

# Pepper Drive Elementary

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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, 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 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).

#### **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 (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Pepper Drive Elementary
<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>	Ted Hooks
<b>E-mail Address</b>	ted.hooks@santeesd.net
<b>Web Site</b>	www.santeesd.net
<b>CDS Code</b>	37 68361 6040372

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

### **School Description and Mission Statement (School Year 2016-17)**

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

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

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

### **Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	120
<b>Grade 1</b>	84
<b>Grade 2</b>	139
<b>Grade 3</b>	108
<b>Grade 4</b>	99
<b>Grade 5</b>	106
<b>Grade 6</b>	106
<b>Grade 7</b>	72
<b>Grade 8</b>	89
<b>Total Enrollment</b>	923

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.5
Asian	2.9
Filipino	1.5
Hispanic or Latino	35.5
Native Hawaiian or Pacific Islander	0.8
White	44.9
Two or More Races	8.8
Socioeconomically Disadvantaged	60.8
English Learners	14.3
Students with Disabilities	6.3
Foster Youth	0.8

## 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	33	39	41	321
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	14

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments *	0	1	2
Vacant Teacher Positions	1	1.5	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 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.6	1.5
All Schools in District	99.4	0.6
High-Poverty Schools in District	99.5	0.5
Low-Poverty Schools in District	99.3	0.7

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 2016-17)**

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

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 06/30/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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> Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 06/30/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 06/30/16				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	56	55	53	58	44	48
<b>Mathematics</b>	46	52	43	50	34	36

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 Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	113	113	100.0	58.4
	<b>4</b>	98	97	99.0	63.9
	<b>5</b>	109	107	98.2	54.2
	<b>6</b>	104	99	95.2	39.4
	<b>7</b>	69	67	97.1	46.3
	<b>8</b>	87	86	98.8	66.3
<b>Male</b>	<b>3</b>	60	60	100.0	48.3
	<b>4</b>	53	52	98.1	61.5
	<b>5</b>	53	53	100.0	50.9
	<b>6</b>	49	47	95.9	25.5
	<b>7</b>	36	36	100.0	44.4
	<b>8</b>	51	50	98.0	60.0
<b>Female</b>	<b>3</b>	53	53	100.0	69.8
	<b>4</b>	45	45	100.0	66.7
	<b>5</b>	56	54	96.4	57.4
	<b>6</b>	55	52	94.5	51.9
	<b>7</b>	33	31	93.9	48.4
	<b>8</b>	36	36	100.0	75.0
<b>Hispanic or Latino</b>	<b>3</b>	39	39	100.0	48.7
	<b>4</b>	40	39	97.5	66.7
	<b>5</b>	44	44	100.0	47.7
	<b>6</b>	35	31	88.6	25.8
	<b>7</b>	27	26	96.3	46.1
	<b>8</b>	27	27	100.0	59.3
<b>White</b>	<b>3</b>	51	51	100.0	70.6
	<b>4</b>	43	43	100.0	67.4
	<b>5</b>	46	45	97.8	62.2
	<b>6</b>	46	45	97.8	44.4
	<b>7</b>	28	28	100.0	46.4
	<b>8</b>	42	41	97.6	70.7
<b>Two or More Races</b>	<b>8</b>	14	14	100.0	64.3
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	86	86	100.0	61.6
	<b>4</b>	65	65	100.0	56.9
	<b>5</b>	72	70	97.2	54.3
	<b>6</b>	67	62	92.5	27.4
	<b>7</b>	37	36	97.3	30.6
	<b>8</b>	51	50	98.0	60.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	22	22	100.0	36.4
	4	13	13	100.0	38.5
	5	11	11	100.0	9.1
	6	13	11	84.6	9.1

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	113	113	100.0	65.5
	4	98	97	99.0	52.6
	5	109	107	98.2	43.9
	6	104	100	96.2	39.0
	7	69	67	97.1	43.3
	8	69	67	97.1	43.3
Male	3	60	60	100.0	63.3
	4	53	52	98.1	59.6
	5	53	53	100.0	45.3
	6	49	47	95.9	29.8
	7	36	36	100.0	44.4
	8	36	36	100.0	44.4
Female	3	53	53	100.0	67.9
	4	45	45	100.0	44.4
	5	56	54	96.4	42.6
	6	55	53	96.4	47.2
	7	33	31	93.9	41.9
	8	33	31	93.9	41.9
Hispanic or Latino	3	39	39	100.0	59.0
	4	40	39	97.5	46.1
	5	44	44	100.0	34.1
	6	35	32	91.4	21.9
	7	27	26	96.3	38.5
	8	27	26	96.3	38.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	51	51	100.0	74.5
	4	43	43	100.0	65.1
	5	46	45	97.8	51.1
	6	46	45	97.8	53.3
	7	28	28	100.0	42.9
	8	28	28	100.0	42.9
Socioeconomically Disadvantaged	3	86	86	100.0	65.1
	4	65	65	100.0	43.1
	5	72	70	97.2	40.0
	6	67	63	94.0	22.2
	7	37	36	97.3	33.3
	8	37	36	97.3	33.3
English Learners	3	22	22	100.0	50.0
	4	13	13	100.0	30.8
	5	11	11	100.0	
	6	13	12	92.3	8.3

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	63	54	62	66	63	64	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.



**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	197	192	97.5	62.0
Male	104	103	99.0	65.1
Female	93	89	95.7	58.4
Hispanic or Latino	71	70	98.6	54.3
White	88	85	96.6	65.9
Two or More Races	23	23	100.0	73.9
Socioeconomically Disadvantaged	123	119	96.8	56.3
English Learners	15	15	100.0	20.0
Students with Disabilities	13	12	92.3	25.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.2	20.2	11.5
7	22.4	20.9	46.3

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 (School Year 2016-17)**

Parents are encouraged to get involved in their child’s learning environment either by volunteering in the classroom, joining “Peppers Too!” our volunteer group which meets weekly, participating in a decision making group, or simply attending school events.

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

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	8.2	6.5	9.2	6.5	5.3	5.7	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

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, 2016. Staff responsibilities and safety plan updates were discussed with staff in November, 2016.

## 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.

### Federal Intervention Program (School Year 2016-17)

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

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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+
<b>K</b>	23		5		24		3		15	6	2	
<b>1</b>	24		4		23		5		24		3	
<b>2</b>	23		4		24		5		24		5	
<b>3</b>	23		4		24		4		23		4	
<b>4</b>	30		1	2	33			3	33		1	2
<b>5</b>	26		5		33		1	2	35			3
<b>6</b>	27	1	18		29	2	5	7	35			3
<b>Other</b>									17	1	2	

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	2013-14			2014-15			2015-16					
	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	30	2		8	22	3	3	2	31		3	2
Mathematics	36			4					31		3	2
Science	36			4	27	1	3	2	31		3	2
Social Science	36			4	27	1	3	2	31		3	2

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2015-16)

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

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,785	\$1,905	\$6,880	\$77,296
District	N/A	N/A	\$6,684	\$76,351
Percent Difference: School Site and District	N/A	N/A	2.9	1.2
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	21.2	2.9

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

### Types of Services Funded (Fiscal Year 2015-16)

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 Single Plan for Student Achievement, the District Local Control Accountability Plan, and the District Local Education Agency Plan.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$41,465	\$44,573
<b>Mid-Range Teacher Salary</b>	\$68,182	\$72,868
<b>Highest Teacher Salary</b>	\$94,797	\$92,972
<b>Average Principal Salary (Elementary)</b>	\$120,204	\$116,229
<b>Average Principal Salary (Middle)</b>		\$119,596
<b>Average Principal Salary (High)</b>		\$121,883
<b>Superintendent Salary</b>	\$201,058	\$201,784
<b>Percent of Budget for Teacher Salaries</b>	43%	39%
<b>Percent of Budget for Administrative Salaries</b>	7%	5%

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 Pepper Drive School support the implementation of Common Core Content Standards and State curricular frameworks. Teachers annually receive between 3 - 5 days of professional development at the site and/or district level. Decisions concerning selection of staff development activities are performed by the principal, district administrators, and grade level representatives using tools such as teacher input, district benchmark results, data analysis, and focus groups to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Pepper Drive School offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job related training from department supervisors and district representatives.