

Pepper Drive School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Pepper Drive School
Street	1935 Marlinda Way
City, State, Zip	El Cajon, CA 92021
Phone Number	619-956-5100
Principal	Ted Hooks
Email Address	ted.hooks@santeesd.net
Website	http://www.santeesd.net/Domain/461
County-District-School (CDS) Code	37 68361 6040372

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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 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 2019-2020)

Grade Level	Number of Students
Kindergarten	72
Grade 1	104
Grade 2	99
Grade 3	105
Grade 4	102
Grade 5	92
Grade 6	131
Grade 7	103
Grade 8	101
Total Enrollment	909

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.1
Asian	3
Filipino	1.4
Hispanic or Latino	36.2
Native Hawaiian or Pacific Islander	0.1
White	47.1
Two or More Races	8.4
Socioeconomically Disadvantaged	57.6
English Learners	14.3
Students with Disabilities	6.7
Foster Youth	0.4
Homeless	2.3

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	44	43	40	380
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 12/2020

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 adopted 2017. iReady is utilized 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
Health	Healthy Eating Made Easier (K-8) adopted 2017.	Yes	0.0

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

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.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 07/14/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	48	N/A	56	N/A	50	N/A
Mathematics (grades 3-8 and 11)	44	N/A	49	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	28	N/A	33	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.5	5.5	4.4	4.3	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.8	2.4	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

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, 2020. Staff responsibilities and safety plan updates were discussed with staff in October, 2020. The plan was reviewed and approved by the School Site Council on October 26, 2020.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	22	1	4		22	1	4		24		3	
1	24		5		24		3		21	2	3	
2	24		4		24		5		20	1	4	
3	25		4		24		5		21	1	4	
4	32		3	1	31		1	1	26	1	2	
5	31		4		32		4	1	31		2	
6	32	1	7	14	26	2	26		31	2	6	

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	909

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,831.96	3,064.51	7,767.46	80,680.46
District	N/A	N/A	7,831.40	\$78,552

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-0.8	2.7
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	0.2	-4.2

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

Types of Services Funded (Fiscal Year 2019-2020)

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.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,440	\$51,004
Mid-Range Teacher Salary	\$74,482	\$82,919
Highest Teacher Salary	\$103,554	\$104,604
Average Principal Salary (Elementary)	\$127,224	\$131,277
Average Principal Salary (Middle)		\$136,163
Average Principal Salary (High)		\$128,660
Superintendent Salary	\$201,960	\$230,860
Percent of Budget for Teacher Salaries	37.0	35.0
Percent of Budget for Administrative Salaries	7.0	5.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	85	89	25

For the 2020-2021 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 17 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.