.5
Two or More Races	7.6
Socioeconomically Disadvantaged	56.5
English Learners	14.6
Students with Disabilities	6.6
Foster Youth	1.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	33	33	39	311
Without Full Credential	1	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	0	1
Vacant Teacher Positions	0	1	1.5

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.8	0.2
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	99.7	0.3

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 01/2016

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2003	No	0.0
Mathematics	Adopted 2015 (K-5) Adopted 2013 (6-8)	Yes	0.0
Science	Adopted 2008	Yes	0.0
History-Social Science	Adopted 2007	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts 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 will be completed during the 2015-2016 school year.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 06/26/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 06/26/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 06/26/2015				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	56	53	44
Mathematics	46	43	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	99	99	100.0	14	24	35	26
	4	101	100	99.0	22	13	29	36
	5	97	95	97.9	25	25	31	19
	6	68	67	98.5	24	39	28	7
	7	83	83	100.0	16	34	39	12
	8	68	67	98.5	6	24	52	18
Male	3		54	54.5	19	19	43	20
	4		50	49.5	20	14	28	38
	5		45	46.4	33	24	29	13
	6		41	60.3	29	39	20	12
	7		52	62.7	17	40	29	13

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8	30	44.1	7	30	53	10	
Female	3	45	45.5	9	31	27	33	
	4	50	49.5	24	12	30	34	
	5	50	51.5	18	26	32	24	
	6	26	38.2	15	38	42	0	
	7	31	37.3	13	23	55	10	
	8	37	54.4	5	19	51	24	
Black or African American	3	3	3.0	--	--	--	--	
	4	1	1.0	--	--	--	--	
	5	6	6.2	--	--	--	--	
	6	1	1.5	--	--	--	--	
	7	1	1.2	--	--	--	--	
	8	3	4.4	--	--	--	--	
American Indian or Alaska Native	3	1	1.0	--	--	--	--	
Asian	3	3	3.0	--	--	--	--	
	4	2	2.0	--	--	--	--	
	5	2	2.1	--	--	--	--	
	6	1	1.5	--	--	--	--	
	7	2	2.4	--	--	--	--	
	8	1	1.5	--	--	--	--	
Filipino	3	1	1.0	--	--	--	--	
	4	3	3.0	--	--	--	--	
	5	1	1.0	--	--	--	--	
	6	1	1.5	--	--	--	--	
	7	2	2.4	--	--	--	--	
	8	1	1.5	--	--	--	--	
Hispanic or Latino	3	39	39.4	18	18	36	28	
	4	38	37.6	32	16	29	24	
	5	35	36.1	31	23	40	6	
	6	24	35.3	33	29	25	13	
	7	26	31.3	15	46	38	0	
	8	27	39.7	7	26	56	11	
Native Hawaiian or Pacific Islander	3	1	1.0	--	--	--	--	
	4	1	1.0	--	--	--	--	
	5	1	1.0	--	--	--	--	
	6	1	1.5	--	--	--	--	
White	3	42	42.4	7	21	43	29	
	4	47	46.5	19	9	28	45	

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		42	43.3	17	31	24	29
	6		31	45.6	19	45	26	6
	7		38	45.8	16	29	37	18
	8		29	42.6	3	31	45	21
Two or More Races	3		8	8.1	--	--	--	--
	4		7	6.9	--	--	--	--
	5		6	6.2	--	--	--	--
	6		7	10.3	--	--	--	--
	7		13	15.7	15	23	54	8
	8		5	7.4	--	--	--	--
Socioeconomically Disadvantaged	3		62	62.6	16	21	42	21
	4		55	54.5	27	15	29	29
	5		58	59.8	36	29	29	5
	6		37	54.4	32	35	22	8
	7		45	54.2	27	33	31	9
	8		34	50.0	9	21	47	24
English Learners	3		11	11.1	36	36	18	9
	4		7	6.9	--	--	--	--
	5		7	7.2	--	--	--	--
	6		2	2.9	--	--	--	--
	7		3	3.6	--	--	--	--
	8		1	1.5	--	--	--	--
Students with Disabilities	3		7	7.1	--	--	--	--
	4		3	3.0	--	--	--	--
	5		7	7.2	--	--	--	--
	6		4	5.9	--	--	--	--
	7		8	9.6	--	--	--	--
	8		2	2.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	99	99	100.0	13	24	37	25
	4	101	100	99.0	19	39	27	15
	5	97	95	97.9	31	35	15	20
	6	68	67	98.5	30	46	18	6
	7	83	83	100.0	16	33	30	22
	8	68	67	98.5	16	24	18	42
Male	3		54	54.5	7	22	41	30
	4		50	49.5	12	46	22	20
	5		45	46.4	33	33	16	18
	6		41	60.3	27	49	15	10
	7		52	62.7	17	31	25	27
	8		30	44.1	17	27	17	40
Female	3		45	45.5	20	27	33	20
	4		50	49.5	26	32	32	10
	5		50	51.5	28	36	14	22
	6		26	38.2	35	42	23	0
	7		31	37.3	13	35	39	13
	8		37	54.4	16	22	19	43
Black or African American	3		3	3.0	--	--	--	--
	4		1	1.0	--	--	--	--
	5		6	6.2	--	--	--	--
	6		1	1.5	--	--	--	--
	7		1	1.2	--	--	--	--
	8		3	4.4	--	--	--	--
American Indian or Alaska Native	3		1	1.0	--	--	--	--
Asian	3		3	3.0	--	--	--	--
	4		2	2.0	--	--	--	--
	5		2	2.1	--	--	--	--
	6		1	1.5	--	--	--	--
	7		2	2.4	--	--	--	--
	8		1	1.5	--	--	--	--
Filipino	3		1	1.0	--	--	--	--
	4		3	3.0	--	--	--	--
	5		1	1.0	--	--	--	--
	6		1	1.5	--	--	--	--
	7		2	2.4	--	--	--	--
	8		1	1.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		39	39.4	18	28	38	15
	4		38	37.6	29	45	18	8
	5		35	36.1	40	37	11	11
	6		24	35.3	38	38	13	13
	7		26	31.3	15	35	38	12
	8		26	38.2	19	23	27	31
Native Hawaiian or Pacific Islander	3		1	1.0	--	--	--	--
	4		1	1.0	--	--	--	--
	5		1	1.0	--	--	--	--
	6		1	1.5	--	--	--	--
White	3		42	42.4	7	14	43	36
	4		47	46.5	13	36	26	26
	5		42	43.3	21	31	17	31
	6		31	45.6	23	55	19	3
	7		38	45.8	16	34	26	24
	8		30	44.1	13	30	10	47
Two or More Races	3		8	8.1	--	--	--	--
	4		7	6.9	--	--	--	--
	5		6	6.2	--	--	--	--
	6		7	10.3	--	--	--	--
	7		13	15.7	15	23	31	31
	8		5	7.4	--	--	--	--
Socioeconomically Disadvantaged	3		62	62.6	16	23	40	21
	4		55	54.5	24	42	29	5
	5		58	59.8	38	43	10	9
	6		37	54.4	46	38	11	5
	7		45	54.2	29	33	22	16
	8		35	51.5	20	20	11	49
English Learners	3		11	11.1	18	45	27	9
	4		7	6.9	--	--	--	--
	5		7	7.2	--	--	--	--
	6		2	2.9	--	--	--	--
	7		3	3.6	--	--	--	--
	8		2	2.9	--	--	--	--
Students with Disabilities	3		7	7.1	--	--	--	--
	4		3	3.0	--	--	--	--
	5		7	7.2	--	--	--	--
	6		4	5.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7		8	9.6	--	--	--	--
	8		2	2.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	70	63	54	69	66	63	59	60	56

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

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

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	54
Male	54
Female	55
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	49
Native Hawaiian or Pacific Islander	--
White	56
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	47
Foster Youth	--

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.80	21.10	18.90
7	25.00	23.80	26.20

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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.

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.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	8.07	8.15	6.47	6.15	6.50	5.34	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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 October 2015. Staff responsibilities and safety plan updates were discussed with staff in October 2015.

D. Other SARC Information

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

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

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

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement*	Year 1	Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		4		23		5		24		3	
1	24		4		24		4		23		5	
2	24		3		23		4		24		5	
3	23		4		23		4		24		4	
4	27		3		30		1	2	33			3
5	32		2		26		5		33		1	2
6	32		13		27	1	18		29	2	5	7

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	1	12		30	2		8	22	3	3	2
Mathematics	28		6		36			4				
Science	28		6		36			4	27	1	3	2
Social Science	28		6		36			4	27	1	3	2

Note: Number of classes indicates how many classrooms 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.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.625	N/A
Psychologist	0.5	N/A
Social Worker	0.2	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,422	\$1,552	\$5,869	\$74,418
District	N/A	N/A	\$5,677	\$72,734
Percent Difference: School Site and District	N/A	N/A	3.4	2.3
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	9.7	2.0

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

Types of Services Funded (Fiscal Year 2014-15)

Santee School District receives LCFF state and federal categorical funding. The district received funding for the following programs:

- Teacher Training & Student Assistance
- Instructional Materials
- Peer Assistance & Review
- School Safety
- Special Education
- Special Education Transportation
- Staff Development
- Title I
- Title II
- Title III – Limited English Proficient
- Title IV
- Title V – Innovative Education Strategies

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,465	\$43,091
Mid-Range Teacher Salary	\$65,560	\$70,247
Highest Teacher Salary	\$91,150	\$89,152
Average Principal Salary (Elementary)	\$115,552	\$112,492
Average Principal Salary (Middle)		\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$185,000	\$192,072
Percent of Budget for Teacher Salaries	46%	41%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

Training and curriculum development activities at Pepper Drive School focus on the Common Core State Standards and student preparedness for the California Assessment of Student Performance and Progress System. Professional development activities focus on core content areas of language arts and mathematics. Opportunities to integrate history/social science, science, and technology are not only built into these sessions, but provided as exclusive professional development for teachers engaged in single-subject instruction.

Decisions concerning selection of staff development activities are performed by the principal, district administrators, and grade level representatives 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.

Professional development at Pepper Drive is ongoing and provided by, district personnel, lead teachers, school administration, and county level content area experts that provide training and support as we transition and implement the Common Core State Standards. Pepper Drive School offers support to new and veteran teachers through peer coaching and mentoring. All staff is encouraged to attend professional workshops and conferences. Classified support staff members receive job related training from department supervisors and district representatives and are often invited to certificated professional development offerings.