

# Pepper Drive School

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Pepper Drive School
<b>Street</b>	1935 Marlinda Way
<b>City, State, Zip</b>	El Cajon, CA 92021
<b>Phone Number</b>	619-956-5100
<b>Principal</b>	Summer Locke
<b>Email Address</b>	summer.locke@santeesd.net
<b>School Website</b>	<a href="https://pd.santeesd.net/">https://pd.santeesd.net/</a>
<b>County-District-School (CDS) Code</b>	37 68361 6040372

## 2021-22 District Contact Information

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

## 2021-22 School Overview

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

The Pepper Drive School family supports our common vision that “Pepper Drive School strives to challenge ourselves to think with depth, move with purpose, and create with imagination as we reach for excellence on our journey toward a college and career bound future.” 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

## 2021-22 School Overview

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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	55
Grade 2	76
Grade 3	97
Grade 4	152
Grade 5	102
Grade 6	71
Grade 7	113
Grade 8	82
Total Enrollment	839

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	0.2
Asian	1.9
Black or African American	3.2
Filipino	1.7
Hispanic or Latino	35.2
Native Hawaiian or Pacific Islander	0.1
Two or More Races	8.6
White	49.1
English Learners	13.3
Foster Youth	0.2
Homeless	3.1
Socioeconomically Disadvantaged	43.7
Students with Disabilities	13.1

### 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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	37.0	93.7	274.0	87.4	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	0.0	0.0	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	5.0	1.6	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	1.0	0.3	12115.8	4.4
<b>Unknown</b>	2.5	6.3	33.5	10.7	18854.3	6.9
<b>Total Teaching Positions</b>	39.5	100.0	313.5	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		12/2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Wonders (K-5) and Amplify Learning (6-8). Both have ELD component and both were adopted 2017. iReady is used as a supplemental program in K-8.	Yes	0.0
Mathematics	Math Expressions adopted 2015 (K-5). CPM adopted 2013 (6-8). iReady and Dreambox are utilized as supplemental programs in K-8.	Yes	0.0
Science	McGraw-Hill (K-5) and Pearson (6-8). Both adopted 2008. Mystery Science is utilized as a supplemental program in K-5.	No	0.0
History-Social Science	Pearson Realize History-Social Science adopted 2019.	Yes	0.0
Foreign Language			
Health	Healthy Eating Made Easier (K-8) adopted 2017.	Yes	0.0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

## School Facility Conditions and Planned Improvements

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 was completed during the 2015-2016 school year.

Year and month of the most recent FIT report		7/21/21		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	606	591	97.52	2.48	49.24
Female	283	277	97.88	2.12	49.64
Male	323	314	97.21	2.79	48.88
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100	0	50
Black or African American	19	18	94.74	5.26	38.89
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	213	208	97.65	2.35	40.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	42	100	0	57.14
White	303	295	97.36	2.64	54.24
English Learners	66	63	95.45	4.55	20.63
Foster Youth	--	--	--	--	--
Homeless	38	30	78.95	21.05	33.33
Military	18	18	100	0	66.67
Socioeconomically Disadvantaged	282	272	96.45	3.55	40.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	107	104	97.2	2.8	21.57

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	606	577	95.21	4.79	45.83
Female	283	272	96.11	3.89	40.59
Male	323	305	94.43	5.57	50.49
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	56.25
Black or African American	19	18	94.74	5.26	33.33
Filipino	11	9	81.82	18.18	--
Hispanic or Latino	213	203	95.31	4.69	37.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	39	92.86	7.14	35.90
White	303	290	95.71	4.29	52.41
English Learners	66	62	93.94	6.06	19.35
Foster Youth	--	--	--	--	--
Homeless	38	34	89.47	10.53	47.06
Military	18	18	100.00	0.00	66.67
Socioeconomically Disadvantaged	282	265	93.97	6.03	36.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	107	101	94.39	5.61	15.84

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A

<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
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\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	24.14	N/A	32.16	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	185	174	94.05	5.95	24.14
<b>Female</b>	79	71	89.87	10.13	25.35
<b>Male</b>	106	103	97.17	2.83	23.30
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	62	58	93.55	6.45	13.79
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	16	15	93.75	6.25	46.67
<b>White</b>	91	86	94.51	5.49	27.91
<b>English Learners</b>	21	19	90.48	9.52	10.53
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	16	14	87.50	12.50	14.29
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	91	83	91.21	8.79	20.48
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	39	38	97.44	2.56	15.79

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	914	870	146	16.8
Female	443	420	81	19.3
Male	471	450	65	14.4
American Indian or Alaska Native	2	2	0	0.0
Asian	18	18	1	5.6
Black or African American	30	28	4	14.3
Filipino	15	15	2	13.3
Hispanic or Latino	317	301	73	24.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	74	71	11	15.5
White	457	434	55	12.7
English Learners	130	120	25	20.8
Foster Youth	4	4	0	0.0
Homeless	33	31	17	54.8
Socioeconomically Disadvantaged	428	404	91	22.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	154	145	34	23.4

### 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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	5.48	0.33	4.28	0.43	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.84	2.42	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.33	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.64	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.32	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.44	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	3.03	0.00
<b>Socioeconomically Disadvantaged</b>	0.47	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	1.30	0.00



## 2021-22 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 2021. Staff responsibilities and safety plan updates were discussed with staff in November 2021. The plan was reviewed and approved by the School Site Council on December 6, 2021.

### 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.

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	22	1	4	
1	24		3	
2	24		5	
3	24		5	
4	31		1	1
5	32		4	1
6	26	2	26	

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	24		3	
1	21	2	3	
2	20	1	4	
3	21	1	4	
4	26	1	2	
5	31		2	
6	31	2	6	

## 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	

## 2020-21 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	

## 2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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
<b>School Site</b>	10820.90	3041.87	7779.03	82305.37
<b>District</b>	N/A	N/A	7769.77	\$80,510
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.1	2.2
<b>State</b>			\$8,444	\$85,863
<b>Percent Difference - School Site and State</b>	N/A	N/A	-8.2	-4.2

## 2020-21 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$43,819	\$52,060
<b>Mid-Range Teacher Salary</b>	\$76,902	\$84,043
<b>Highest Teacher Salary</b>	\$106,919	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$125,142	\$133,582
<b>Average Principal Salary (Middle)</b>	\$0	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$205,999	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	39%	35%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

For the 2021-2022 year, 80% of the days 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 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	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	89	25	25

# Santee School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	Santee School District
<b>Phone Number</b>	(619) 258-2300
<b>Superintendent</b>	Dr. Kristin Baranski
<b>Email Address</b>	kristin.baranski@santee.net
<b>District Website Address</b>	www.santee.net

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	4281	4125	96.36	3.64	54.42
<b>Female</b>	2057	1986	96.55	3.45	59.19
<b>Male</b>	2224	2139	96.18	3.82	50.00
<b>American Indian or Alaska Native</b>	16	16	100.00	0.00	62.50
<b>Asian</b>	108	105	97.22	2.78	64.76
<b>Black or African American</b>	85	77	90.59	9.41	38.96
<b>Filipino</b>	59	57	96.61	3.39	75.44
<b>Hispanic or Latino</b>	1263	1216	96.28	3.72	45.47
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	391	379	96.93	3.07	55.56
<b>White</b>	2352	2268	96.43	3.57	58.58
<b>English Learners</b>	327	317	96.94	3.06	16.83
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	192	170	88.54	11.46	42.35
<b>Military</b>	201	197	98.01	1.99	63.45
<b>Socioeconomically Disadvantaged</b>	1523	1454	95.47	4.53	43.20
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	854	783	91.69	8.31	24.29

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	4281	4089	95.52	4.48	45.68
<b>Female</b>	2057	1973	95.92	4.08	42.71
<b>Male</b>	2224	2116	95.14	4.86	48.44
<b>American Indian or Alaska Native</b>	16	16	100.00	0.00	50.00
<b>Asian</b>	108	107	99.07	0.93	57.94
<b>Black or African American</b>	85	78	91.76	8.24	24.68
<b>Filipino</b>	59	56	94.92	5.08	69.64
<b>Hispanic or Latino</b>	1263	1208	95.65	4.35	36.35
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	391	370	94.63	5.37	46.61
<b>White</b>	2352	2247	95.54		50.04
<b>English Learners</b>	327	315	96.33	3.67	18.47
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	192	172	89.58	10.42	40.00
<b>Military</b>	201	191	95.02	4.98	54.97
<b>Socioeconomically Disadvantaged</b>	1523	1438	94.42	5.58	35.27
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	854	767	89.81	10.19	20.73

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

