

RANDALL-PEPPER ELEMENTARY SCHOOL

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2007-08 Administration
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2007-08 SCHOOL ACCOUNTABILITY REPORT CARD

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials were acquired August 2008 and school facilities information was acquired in September 2008.

Principal's Message

At Randall-Pepper Elementary School, we take great pride in our school, students, community, and programs. This annual School Accountability Report Card indicates the reasons for our pride and shares with you the progress that our students and school team have made toward accomplishing our district's goals and school mission. This report is intended to help you better understand our school's educational programs, student achievement, and curriculum designed to ensure continuous improvement. Our staff is committed to working collaboratively with our parents and community to provide our students with a quality education so that our students can achieve academic success. Our entire staff is dedicated to teaching to the highest academic standard with well-planned lessons and innovative instructional practices.

We will provide a caring and safe environment and will foster an atmosphere of mutual respect, exemplary effort, responsibility, teamwork, open communication, and recognition of excellence. We are a PeaceBuilder school and follow its tenets.

We welcome parents and the community to get involved in our school program through our advisory groups, Parent Teacher Organization, workshops, family events, and classroom volunteer program. Together we know we can make a difference in the lives of our students and help them reach their potential and succeed academically.

School Mission

The mission of Randall-Pepper Elementary, a diverse school community, is to ensure the academic achievement of all students in reaching and exceeding the California State Standards in a collaborative partnership with parents, community, students and staff.

School Vision

The purpose of Randall-Pepper Elementary is to teach, educate, and enrich the lives of its students through a collaboration of staff, students, and parents by providing a nurturing and safe environment along with rigorous and relevant instruction. Students will become productive and self-reliant citizens equipped to handle the demands of the 21st century.

District Goals

LEARNING FOR ALL STUDENTS Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

QUALITY STAFF PROVIDING QUALITY SERVICE Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

Parent Involvement

Parents are encouraged to get involved in Randall-Pepper Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Events such as Back to School Night, Open House, Field Day, Read Across America, and parent orientation meetings provide opportunities for parents to interact with school staff while supporting their child's academic programs. Parents are invited to Principal's Chats each month to share in a special topic introduced by the principal followed by an open forum for parents' input; childcare and refreshments are provided. The School Site Council, Title I Parent Meetings, Parent Teacher Organization, GATE Parent Committee, English Learner Advisory Committee, and Superintendent's Advisory Committee provide opportunities for parents to give input into school programs and, in some cases, financial planning. Parents seeking more information about getting involved in the school community may contact Marleen Rosas (Outreach School Liaison) or Mary Cliff-Faria (Even Start Program Director) at (909) 357-5730.

Randall-Pepper Elementary is committed to providing parent education opportunities addressing skills needed to support student efforts in school and at home. Parents Are Teachers, PESA (Parent Education for Student Achievement), Even Start, parent literacy classes, and Parent Computer classes (in English and Spanish) target learning language skills development, early reading strategies, child development strategies, and insight into the language arts and math curriculum. For specific details about each program, please contact the school office.

All school-to-home communication is provided in both English and Spanish. The school newsletter is sent home every other month and features a message from the principal, a calendar of events, and announcements on upcoming school activities. TeleParent is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. On occasion, flyers are sent home to remind parents of school activities or important events. Progress reports and report cards are issued each trimester.

School Profile

Randall-Pepper Elementary School is a single-track, year-round school serving 756 students in kindergarten through fifth grade, including 10.67% in special education, 99.5% qualifying for free or reduced price lunch, and 64.3% qualifying for English learner support. A state preschool program is on campus and

open to eligible 3-5 year olds; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth.

As a member of the nationwide Reading First program, Randall-Pepper Elementary is committed in its efforts to help all students become successful early readers and to establish a high-quality, comprehensive reading curriculum for grades K-3. Randall-Pepper Elementary sponsors Even Start family literacy services to help parents improve their literacy skills to become an effective partner in their child's education.

Character education lessons are embedded in daily lessons following the PeaceBuilder program. Every morning, students recite the PeaceBuilder's pledge. The program emphasizes and reinforces the safety of everyone on campus and teaches students how to resolve problems and concerns in a peaceful manner.

Randall-Pepper Elementary fosters a caring, nurturing learning environment, and takes great pride in the many accomplishments of its staff, students, and parent. With the recent incorporation of Professional Learning Communities, staff are united in their vision and commitment to acquire the knowledge, skills, and strategies to promote positive changes in the school's environment and student learning.

Percentage of Students by Ethnicity 2007-08 Enrollment: 756

African-Amer.	3.6%
Amer. Indian or Alaskan Native	0.3%
Caucasian	3.9%
Asian	0.3%
Filipino	0.3%
Hispanic or Latino	90.3%
Pacific Islander	1.2%
Multiple or No Response	0.3%

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Randall-Pepper Elementary. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year. These curriculum embedded tests, developed by the district, are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix

to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Fontana Unified School District and Randall-Pepper Elementary provided individualized intervention programs for those students not meeting grade level proficiency standards.

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Randall-Pepper Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of six components, which include the California Standards Tests (CST), Aprenda 3, California Alternative Performance Assessment (CAPA), and California Modified Assessment (CMA).

The CST aids in determining the level of individual proficiency required by the state. The CMA was introduced as part of the STAR in 2008; this assessment is administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The Aprenda 3 measures academic proficiency of Spanish-speaking students in their native language. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standards Tests (CST)

California Standards Tests assess student performance in grades second through fifth on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the state average.

**California Standards Test Results
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Randall-Pepper			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	25	30	32	28	30	34	42	43	46
Math	33	38	43	27	27	30	40	40	43
Science	5	27	46	18	23	31	35	38	46
History				17	17	19	33	33	36

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

**California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	Randall-Pepper						
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	42	*	*	*	32	*	31
Math	44	*	*	*	43	*	38
Science	*			*	47		*
History							

**Less than 10 students were tested; to protect confidentiality, these results are not disclosed.*

**California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	Randall-Pepper					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	27	33	23	32	5	
Math	42	43	39	43	30	
Science	53	38	40	46	*	
History						

**Academic Performance Index (API)
Three-Year Performance Comparison**

	API Rank		
	2005	2006	2007
Statewide Rank	3	2	3
Similar Schools Rank	9	6	8

Results	2008 API Score	Increase/Decrease in API		
		05-06	06-07	07-08
Schoolwide - All Students	741	-23	32	26
Ethnic Subgroups				
Hispanic or Latino	740	-26	32	24
Other Subgroups				
Economically Disadvantaged	741	-24	32	26
English Learners	735	-21	26	31

The CST tables in this report (page 3) illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, Randall-Pepper Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, 27.8% of fifth grade students tested scored in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pg/>.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically

disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 35.2% of elementary and middle school students must be proficient in language arts and 37% must be proficient in math.

- At least 95% of students must take state standardized tests.

- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 620 or 1 point in growth.

- Each high school must have a graduation rate of 83% or show an increase in the graduation rate of 0.2% over a two-year period.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2007-08

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	Randall-Pepper	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	No	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

The AYP table in this report illustrates the school's progress in meeting 2007-08 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide

schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Randall-Pepper Elementary participated in the Title I Program and is therefore required to comply with Title I Program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school

Title I Program Improvement (PI) Status

PI Status	Randall-Pepper		FUSD
	Not in PI	In PI	
First Year of PI Implementation	N/A		2008-2009
Year in PI	N/A		Year 1
No. of Schools Currently in PI			4
Percent of Schools Currently Identified for PI			9.1 %

The statistical information in this table reflects the PI status during the 2008-09 school year.

has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ay/.

School Facilities & Safety

Randall-Pepper Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1951; since that time, additional classrooms and a library have been added to accommodate increased enrollment. Modernization efforts were completed during the 2001-02 school year. Two new buildings housing fourth and fifth grade classrooms were completed in 2004. Electrical systems in the library, computer lab, and staff workroom are equipped with state-of-the-art technology. Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

Randall Pepper Elementary has five portable buildings which hold a combined total of seven classrooms. Two buildings are self-contained classrooms. Two additional buildings contain two classrooms in each building. One portable building is an extra large classroom with a

mobile divider which may be used to create smaller learning environments.

2007-08 Campus Improvement Projects

- Upgrade one set of restrooms
- Install playground equipment

Campus Description

Year Built	1951
Acreage	8.51 ac
Square Footage	54,074 sf
	Qty.
# of Permanent Classrooms	32
# of Portable Classrooms	7
# of Restrooms (student use)	5 sets
Library	1
Computer Lab	1
Administrative Office	1
Staff Lounge	1
Cafeteria/Multipurpose Room	1

Campus Supervision

As students arrive on campus each morning, two teachers, administrators, and two noon duty aides supervise the playground, cafeteria, restrooms, and school-front entrance areas. During recess, noon duty aides and one teacher monitor playground activities. At lunch time, two noon duty aides supervise students in the cafeteria and noon aides monitor student behavior on the playground. When instruction is completed at end of the day, teachers escort their students to the bus area, student pickup, and exit gates. To ensure students depart in a safe and orderly manner, one noon aide is at the exit gate directing pedestrian traffic and activities in the bus loading zone. Teachers remain in both pickup and dismissal areas until all students have left campus. Randall-Pepper Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The current plan was reviewed, updated, and discussed with school staff in August 2008. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution. The school's disaster plan identifies the roles and responsibilities of school staff during an extreme emergency situation; the plan is discussed and reviewed with school staff at the beginning of each school year.

District Facility Inspections

The district's maintenance department inspects facilities and operating systems at Randall-Pepper Elementary at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on February 29, 2008; no emergency repairs were needed and no unsafe conditions were found. During the 2007-08 school year, all restrooms were fully operational and available for students to use at all times. The chair lift in the cafeteria is regularly inspected by both the district and state.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Most Recent Inspection: February 29, 2008	Good	Fair	Poor
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		2 - Preschool: Replace cracked ceiling light diffuser by west door.
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		Room 25: Adjust water pressure (too low) on drinking fountain.
Restrooms	✓		Girls' Restroom by 19: Repair nonworking faucet in middle sink.
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Rating Description:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. Work orders were generated for all deficiencies.

San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 20, 2008. Results of the inspection and corrective action taken by the district are provided in table below.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Boys RR Near Room 3	Restrooms	First and second urinal leaking	WO#66016 completed 9/17/08

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors.

The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

One full-time day custodian and two full-time evening custodians are assigned to Randall-Pepper Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian inspects facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked at designated times throughout the day and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues.

Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Randall-Pepper Elementary did not receive deferred maintenance funds for campus improvement projects.

Classroom Environment

Discipline & Climate for Learning

Student behavior at Randall-Pepper Elementary is guided by the PeaceBuilders philosophy to create a peaceful, safe, and productive learning environment for students, staff, and visitors. The PeaceBuilders program emphasizes a proactive approach to minimizing disruptive behavior while promoting good behavior traits that students can model at school as well as at home. Every morning as part of the daily assembly, students recite the PeaceBuilder's

	Suspensions & Expulsions		
	Randall-Pepper		
	05-06	06-07	07-08
Suspensions (#)	24	25	40
Suspensions (%)	3.18%	3.36%	5.34%
Expulsions (#)	2	0	0
Expulsions (%)	0.26%	0.00%	0.00%
	FUSD		
	Elementary Schools		
	05-06	06-07	07-08
Suspensions (#)	1107	1040	707
Suspensions (%)	5.37%	5.18%	3.59%
Expulsions (#)	14	13	3
Expulsions (%)	0.07%	0.06%	0.02%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

pledge in unison; the pledge is followed by announcements about safety, attendance, important reminders, and student recognition. Teachers integrate PeaceBuilders lessons in the daily curriculum, explaining the various characteristics of acceptable and unacceptable behaviors.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures and consequences are initially applied in the classroom. Students who continue to have difficulty following school rules are referred to the principal and more serious disciplinary measures imposed, which include phone calls to parents, parent conferences, counseling, suspension, and in some cases expulsion. The principal considers past behavior trends when addressing consequences for poor choices in behavior.

School rules and behavior expectations are shared with students in the classroom at the beginning of the school year, during morning assemblies, and at the start of each trimester. Students in grades 2-5 are provided a student planner which outlines school rules, district policies, and behavior expectations. The student planner may be used by students to record their assignments and parents may use the planner as a daily communications tool with their child's teachers.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Students may submit earned tickets into weekly drawings for special prizes. Praise Notes are handed out to individuals who have demonstrated outstanding citizenship toward other members of the school community. At the end of each trimester, awards assemblies are held to recognize students 1) with outstanding achievement in reading, math, and citizenship, 2) who have made measurable improvement in academics or citizenship, 3) maintained perfect attendance, and 4) who have earned Honor Roll and Principal's Honor Roll placement. Parent volunteers are honored and recognized at trimester awards assemblies; Randall-Pepper Elementary appreciates the time and talents of its many dedicated parent volunteers.

Randall-Pepper Elementary offers a few extracurricular activities after school. Students are invited to stay after school to visit the library. Fifth grade students are encouraged to participate in the Math Club and after-school GATE enrichment activities.

Class Size

The following table illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes				
2005-06				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	15.6	8		
1	18.6	7		
2	20.0	6	1	
3	18.7	6		
4	27.3			4
5	29.0			4
2006-07				
K	16.1	8		
1	18.4	7		
2	19.8	4	2	
3	20.1	6	1	
4	25.0			4
5	30.8			4
2007-08				
K	14.1	8		
1	19.6	7		
2	18.4	7		
3	19.8	3	3	
4	27.6			5
5	32.3		2	1

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Randall-Pepper Elementary supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2007-08 school year, Randall-Pepper Elementary held three staff development days.

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff

receive job-related training from department supervisors and district representatives. Randall-Pepper Elementary is a Reading First School. The Reading First Coach provides ongoing modeling and coaching for grades K-3. The Reading First Coach provides staff development in the area of language arts to the entire staff. Grade level teams meet each trimester to analyze data and establish targets for student growth. These targets are published as action plans and submitted to the state.

Staff Development Days Three-Year Trend		
2005-06	2006-07	2007-08
3	3	3

Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On August 6, 2008, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 08-46 which certifies as required by Education Code §60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners,

District Adopted Textbooks		
Publisher	Grades	Year Adopted
Language Arts		
Houghton Mifflin; <i>Open Court Reading</i>	K-5	2004
Hampton Brown; <i>Into English</i>	K-5	1998
Math		
Scott Foresman; <i>California Mathematics</i>	K-5	2008
Science		
Houghton Mifflin; <i>California Science</i>	K-5	2007
Social Science		
Houghton Mifflin; <i>Social Studies</i>	K-5	2006

that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Fontana Unified School District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Library Resources

The school library is open from 7:30 a.m. to 4:00 p.m. and is staffed by a full-time library specialist. The library features 19,042 titles in English and 772 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, magazines, and books on tape. Five Internet-accessible computers are available for research. Students visit the library with their class once a week; students may visit the library on their own time before school, during lunch, and after school.

Technology Resources

During the 2007-08 school year, Randall-Pepper Elementary had a total of 188 computers and 36 laptops. The school's computer lab features Internet-accessible workstations and is used for whole class instruction. Each teacher determines the subject area and method to integrate technology into the math and language arts curricula. Students use classroom and lab computers for research and to access educational-based programs such as Reading A-Z, Raz-Kids, Imagine Learning, Accelerated Reader, StarMath, FluentReader, Star Language, Accelerated Math, Study Island, and *unitedstreaming*. Each classroom is equipped with a teacher's laptop, LCD projector, and a SMARTBoard to enhance instruction.

Professional Staff

Teacher Assignment

For the 2007-08 school year, Randall-Pepper Elementary had 33 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant".

In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Counseling & Support Services Staff

Randall-Pepper Elementary makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Student Intervention Teams (SIT) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08

	No. of Staff	FTE
Counselor	1	0.50
Psychologist	1	0.4
School Nurse	1	0.3
Health Assistant	1	0.6
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	0.4

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Randall-Pepper Elementary's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

Teacher Credentials & Assignments

	Randall-Pepper				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	33	35	34		1823	1885	1869	
Teachers with Full Credential	33	34	33		1723	1802	1764	
Teachers without Full Credential	0	1	1		100	83	105	
Teachers in Alternative Routes to Certification	0	1	1		91	72	76	
Pre-Internship	1	0	0		0	0	0	
Teachers with Emergency Permits	1	0	1		33	19	96	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	0	0	0		34	33	32	
Teacher Misassignments - Total	4	2	0	0	392	270	41	24
Other Misassignments of Certificated Staff	0	0	0	0	13	0	9	3
Teacher Misassignments for English Learners	4	2	0	0	379	270	32	21
Teacher Vacancies	0	0	0	0	4	0	2	5

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Randall-Pepper	100.0	0.0
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	99.9	0.1
Low-Poverty Sch.	0.0	0.0

Teacher Education Levels 2007-08

	Randall-Pepper	FUSD
	%	%
Doctorate	0.0	1.5
Master's Degree plus 30 or more semester hours	29.4	34.6
Master's Degree	0.0	1.1
Bachelor's Degree plus 30 or more semester hours	61.8	49.2
Bachelor's Degree	8.8	11.3
Less than a Bachelor's Degree	0.0	2.2

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$40,202	\$40,721
Mid-Range Teacher Salary	\$67,749	\$65,190
Highest Teacher Salary	\$85,496	\$84,151
Average Principal Salaries:		
Elementary School	\$113,304	\$104,476
Middle School	\$108,154	\$108,527
High School	\$122,067	\$119,210
Superintendent Salary	\$192,444	\$210,769
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.5%	39.9%
Administrative Salaries	4.9%	5.5%

Expenditures Per Student

For the 2006-07 school year, Fontana Unified School District spent an average of \$7,682 of total general funds to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil 2006-07					
Dollars Spent per Student					
Expenditures Per Pupil	Randall- Pepper	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,255	\$7,983	65.8%	N/A	N/A
Restricted (Supplemental)	\$1,166	\$2,383	48.9%	N/A	N/A
Unrestricted (Basic)	\$4,089	\$5,510	74.2%	\$5,300	77.1%
Average Teacher Salary	\$56,888	\$64,747	87.9%	\$65,008	87.5%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received \$2,682 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- California High School Exit Examination (CAHSEE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- California School-Age Families Education Program (Cal-SAFE)
- Community-Based Tutoring Grants
- Discretionary Block Grant
- Dropout Prevention
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/Underperforming Schools Program (II/USP)
- Instructional Materials, Library Materials, and Education Technology
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grand 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Randall-Pepper Elementary and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Randall-Pepper Elementary's SARC and access the internet at any of the county's public libraries. The closest library to Randall-Pepper Elementary is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92335.

Fontana Branch Library
(909) 574-4500

Hours: Sunday 12-5
Monday-Thursday 10-9
Friday-Saturday 10-6

Number of computers available: 232
Number of printers available: 4