

# PRIDE Academy at Prospect Avenue

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	PRIDE Academy at Prospect Avenue
<b>Street</b>	9303 Prospect Ave.
<b>City, State, Zip</b>	Santee, CA 92071-3798
<b>Phone Number</b>	619-956-5200
<b>Principal</b>	Kristen Bonser
<b>Email Address</b>	kristen.bonser@santeesd.net
<b>School Website</b>	<a href="https://pa.santeesd.net/">https://pa.santeesd.net/</a>
<b>County-District-School (CDS) Code</b>	37 68361 6040380

## 2023-24 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</b>	www.santeesd.net

## 2023-24 School Description and Mission Statement

### School

Located at 9303 Prospect Avenue, Santee, CA 92071, PRIDE Academy at Prospect Avenue School is one of nine elementary schools in the Santee School District serving a population, which ranges from transitional kindergarten through eighth grade and who are served by a dedicated staff. PRIDE also hosts a State Preschool. The district is located in the eastern portion of San Diego County, approximately 20 miles inland. PRIDE Academy is located on the western boundary of Santee, and is truly a neighborhood school, surrounded by single family dwellings, apartments, condominiums, Navy and Section 8 housing. Our working parents are employed in the San Diego area. Approximately 15.3% are military personnel. Economic indicators suggest that Prospect is located in a lower socioeconomic class community with 21.6% of our students identified as socio-economically disadvantaged.

### Goals

PRIDE Academy inspires students to become compassionate global citizens, equipped to collaborate, think critically and communicate effectively within a society that continues to evolve. Our focus as a Title 1 school is to assure appropriate access to learning for all students through project-based learning and lessons that support district and school goals. The district goals include a focus on ELA, Math, Culture and Climate, and Social Emotional Learning.

To meet these goals, PRIDE has established school goals that drive instructional decisions and professional development on campus:

1. Academic Success of All Students (ELA): By June 2024, all K-8 grades will move 5% of their students from one grade level below to early on grade level as measured by the End of Year iReady ELA Diagnostic assessment.
2. Academic Success of All Students (Math): By June 2024, all K-8 grades will move 5% of their students from one grade level below to early on grade level as measured by the End of Year iReady Math Diagnostic assessment.
3. Creating a Climate Hospitable to Education (School Culture & Climate): By Spring 2024, all 4th-8th grades and staff responses will increase by 5% in safety as measured by the Trimester 3 Panorama survey.
4. Creating a Climate Hospitable to Education (Social-Emotional Learning): By Spring 2024, all 4th-8th grades responses will increase by 5% in self-efficacy as measured by the Trimester 3 Panorama survey

### Programs

## 2023-24 School Description and Mission Statement

PRIDE Academy prioritizes professional development for teachers to make gains towards the school and district goals. In addition to district provided trainings, PRIDE Academy offers teachers 27 hours of professional development. In addition, teachers plan with their peers and teammates on a weekly basis and meet bi-monthly with administration and counselors to address the social emotional concerns of students via the school site Santee Systems of Success (MTSS) meetings. Staff currently uses PBIS, Second Step, restorative practices, and community circles to address misbehavior and increase school connectedness. A Positive Based Intervention Support (PBIS) team meets once a month to discuss positive behavior interventions and plan ways to improve student behavior on campus. Additionally, an iCAN attendance team meets on a weekly basis to track students at risk of chronic absenteeism and plan interventions and rewards to improve student attendance. Furthermore, a MTSS team meets on a weekly basis with a rotating list of teachers. Each teacher brings any student before the team who is experiencing difficulty in the areas of attendance, behavior, or academics. A targeted goal and progress monitoring is developed for each student and progress on the goal is monitored for 6 weeks. If a student does not make continued progress after multiple interventions, they can be referred for a Student Study Team Meeting. The MTSS team includes the classroom teacher, the Language Arts Specialist, the school counselor and the Curriculum Resource Teacher.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	70
Grade 2	77
Grade 3	71
Grade 4	43
Grade 5	49
Grade 6	69
Grade 7	57
Grade 8	51
<b>Total Enrollment</b>	<b>564</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8%
Male	48.2%
Asian	2.8%
Black or African American	2.5%
Filipino	3%
Hispanic or Latino	41.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	10.8%
White	39.4%
English Learners	15.2%
Foster Youth	0.2%

Homeless	4.8%
Socioeconomically Disadvantaged	51.1%
Students with Disabilities	14.5%

## 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.

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.20	93.42	274.00	87.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.00	1.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	0.32	12115.80	4.41
Unknown	1.50	6.58	33.50	10.71	18854.30	6.86
<b>Total Teaching Positions</b>	<b>22.70</b>	<b>100.00</b>	<b>313.50</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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

### 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.80	93.16	258.80	80.40	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.62	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.60	1.76	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	2.20	11.00	3.44	11953.10	4.28
Unknown	1.20	4.61	44.30	13.78	15831.90	5.67

<b>Total Teaching Positions</b>	27.70	100.00	321.80	100.00	279044.80	100.00
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The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	0.00
<b>Misassignments</b>	0.00	0.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00
<b>Local Assignment Options</b>	0.00	0.60
<b>Total Out-of-Field Teachers</b>	0.00	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

9/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Pre-K on My Way adopted in 2022 (EAK/TK), Reading Wonders adopted in 2017 (K-5), and Amplify Learning adopted in 2017 (6-8). iReady is used as a supplemental program in K-8.	Yes	0.0
<b>Mathematics</b>	Pre-K on My Way adopted in 2022 (EAK/TK). Math Expressions adopted 2015 (K-5). CPM adopted 2013 (6-8). iReady and Dreambox are used as supplemental programs in K-8.	Yes	0.0
<b>Science</b>	Pre-K on My Way adopted in 2022 (EAK/TK). Amplify Science adopted in 2023 (K-5). OpenSciEd adopted in 2022 (6-8).	Yes	0.0
<b>History-Social Science</b>	Pre-K on My Way adopted in 2022 (EAK/TK). Pearson Realize History-Social Science adopted 2019 (K-8).	Yes	0.0
<b>Health</b>	Healthy Eating Made Easier adopted 2017 (K-8).	Yes	0.0

**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. Prospect Avenue School’s original facilities were built in 1960; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. The campus was modernized Summer, 2012. PE locker rooms were renovated during the 2017 school year. A new-single story learning resource center with large open collaborative spaces and a new library was completed in the spring of 2021.

Year and month of the most recent FIT report

7/23

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			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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).

#### College and Career Ready

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	55	58	55	56	47	46
<b>Mathematics</b> (grades 3-8 and 11)	46	46	46	47	33	34

## 2022-23 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.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	341	334	97.95	2.05	58.38
<b>Female</b>	174	172	98.85	1.15	59.30
<b>Male</b>	167	162	97.01	2.99	57.41
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	11	100.00	0.00	72.73
<b>Hispanic or Latino</b>	157	151	96.18	3.82	52.98
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	33	33	100.00	0.00	72.73
<b>White</b>	120	119	99.17	0.83	60.50
<b>English Learners</b>	48	45	93.75	6.25	22.22
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	15	13	86.67	13.33	30.77
<b>Military</b>	41	41	100.00	0.00	65.85
<b>Socioeconomically Disadvantaged</b>	185	181	97.84	2.16	54.14
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	65	64	98.46	1.54	28.13

## 2022-23 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.

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.



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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	341	337	98.83	1.17	45.70
<b>Female</b>	174	173	99.43	0.57	39.88
<b>Male</b>	167	164	98.20	1.80	51.83
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	11	100.00	0.00	45.45
<b>Hispanic or Latino</b>	157	154	98.09	1.91	38.96
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	33	33	100.00	0.00	54.55
<b>White</b>	120	119	99.17	0.83	53.78
<b>English Learners</b>	48	48	100.00	0.00	12.50
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	15	15	100.00	0.00	20.00
<b>Military</b>	41	41	100.00	0.00	58.54
<b>Socioeconomically Disadvantaged</b>	185	184	99.46	0.54	41.85
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	65	64	98.46	1.54	25.00

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	44.63	31.63	38.37	39.13	29.47	30.29

## 2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	99	98	98.99	1.01	31.63
Female	51	51	100.00	0.00	27.45
Male	48	47	97.92	2.08	36.17
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	45	97.83	2.17	22.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	25.00
White	33	33	100.00	0.00	42.42
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	57	57	100.00	0.00	26.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	10.00

### 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.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93.88	85.71	93.88	91.84	93.88
Grade 7	98.33	95	95	96.67	100

## 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.

#### 2023-24 Opportunities for Parental Involvement

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

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

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

- School Site Council
- PTA Meetings
- English Language Advisory Committee
- Parent education meetings
- Title I Parent Meetings
- Back to School Night
- Title 1 School Parent Compact
- \* Title 1 School, Parent, and Family Engagement Policy
  - Parent-Teacher Conferences
  - Open House
  - PTA Events
  - Weekly Principal Newsletter
  - School and Teacher Websites
  - Facebook
  - Volunteering in Classrooms and on field trips
- \* Arts Attack
- \* Literacy, Math and Science Nights
- \* PAWSitive Award Assemblies

#### 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	605	590	120	20.3
Female	312	305	68	22.3
Male	293	285	52	18.2

<b>Non-Binary</b>	0	0	0	0.0
<b>American Indian or Alaska Native</b>	0	0	0	0.0
<b>Asian</b>	18	18	3	16.7
<b>Black or African American</b>	15	15	3	20.0
<b>Filipino</b>	17	17	1	5.9
<b>Hispanic or Latino</b>	255	249	65	26.1
<b>Native Hawaiian or Pacific Islander</b>	1	1	1	100.0
<b>Two or More Races</b>	64	63	12	19.0
<b>White</b>	235	227	35	15.4
<b>English Learners</b>	97	97	23	23.7
<b>Foster Youth</b>	1	1	0	0.0
<b>Homeless</b>	31	31	15	48.4
<b>Socioeconomically Disadvantaged</b>	312	306	79	25.8
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	118	115	27	23.5

## 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.52	2.63	1.16	0.43	2.57	3.69	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.16	0
<b>Female</b>	1.28	0
<b>Male</b>	1.02	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0

<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0.39	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	1.56	0
<b>White</b>	2.13	0
<b>English Learners</b>	1.03	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	1.6	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0.85	0

### 2023-24 School Safety Plan

The Comprehensive School Site Safety Plan was developed for PRIDE Academy at Prospect Avenue School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated by school staff in October 2023 and approved by the School Site Council on November 13, 2023.

### 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.

### 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
<b>K</b>	21	2	2	
<b>1</b>	24		3	
<b>2</b>	20	1	1	
<b>3</b>	17	2	1	
<b>4</b>	27		2	
<b>5</b>	26		2	
<b>6</b>	26		2	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	1	3	
1	19	2	2	
2	22	1	3	
3	22	1	1	
4	27		2	
5	24		3	
6	24		3	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	19	2	2	0
1	18	2	2	0
2	19	1	3	0
3	24	0	3	0
4	22	1	1	0
5	16	2	1	0
6	23	1	2	0
Other	0	0	0	0

## 2022-23 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	1128

## 2022-23 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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
School Site	14377.22	5284.82	9092.40	90356.43
District	N/A	N/A	8679.47	\$83,074
Percent Difference - School Site and District	N/A	N/A	4.6	8.4
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-60.7	2.1

## Fiscal Year 2022-23 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.

## Fiscal Year 2022-23 Types of Services Funded

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,589	\$54,215
Mid-Range Teacher Salary	\$80,009	\$86,843
Highest Teacher Salary	\$111,235	\$111,440
Average Principal Salary (Elementary)	\$146,534	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$214,321	\$252,466
Percent of Budget for Teacher Salaries	37.21%	33.16%
Percent of Budget for Administrative Salaries	5.82%	5.15%

## Professional Development

PRIDE Academy prioritizes professional development for teachers to make gains towards the school and district goals. All training and curriculum development activities at PRIDE Academy support the implementation of Common Core Content Standards, State curricular frameworks, and the Santee School District goals for academics and climate.

The district is continuing to support the Cognitively Guided Instruction (CGI) and Next Generation Science Standards cohorts through off-site professional development. Additionally, PRIDE teachers in grades K-5 are participating in trimester district trainings regarding the new science curriculum adoption.

In addition to district provided trainings, PRIDE Academy offers all teachers trainings at the school site. These trainings are provided at after school staff meetings. Decisions concerning selection of staff development activities are performed by the principal, district administrators, and instructional leadership team using tools such as teacher input, district benchmark and state CAASPP results, data analysis, and focus groups to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. PRIDE Academy offers support to new and veteran teachers through peer coaching and mentoring. Through a series of Administrator walkthroughs with written feedback, and formal evaluations, all teachers receive feedback on a regular basis. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job related training from department supervisors and district representatives. The 2023-2024 school site trainings are focused on Learning Intentions and Success Criteria, NGSS CrossCutting Concepts, MTSS, and PLCs to examine student work and data. Staff participated in 29 partial day professional development sessions (96%) and 1 full day professional development session (0.03%).

In addition, teachers plan with their peers and teammates on a weekly basis and meet regularly with administration and counselors to address the social emotional concerns of students. Furthermore, staff currently uses and reviews PBIS, Second Step, restorative strategies, community circles, and MTSS interventions to address misbehavior and increase school connectedness.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
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**Professional Development**

<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	30	30	30
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