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FONTANA UNIFIED SCHOOL DISTRICT
SCHOOL ACCOUNTABILITY REPORT CARD • WINTER 2000
Randall-Pepper Elementary School

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A Message from the Superintendent

The Mission of the Fontana Unified School District is to prepare all students to be successful in a changing world. Today, more than ever before, our focus is on ensuring academic success for all students.

The contents of the School Accountability Report Card provide information on each school's accomplishments by specific categories. The school and district are proud of the many accomplishments and recognize the need for constant review and improvement as necessary. It is our hope that you will find the information useful as all of us continue to enhance the program for students.

Karen J. Harshman, Ed.D.
Superintendent of Schools

INDICATORS OF THE CONDITIONS OF THE SCHOOL

Pupils' Progress Toward Meeting Academic Goals in Reading, Writing, and Math • 1999-2000 School Year (Education Code Section 33126 (1))

The Randall-Pepper Elementary School Team strives to improve the overall academic performance of all its students. A review of our school's spring 2000 SAT-9 data results reveal that approximately 435 students were assessed in grades 2 through 5. Of that number, more than 70% scored well below the 50th percentile in Reading, Language Arts, and Mathematics. Data also revealed that students who took the SAT-9 Test in 1998 and 1999, showed no significant growth in 2000. Our school did not meet its Academic Performance Index (API) Target, as a result, was identified as a Title I Improvement School in Corrective Action. The chart below gives us an explanation of the school's Norm Reference Test (NRT) data results from 1997 to 2000,

Standardized Test Results SAT-9 1998-2000 • Average NCE Score

Grade Level ↓	SAT-9 1997-1998			SAT-9 1998-1999			SAT-9 1999-2000		
	Read.	Lang.	Math	Read.	Lang.	Math	Read.	Lang.	Math
2	28	26	31	32	31	33	29	28	32
3	27	30	34	30	30	34	31	32	37
4	28	34	25	30	38	33	30	37	32
5	26	30	27	30	34	29	32	35	33

An analysis of our school's Criterion Reference Tests (CRT) indicate that 50% of all students in grades Kindergarten through 5 passed the district assessment tests and met grade level standards in Reading. Overall, students performed at a much higher rate on the district's CRT, than they did on the SAT-9 (NRT). English Language Learners (ELL) performed 24% higher on the CRT, than did students whose primary language is English.

This year, the school participated in the district's "Focus On Achievement" initiative, and with the support of the district, has implemented several new programs designed to improve the overall academic achievement of all our students. We are committed to improved student achievement, and believe students will perform at a much higher rate on the SAT-9 in spring 2001.

API Scores for 1999-2000 School Year

Randall-Pepper Elementary School had an API Score of 505 for the 1999-2000 school year. The State Rank for Randall-Pepper Elementary School was 2. The average rank for schools similar to Randall-Pepper Elementary was 2.

Attendance Rate

Randall-Pepper Elementary School continues to recognize and emphasize the importance of regular attendance throughout the school year, and is identifying at-risk students to help stem the drop-out rate in later school years. For state apportionment purposes, the attendance rate at Randall-Pepper Elementary School in 1999-2000 was 94.6%.

Expenditures & 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 1999-2000 the school received \$21,638 for instructional purposes.
- In addition to state and local revenues received for general education, the school received the following categorical funds from special state and federal programs: \$189,300 Title I funds, \$44,565 SBCP (SI), \$63,354 Bilingual (EIA/LEP), \$4,217 Title VI and \$1,650 Gifted and Talented Education.

Textbooks and Instructional Materials

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

Randall-Pepper Elementary School 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 Other Pupil Support Services

Randall-Pepper Elementary School provides district programs as well as approved community resources that are made available to students and parents. School site counseling is available. Intervention for our students is provided at the earliest recognition of concern. These interventions may include, but are not limited to, alternatives to suspension from school; school psychologist; special education services; school nurse; immunization clinic; healthy start clinics; Child care programs; early childhood education programs; law enforcement; probation; and county mental health.

1999-2000 Distribution of Children Per Teacher

Grade	Track 1			Track 2			Track 3			Track 4		
	Cls.1	Cls.2	Cls.3	Cls.1	Cls.2	Cls.3	Cls.1	Cls.2	Cls.1	Cls.2	Cls.3	
K	20	19		21	22		19		19	9		
1	20	21		22			22	22	19	13		
2	18	18		20		20	21		20	7		
3	19			18			20	17	19	14		
4	30			29			32		29			
5				28			28		30			

Percent Of Students Participating In The Class Size Reduction Program

Grade Level	Total Number Of Students In A 20 To 1 Class	Total Number Of Students Enrolled In Grade Level	Percent Of Students In A 20 To 1 Class
K	129	129	100%
1	139	139	100%
2	124	124	100%
3	107	107	100%

Average Class Size (Excluding combination classes)

Grade Level	Total Number Of Students In Class	Total Number Teachers In Grade	Average Class Size In Grade
K	120	6	20
1	126	6	21
2	117	6	19.5
3	93	5	18.6
4	120	4	30
5	86	3	28.7

Total Instructional Minutes Per School Year

Grade Level	Actual Total Instructional Minutes at School Site	Total Instructional Minutes Required by State Law
K	36,025	36,000
1	53,401	50,400
2	53,401	50,400
3	53,401	50,400
4	54,811	54,000
5	54,811	54,000

Annual Number of Staff Development Days

1997-1998	1998-1999	1999-2000
4	4	3

Number of Minimum Days

At Randall-Pepper Elementary School there were a total of forty-five (45) minimum days in the 1999-2000 school year.

Teacher Assignment

Number of Teachers With Credentials		Number of Teachers With Emergency Credentials		Number Of Teachers Without Credentials	
1998-1999	1999-2000	1998-1999	1999-2000	1998-1999	1999-2000
33	37	3	5	1	3

Teacher Evaluation

Fontana Unified School District policy establishes regular periodic evaluations of all probationary and tenured teachers which exceeds the evaluation requirements of state law.

Safety, Cleanliness, and Adequacy of School Facilities

Randall-Pepper Elementary School has established a Safe School Committee where open communication with students, staff, the community and support agencies such as law enforcement, have enabled us to provide a safe, clean and inviting facility where our students can learn and our teachers can teach. When concerns arise, they are addressed in a timely fashion to maintain a safe, secure and pleasant environment.

Classroom Discipline & Climate for Learning

Randall-Pepper Elementary School provides an orderly and safe learning environment. Our school follows a firm but fair disciplinary plan established by our Safe School Committee which is consistent with federal and state law as well as our local board of education policy regarding student discipline. This helps our school maintain an environment where students, parents, staff and community communicate in a manner that is respectful to all cultural, racial and religious backgrounds.

Substitute Teachers

Fontana Unified School District maintains an eligibility list of substitute teachers. The placement of substitute teachers in the District is monitored daily.

Substitute teachers who are not employed as regular Fontana Unified School District teachers must also have a bachelor degree and have passed the California Basic Skills Test in order to substitute. Substitutes must attend annual training which is provided by the District.

Randall-Pepper Elementary School Suspension Rates

Total Days Attended (School Year Times Number Of Students)			Total Number Days of Student Suspensions			Suspension Rate (Total Days of Suspension Divided by Total days Attended)		
1997-1998	1998-1999	1999-2000	1997-1998	1998-1999	1999-2000	1997-1998	1998-1999	1999-2000
n/a	n/a	125,460	293	71	142	.2%	.6%	11%

Randall-Pepper Elementary School Expulsion Rates

Total Number Of Students			Number of Expelled Students			Expulsion Rate		
1997-1998	1998-1999	1999-2000	1997-1998	1998-1999	1999-2000	1997-1998	1998-1999	1999-2000
1112	664	697	0	0	0	0%	0%	0%

Salary Reporting 1998-1999

Education Code requires that school districts report their salary structure and compare it to districts of similar size throughout California. The most current available data is for the 1998-1999 school year.

- A new teacher's beginning annual salary in Fontana in 1998-1999 was \$31,341 for 182 days of service (\$161.07 per day). The statewide average was \$31,680.
- A mid-range teacher's average annual salary in Fontana in 1998-1999 was \$46,899 for 182 days of service (\$257.69 per day). The statewide average was \$49,481.
- The highest paid teacher's average annual salary in Fontana in 1998-1999 was \$65,642 for 182 days of service (\$360.67 per day). The statewide average was \$59,895.

All teachers' salaries represented 42.82% of the total budget. The statewide average was 43.71%.

- Principals' salaries vary according to time in the position and work year; however, when salaries were averaged for all principals their annual salary was \$84,385. The statewide average was \$78,145.
- Our district's superintendent salary was \$127,728. The state average was \$137,350.001