

FONTANA UNIFIED SCHOOL DISTRICT
 SCHOOL ACCOUNTABILITY REPORT CARD • SPRING 1996
Randall-Pepper Elementary School

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A Message from the Principal

This School Report Card is designed to inform you, our school community about conditions and progress being made at Randall-Pepper Elementary School.

We are facing one of the most challenging and exciting times in education as we work to continue offering a quality education for all students. Randall-Pepper staff is committed to providing our students a stimulating curriculum in a flexible and supportive learning environment. We encourage academic, social, physical and interpersonal growth. Randall-Pepper's programs are designed to build upon the student's strengths to ensure they will have a positive school experience and develop a lifelong quest for knowledge.

An important goal at Randall-Pepper is the development of a high quality educational program that will prepare all students for a life in a fast changing complex world.

We are also fortunate to have a Healthy Start Program here on campus (Room 22) that gives support to our students and their families in times of physical, emotional and social need.

As you read this report card for Randall-Pepper, I believe you will find that what emerges is a picture of a school that is on the road to positive change, a faculty that is professionally skilled and personally committed to meeting the educational needs of all students and a student body that is motivated to perform well. Please feel free to contact us with questions or comments concerning this School Report Card.

Richard R. Bentley, Principal
 Randall-Pepper Elementary School

School Description

Randall-Pepper Elementary School is one of twenty-one elementary schools in the Fontana Unified School District. Over the past several years our student population has changed rapidly, and Randall-Pepper's 1063 students are a rich mixture of White (19%), Hispanic (67%), Asian (1%), Black (11%), and other (3%).

Randall-Pepper Elementary School enjoys the active support of its parents and other community members. There is a very active PTA which last year alone was able to raise \$6,676 in funds that were used to bolster the educational program.

The Associated Student Body provides a positive approach to student leadership and peer guidance. Funds raised were used to support activities that have enhanced student and staff self-esteem.

The Mission of the school, as adopted by the entire staff, teachers, administrators, classified, Site Council, etc. is:

Randall-Pepper Elementary School will strive for an atmosphere of mutual respect, cooperation and high standards. The students, staff and parents will help students realize their potential, take pride in themselves and their school, develop a positive self-image and prepare to be productive adults in our ever-changing society.

In its effort to achieve this Mission, the school works closely with several community groups, the Fontana Teachers' Association, the City of Fontana Parks and Recreation Department and Performing Arts Center, the Fontana Police Department, the Central Valley Fire Department, the Department of Social Services and San Bernardino County Department of Public Health.

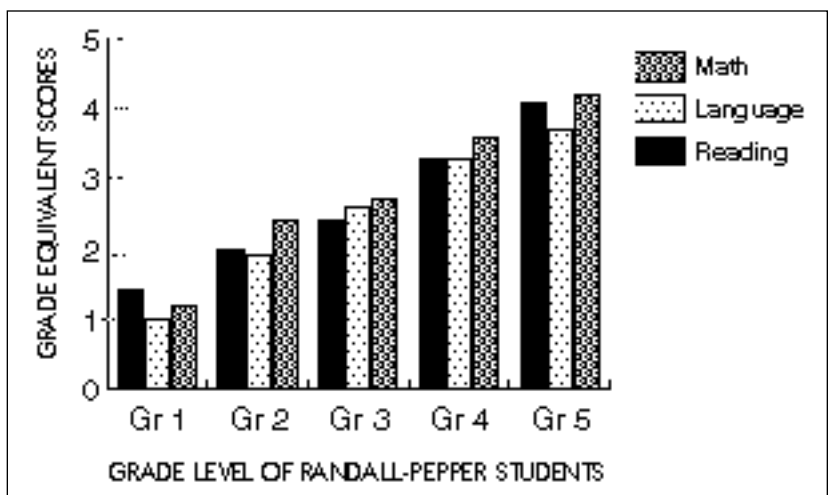
Size of School

In 1995-96 Randall-Pepper had an enrollment of approximately 1033 students. We had a total of 35 K-5 classes, one Special Day Class, and four pre-school classes.

INDICATORS OF THE CONDITIONS OF THE SCHOOL

Student Achievement

This graph represents results from Reading, Language and Math sections of the ITBS Achievement Test for Randall-Pepper Elementary School. Our students took this test in the Spring of 1996. The ITBS is a standardized, multiple choice test, and the results compare our students according to a national "norm" group. Students from various parts of the United States took this test to establish the "norm" or expected scores for students at each grade level. The bars on the graph indicate the average "Grade Equivalent" scores for each grade level at Randall-Pepper.



Attendance Rate

Randall-Pepper Elementary School continues to improve attendance throughout the school year, and is identifying at-risk students to help stem the drop-out rate in later school years. Students are recognized and rewarded on a regular basis for perfect attendance, as well as good attendance. Parents and students are aware of the correlation between student achievement and good attendance. Constant communication takes place between the school and the home. The mobility rate of students moving in and out of Randall-Pepper School for the 1995-96 school year was 130%. The stability rate was 46%. That is a problem that the school cannot control. For state apportionment purposes, the attendance rate in Randall-Pepper was 98.93%.

Expenditures and Services Offered

Although funding in many budget categories for Randall-Pepper Elementary School is established in the District budget adopted by the Board of Education, valuable information is available at the school site. The following are significant:

- For 1995-96 the school received \$31,4494 from the general budget for instructional purposes.
- We received categorical funds as follows: School Improvement - \$94,292, Title I - \$406,167, Economic Impact Aid (Bilingual) - \$7,860, Title 2 - \$6,128, and Miller Unruh - \$22,500.

INDICATORS OF THE CONDITIONS OF THE SCHOOL (Continued)

Class Sizes and Teaching Loads

As a result of an agreement negotiated with the Fontana Teachers' Association the district staff was at an average of 31 student per class, K-5. Due to individual grade loads, however, some classes were higher or lower than the average.

Current Distribution of Children for Each Teacher

	Pre-Sch	Kdgtn	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Track 1		33	29	32	32	31	22
Track 1		33	29	31	11*	11*	
Track 2		33	26	7*	30	32	19*
Track 2			20	26		14*	32
Track 3		32	10*	28	15*	31	6*
Track 3		15	26	13	29	26	31
Track 4		32	30	30	21*	17*	9*
Track 4		31	27	8*	16*	24	33
Track 5	93						
Sp. Ed.					4*	4*	4*

Because of student transiency, these numbers can vary on an almost daily basis. Feel free to contact our school office to get current class-size numbers. * Indicates combination class

Teacher Assignment

Every teacher in Randall-Pepper Elementary School is properly certified to teach at the appropriate grade level. We had 35 classroom teachers dedicated to the instructional needs of our students.

Textbooks and Instructional Materials

The district provides Randall-Pepper with textbooks and supplemental instructional materials to support the school's instructional program. A district committee comprised of teachers and administrators selects state approved textbooks for piloting, after which a selection is made for the district. Consistent with school district policy all textbooks are within the State's seven year adoption cycle.

Randall-Pepper's students have access to an abundance of instructional materials and books including good literature in the classrooms and the school library. Manipulatives, models and "hands-on" equipment are available for mathematics and science instruction.

Counseling and Student Support Services

The school enjoys the services of a full-time library clerk. When needed, students also receive the services of a 5-hour per day health clerk, one full-time Resource Specialist, one part-time Resource Specialist, a speech therapist, a psychologist, a full-time counselor, a campus aide, a Site Program Specialist, a Healthy Start Program, and a full & part-time Reading Recovery Teacher. The counseling program has been a great asset to our school. Parents, students and staff have been extremely supportive.

Substitute Teachers

As is the case with all surrounding school districts, the Fontana Unified School District is not always able to find substitutes who are qualified to teach in our school. However, in an attempt to provide more substitutes, our Board approved all teachers to substitute at Fontana schools when off-track or during summer vacation. When possible, we prefer the services of our off-track teachers as substitutes. They know our plan of action for improvement and they are familiar with most of the students at our school.

Classroom Discipline & Climate for Learning

The learning environment at Randall-Pepper reflects an academic focus. The school is viewed as a place to learn and where there are high expectations for student achievement and behavior.

Schoolwide behavior and discipline policies are consistent with the Education Code and with district rules and regulations regarding student discipline.

There is general agreement among all school staff on the instructional goals of the school, the policy for maintaining order and the need for everyone to cooperate. The school and the District administration have been especially supportive of the on-going process of improving our instructional and discipline programs. Each parent is provided with a copy of our school's discipline plan at the beginning of each school year or upon enrollment. The plan includes state, district and school guidelines.

Teacher Evaluation & Professional Improvement

Classroom teachers are regularly evaluated by the principal. The principal visits classrooms periodically and meets with teachers to discuss their strengths and any needed improvements.

In accordance with the negotiated contract all permanent teachers in the Fontana Unified School District are evaluated on a two-year cycle. All non-tenured teachers (in the district less than two years) have formal observations three times per year and are evaluated twice yearly.

Training & Curriculum Improvement

Staff development at Randall-Pepper is considered an important part of the instructional program. Randall-Pepper staff has regularly been involved in staff development activities related to the implementation of new programs.

Randall-Pepper has a plan for training and curriculum development which was written jointly by the teachers and the administration. Features of the plan include: opportunities for site experts to conduct staff inservices, teachers to observe and coach each other, travel to select conferences, the use of consultants from the department of instruction at the local universities, the district's staff development services and other outside sources. An especially important component of our program has been the opportunity to have days of student non-attendance for staff development purposes. Staff development days are held throughout the year to provide school personnel with opportunities to enhance their skills.

Quality of Instruction and Leadership

The school curricula are closely aligned with the State Frameworks. There is a variety of programs on the campus to meet the diversity of student needs. These include: Bilingual Program, Special Day Classes, Resource Specialist Program, a GATE Program, a Chapter I Program, Reading Recovery, Reading for Success, afterschool computer tutoring, and Chess Club.

Leadership at Randall-Pepper is shared among the principal, team leaders, and classroom teachers. The staff and school leaders are committed and dedicated to the students and to the improvement of the school program. The leadership team works together to ensure the school's curricula are accessible to all students. Parents also provide leadership of the school program through PTA, School Site Council and the Bilingual Advisory Committee. In the 1994/95 school year, Randall-Pepper parents provided in excess of 8,496 hours of volunteer service to the school.

Salary Reporting 1995-96

The law requires we report our salary structure compared to similar district statewide averages. The most current data provided by the California Department of Education is for the 1995-96 school year.

The lowest beginning teachers' annual salary is \$28,280 for 182 days of service or \$155.38 per day. The statewide average for beginning teachers in districts similar to ours is \$26,980 annually.

The average mid-range salary is \$42,600 for 182 days of service or \$228.57 per day in our district. The statewide mid-range salary is \$42,403 in districts similar to ours.

The highest salary for a teacher in our district is \$53,182 or \$292.21 per day in our district. The statewide average for the highest paid teachers in districts similar to ours is \$49,859.

All teachers salaries represent 42.7% of the total budget.

Principals' salaries vary according to time in the position and work year; however, when salaries are averaged for all such principals, their annual averaged salary is \$62,399 or 299.77 per day of service. The statewide average for principals is \$67,192.

Our district superintendents' salaries vary based on responsibility; however, when salaries were averaged their annual average salary (1994-95) was \$90,124 which equal 0.3% of the total budget. Superintendents are paid to work 220 days excluding weekends, holidays, and vacation at an average daily rate of \$409.65. They are responsible for the services performed by 2,414 certificated and classified employees and for about 31,000 students. Data is not available for districts with similar numbers of students; however, the 1994-95 state average for superintendents in similar districts was \$114,830.

All certificated and classified administrative salaries and board stipends in our district represent 4.53% of the total budget.