

PRIDE Academy at Prospect Avenue
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	PRIDE Academy at Prospect Avenue
Street	9303 Prospect Ave.
City, State, Zip	Santee, CA 92071-3798
Phone Number	619-956-5200
Principal	Terry Heck
E-mail Address	terry.heck@santeesd.net
Web Site	www.santeesd.net
Grades Served	K-8
CDS Code	37 68361 6040380

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)

About Our School

“Where Young Minds Meet Open Doors”

SANTEE SCHOOL DISTRICT VISION, MISSION, BELIEF STATEMENTS, AND GOALS

Adopted May 1, 2012

MISSION STATEMENT

Santee School District assures a quality education, empowering students to achieve academic excellence and to develop life skills needed for success in a diverse and changing society.

VISION STATEMENT

Santee School District will be an innovative leader in education, inspiring students to realize their unique potential.

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.

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.

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

Grade Level	Number of Students
Kindergarten	90
Grade 1	71
Grade 2	83
Grade 3	64
Grade 4	53
Grade 5	60
Grade 6	51
Grade 7	53
Grade 8	47
Total Enrollment	572

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.5
Asian	1.7
Filipino	2.6
Hispanic or Latino	38.1
Native Hawaiian or Pacific Islander	0.2
White	42.3
Two or More Races	10.1
Socioeconomically Disadvantaged	62.6
English Learners	16.8
Students with Disabilities	9.1
Foster Youth	0.5

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	26	25	27	311
Without Full Credential	0	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	0	1

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:

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. Prospect Avenue School's original facilities were built in 1960; 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 campus was modernized Summer, 2012.

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			

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	
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			
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	54	53	44
Mathematics	40	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	63	59	93.7	29	32	22	17
	4	54	51	94.4	24	33	27	16
	5	58	57	98.3	21	19	39	21
	6	53	52	98.1	8	25	50	17
	7	48	47	97.9	17	26	45	13
	8	47	47	100.0	17	26	49	9
Male	3		25	39.7	44	32	8	16
	4		27	50.0	19	37	26	19
	5		31	53.4	29	19	35	16
	6		28	52.8	7	21	57	14
	7		20	41.7	25	20	50	5
	8		24	51.1	21	33	42	4
Female	3		34	54.0	18	32	32	18
	4		24	44.4	29	29	29	13
	5		26	44.8	12	19	42	27
	6		24	45.3	8	29	42	21
	7		27	56.3	11	30	41	19
	8		23	48.9	13	17	57	13
Black or African American	3		2	3.2	--	--	--	--
	6		1	1.9	--	--	--	--
	7		4	8.3	--	--	--	--
American Indian or Alaska Native	6		1	1.9	--	--	--	--
Asian	3		1	1.6	--	--	--	--
	4		2	3.7	--	--	--	--
	5		3	5.2	--	--	--	--
	6		1	1.9	--	--	--	--
Filipino	3		2	3.2	--	--	--	--
	4		1	1.9	--	--	--	--
	6		4	7.5	--	--	--	--
	7		1	2.1	--	--	--	--
	8		2	4.3	--	--	--	--
Hispanic or Latino	3		23	36.5	43	22	22	13
	4		16	29.6	25	38	25	13
	5		19	32.8	26	21	42	11
	6		16	30.2	13	25	56	6
	7		17	35.4	12	18	53	18

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8	17	36.2	24	29	47	0	
White	3	24	38.1	25	38	17	21	
	4	22	40.7	18	32	32	18	
	5	21	36.2	19	24	33	24	
	6	22	41.5	0	27	41	32	
	7	22	45.8	18	27	41	14	
	8	25	53.2	8	28	48	16	
Two or More Races	3	6	9.5	--	--	--	--	
	4	9	16.7	--	--	--	--	
	5	13	22.4	8	15	46	31	
	6	5	9.4	--	--	--	--	
	7	3	6.3	--	--	--	--	
	8	3	6.4	--	--	--	--	
Socioeconomically Disadvantaged	3	35	55.6	37	31	14	17	
	4	30	55.6	30	37	23	10	
	5	38	65.5	29	24	37	11	
	6	31	58.5	10	29	48	13	
	7	38	79.2	13	29	50	8	
	8	26	55.3	31	23	42	4	
English Learners	3	8	12.7	--	--	--	--	
	4	2	3.7	--	--	--	--	
	5	7	12.1	--	--	--	--	
	6	3	5.7	--	--	--	--	
	7	2	4.2	--	--	--	--	
	8	3	6.4	--	--	--	--	
Students with Disabilities	3	7	11.1	--	--	--	--	
	4	6	11.1	--	--	--	--	
	5	5	8.6	--	--	--	--	
	6	3	5.7	--	--	--	--	
	7	5	10.4	--	--	--	--	
	8	5	10.6	--	--	--	--	
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	63	60	95.2	28	22	40	10
	4	54	53	98.1	34	36	19	11
	5	58	58	100.0	38	38	16	9
	6	53	52	98.1	25	27	33	15
	7	48	47	97.9	15	36	30	19
	8	47	47	100.0	15	47	17	21
Male	3		25	39.7	36	20	32	12
	4		28	51.9	18	39	25	18
	5		31	53.4	35	35	19	10
	6		28	52.8	14	32	32	21
	7		20	41.7	20	50	15	15
	8		24	51.1	21	42	17	21
Female	3		35	55.6	23	23	46	9
	4		25	46.3	52	32	12	4
	5		27	46.6	41	41	11	7
	6		24	45.3	38	21	33	8
	7		27	56.3	11	26	41	22
	8		23	48.9	9	52	17	22
Black or African American	3		2	3.2	--	--	--	--
	6		1	1.9	--	--	--	--
	7		4	8.3	--	--	--	--
American Indian or Alaska Native	6		1	1.9	--	--	--	--
Asian	3		2	3.2	--	--	--	--
	4		2	3.7	--	--	--	--
	5		3	5.2	--	--	--	--
	6		1	1.9	--	--	--	--
Filipino	3		2	3.2	--	--	--	--
	4		1	1.9	--	--	--	--
	6		4	7.5	--	--	--	--
	7		1	2.1	--	--	--	--
	8		2	4.3	--	--	--	--
Hispanic or Latino	3		23	36.5	39	26	22	13
	4		17	31.5	18	59	24	0
	5		20	34.5	45	35	15	5

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		16	30.2	31	38	25	6
	7		17	35.4	6	47	35	12
	8		17	36.2	12	59	12	18
White	3		24	38.1	21	21	54	4
	4		23	42.6	43	17	22	17
	5		21	36.2	43	38	14	5
	6		22	41.5	14	14	55	18
	7		22	45.8	18	23	27	32
	8		25	53.2	12	48	20	20
Two or More Races	3		6	9.5	--	--	--	--
	4		9	16.7	--	--	--	--
	5		13	22.4	15	54	15	15
	6		5	9.4	--	--	--	--
	7		3	6.3	--	--	--	--
	8		3	6.4	--	--	--	--
Socioeconomically Disadvantaged	3		35	55.6	31	26	31	11
	4		32	59.3	41	41	13	6
	5		39	67.2	54	31	13	3
	6		31	58.5	29	32	29	10
	7		38	79.2	13	42	24	21
	8		26	55.3	15	58	12	15
English Learners	3		9	14.3	--	--	--	--
	4		4	7.4	--	--	--	--
	5		8	13.8	--	--	--	--
	6		3	5.7	--	--	--	--
	7		2	4.2	--	--	--	--
	8		3	6.4	--	--	--	--
Students with Disabilities	3		7	11.1	--	--	--	--
	4		6	11.1	--	--	--	--
	5		5	8.6	--	--	--	--
	6		3	5.7	--	--	--	--
	7		5	10.4	--	--	--	--
	8		5	10.6	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	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)	50	64	69	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	69
Male	68
Female	70
Asian	--
Filipino	--
Hispanic or Latino	60
White	73
Two or More Races	92
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	60
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	21.10	22.80	7.00
7	28.30	23.90	21.70

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)

2014-15 Parental Involvement Policy

PRIDE Academy at Prospect Avenue School

Parental involvement at PRIDE Academy is of the utmost importance. It is our belief that it is an essential component in making our school a success. Parents contribute to a positive school environment by first understanding what a Title I school is. Our parental involvement policy is developed through our School Site Plan. Annually this plan is discussed and revised. The policy is reviewed by our School Site Council, ELAC Committee and PTA, which is made up of parents, teachers, and staff. In the beginning of the year, letters are sent home with students describing our Title I program and other non-Title 1 programs. PRIDE Academy ensures that the Parental Involvement Policy is carried out throughout the year. Through the School Site Council and English Learner Acquisition Committee, the school meets annually with parents to review the Site Plan and the Parental Involvement Policy making adjustments to the policy as needed. Assorted monthly meetings throughout the year allows for all parents who are interested in school programs to be a part of the decision-making at PRIDE Academy. Through the events listed below and notices sent home, parents are provided with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

Through parent-teacher conferences, phone calls home, written communication as well as e-mail, parents are provided with opportunities to participate in decisions relating to the education of their children. This Parental Involvement policy is periodically updated to meet the changing needs of the parents and the school.

The following are ways in which parents may become actively involved in the Title I Program.

- School Site Council
- PTA Meetings
- English Language Acquisition Committee
- Parent Education meetings
- Coffee with the Principal
- Title I Parent Meetings
- Common Core Parent Nights
- Back to School Nights
- Title 1 Compact
- Parent-Teacher Conferences
- Open Houses
- PTA Family Nights
- News letters
- Principally Speaking Parent Phone messages
- School and Teacher Web sites
- Facebook
- Twitter
- Volunteering in Classrooms

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	6.92	7.67	5.81	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 PRIDE Academy at Prospect Avenue 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	2010-2011	2013-2014
Year in Program Improvement*	Year 3	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	23		4		24		4		23		4	
1	23		3		24		3		24		3	
2	23		2		24		3		25		3	
3	23		3		24		2		24		3	
4	32		1		28		2		30		1	
5	32		2		31		2		33			2
6	32		2		32		2		34			2

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												
Mathematics												
Science												
Social Science												

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)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.375	N/A
Psychologist	0.4	N/A
Social Worker	0.6	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	\$6,974	\$1,458	\$5,515	\$65,921
District	N/A	N/A	\$5,677	\$72,734
Percent Difference: School Site and District	N/A	N/A	-2.9	-9.4
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	3.1	-9.7

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)

All training and curriculum development activities at PRIDE Academy revolve around the Common Core Standards and Frameworks. Professional development activities support core content areas: language arts, math, history/social science, science, and technology. Decisions concerning selection of staff development activities are performed by the principal, district administrators, and grade level representatives using tools such as teacher input, 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. PRIDE Academy offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Teacher participate in full district grade level release and training days up to five times yearly. At the site level, teachers meet in grade level teams to develop curriculum and review student work samples at least once each trimester. Classified support staff receive job related training from department supervisors and district representatives.