

RANDALL-PEPPER ELEMENTARY SCHOOL

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2004-05 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 school facilities and instructional materials were acquired May 2006.

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.

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. The school's Parent Volunteer Group coordinates efforts of parent volunteers. Events such as Back to School Night, Open House, Field Days, 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 Association, English Language Acquisition Committee, and Superintendent's Advisory Committee provide opportunities for parents to give input into school programs and, in some cases, financial planning.

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, Bright Start, and Parent Completer 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.

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

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. ConnectEd 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. Parents seeking more information about getting involved in the school community may contact Mary Cliff-Faria (Even Start Program Director) or Marlene Rosas (Outreach School Liaison) at (909) 357-5730.

School Profile

Randall-Pepper Elementary School is a single-track, year-round school serving 755 students in kindergarten through fifth grade. 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 to become successful early readers and in establishing a high-quality, comprehensive reading curriculum for 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.

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.

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.

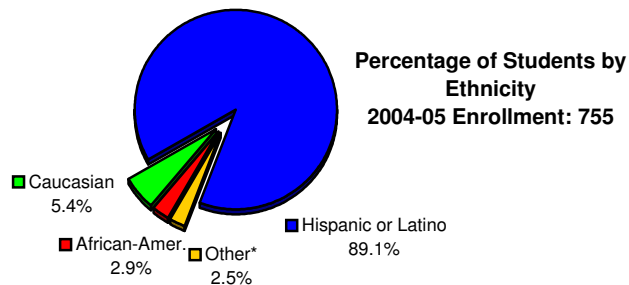
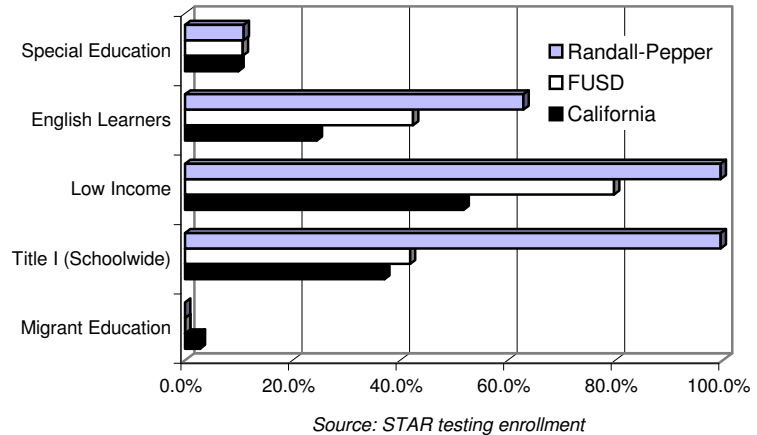
District Benchmark Assessments

During the 2004-05 school year, district language arts assessments were given five times and math assessments were administered three times to students in kindergarten through fifth grade. These were curriculum embedded tests, developed by the district, written and aligned with the state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used 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 intervention programs for students who were identified through the matrix as performing below grade level 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.

**% of Student Enrollment By Program
2004-05**



*American Indian or Alaska Native, Pacific Islander, Filipino, Asian and Multiple or No Response combined.

District-Administered Assessments

2002-03						
Grade	K	1	2	3	4	5
Reading	N/A	N/A	N/A	N/A	N/A	N/A
Math	73%	69%	83%	51%	43%	50%
Writing	N/A	55%	63%	48%	31%	39%
2003-04						
Grade	K	1	2	3	4	5
Reading	75%	57%	21%	12%	17%	17%
Math	82%	73%	73%	56%	38%	24%
Writing	N/A	62%	56%	42%	44%	55%
2004-05						
Grade	K	1	2	3	4	5
Reading	57%	26%	45%	37%	15%	23%
Math	81%	72%	76%	67%	40%	40%
Writing	N/A	60%	38%	33%	32%	50%

CAT/6 Test Results

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Randall-Pepper			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	26	28	21	29	29	27	43	43	41
Math	45	46	50	38	39	41	50	51	52

Only third and seventh grade students participated in the 2004-05 administration of the CAT/6 exam.

CAT/6 Test Results

Numerically Significant Ethnic Subgroups Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2004-05

	Randall-Pepper						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	*	*			23		*
Math	*	*			53		*

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

**CAT/6 Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring At or Above Average (50th Percentile Rank)
2004-05**

	Randall-Pepper					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	22	21	20	21	*	
Math	55	45	49	50	*	

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

	Randall-Pepper			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	17	21	23	18	20	25	35	36	40
Math	40	42	40	24	23	26	35	34	38
Science		14	10	11	9	11	27	25	27
History				15	16	18	28	29	32

Only students in grades 2-5 at Randall-Pepper Elementary take the English-Language Arts and Math portion of the exam; grades 5, 9, 10, and 11 take the Science portion; and grades 8, 10, and 11 take the History portion.

**California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2004-05**

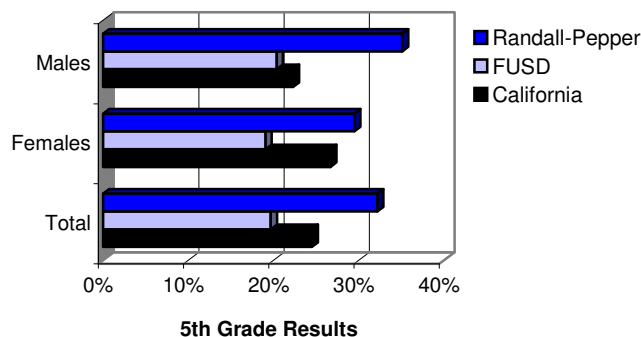
	Randall-Pepper						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	40	*	*		23	*	11
Math	20	*	*		40	*	43
Science	*	*	*		11		*
History							

**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
2004-05**

	Randall-Pepper					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	24	22	18	23	12	
Math	43	36	37	40	23	
Science	15	5	6	10	*	
History						

**Physical Fitness Test Results
Percentage of Students in "Healthy Fitness Zone"
2004-05**



Standardized State Assessments

Students at Randall-Pepper Elementary 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 the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CAT/6

The CAT/6 is a standardized norm referenced test which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. All students in grades three and seven are tested each spring in reading, spelling, and mathematics. The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

California Standards Tests (CST)

California Standards Tests assess student performance 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.

The CST tables in this report 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."

The adjacent chart illustrates the percentage of students that were in the "healthy fitness zone" and are compared to other students in the district and in the state that are in the same grade and took the physical fitness test.

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; 24.4% of elementary and middle school students must be proficient in language arts and 26.5% 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 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2005 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Randall-Pepper Elementary School did not meet its 2005 AYP criteria in its significant subgroups; intervention strategies and staff development activities have been implemented to help students meet NCLB proficiency target rates.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of

Academic Performance Index (API)									
API Base				API Growth					
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005		
Percent Tested	100	100	100	Percent Tested	100	100	100		
API Base Score	597	657	687	API Growth Score	653	681	692		
Growth Target	10	7	6	Actual Growth	56	24	5		
Statewide Rank	2	3	4	Eligible for GPA	Yes	Unfunded	Unfunded		
Similar Schools Rank	7	9	9	Eligible for II/USP	Unfunded	Unfunded	Unfunded		

Adequate Yearly Progress (AYP)									
Overall School Results	Randall-Pepper			FUSD					
	02-03	03-04	04-05	02-03	03-04	04-05			
	Yes	Yes	No	No	No	No			
Subgroup Results									
	Randall-Pepper			FUSD					
	02-03	03-04	04-05	02-03	03-04	04-05			
All Students	Yes	Yes	Yes	Yes	Yes	Yes			
African-Amer.	N/A	N/A	N/A	Yes	Yes	Yes			
Amer. Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes			
Asian	N/A	N/A	N/A	Yes	Yes	Yes			
Filipino	N/A	N/A	N/A	Yes	Yes	N/A			
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes	Yes			
Pacific Islander	N/A	N/A	N/A	Yes	Yes	N/A			
Caucasian	N/A	N/A	N/A	Yes	Yes	Yes			
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes			
English Learners	Yes	Yes	No	No	Yes	No			
Special Education	N/A	N/A	N/A	No	No	No			

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

Title I Program Participation	
	Randall-Pepper
Title I Targeted Assistance School	No
Title I Schoolwide School	Yes
Program Improvement (PI) School	No
Year Identified for Program Improvement	N/A
Year in Program Improvement	N/A
Year Exited Program Improvement	N/A
	FUSD
No. of Title I Targeted Assistance Schools	1
No. of Title I Schoolwide Schools	26
No. of Schools Currently in Program Improvement	12
Percent of Schools Identified for Program Improvement	29.3%

PI schools are also allowed to transfer to other schools (within their district) that meet AYP. 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 2004-05, Randall-Pepper Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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 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 were equipped with state-of-the-art technology. Ongoing maintenance ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description

Year Built	1951
Acreage	8.51 ac
Square Footage	54,074
	Qty.
# of Permanent Classrooms	34
# of Portable Classrooms	2
# of Restrooms (student use)	5 sets
Administrative Offices	1
Library	1
Computer Lab	1
Staff Lounge	1
Cafeteria/Multipurpose Room	1

Campus Supervision

As students arrive on campus each morning, three noon duty aides and three teachers 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 three 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, one noon aide is stationed at the bus loading zone, and teachers remain in 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 plan was last reviewed and discussed with school staff in August 2005 and then updated and approved by the School Site Council in October 2005. 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.

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. Each custodial staff member receives job training and is provided a comprehensive handbook which defines highly detailed maintenance procedures, daily responsibilities, performance expectations, and safety measures. An electronic work order process is in place for school repairs and maintenance projects. School staff submit requests to the school secretary who completes and forwards 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, one full-time evening custodian, and one part-time evening custodian 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 regularly regarding campus maintenance and safety issues.

The district's maintenance department inspects Randall-Pepper Elementary on an annual basis 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 August 8, 2005. Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

School Site Inspection

Most Recent Inspection: August 8, 2005

Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior & Exterior)	No	East Fence: Repair upper portion of fence and replace top cap.
Interior Surfaces (Walls, Floors, & Ceilings)	Yes	
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior & Exterior)	Yes	
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	No	Building 11, Room 3: Low water pressure.
Restrooms	No	Big Room, South Side: Missing faucet cap on middle sink.
Sewer	Yes	
Playgrounds/School Grounds	Yes	
Other	N/A	

100% of restrooms fully operational during the 2004-05 school year.

Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

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 2004-05 school year, Randall-Pepper Elementary received \$48,617 in deferred maintenance funds to repaint exterior surfaces of school buildings and repave asphalt areas.

Suspensions & Expulsions

	Randall-Pepper		
	02-03	03-04	04-05
Suspensions (#)	27	21	24
Suspensions (%)	4.18%	3.12%	3.18%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
	FUSD Elementary Schools		
	02-03	03-04	04-05
Suspensions (#)	1104	1022	1107
Suspensions (%)	5.50%	4.91%	5.37%
Expulsions (#)	13	16	14
Expulsions (%)	0.06%	0.08%	0.07%

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.

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 is a proactive approach to minimizing disruptive behavior while promoting good behavioral traits that students can model at school as well as at home. Students recite the PeaceBuilders Pledge daily as a group. 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 behavioral trends when addressing consequences for poor choices in behavior.

School rules and behavioral expectations are shared with students in the classroom at the beginning of the school year and at the start of each trimester. Students in grades 2-5 are provided a student planner which outlines school rules, district policies, and behavioral 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. Raffle tickets are distributed to students who were "caught" being good, arriving on time to school, and following school dress codes (best dressed). Students may submit earned tickets into weekly drawings for special prizes. Praise Notes and Sweet Praises (student-to-staff and student-to-staff) 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, and 3) students who have earned Honor Roll and Principal's Honor Roll. 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. Mad Science sponsors hands-on experiments and projects for GATE students who are looking for fun, challenging activities after school.

Instructional Time

During the 2004-05 school year, all instructional time offered at Randall-Pepper Elementary exceeded state requirements. For the 2004-05 school year, Randall-Pepper Elementary offered 180 days of instruction comprised of 136 regular days and 43 minimum days. Randall-Pepper Elementary utilizes minimum days for staff development, grade level planning, grade level teacher training, and faculty meetings.

Instructional Minutes 2004-05		
Grade Level	Actual Minutes Offered	State Requirement
K	36,000	36,000
1-3	53,438	50,400
4-5	54,798	54,000

Class Size

Randall-Pepper Elementary participates in the state's Class Size Reduction Program (CSR) which provides funding to reduce K-3 class sizes to 20 students or

less. During the 2004-05 school year, 100% of Randall-Pepper Elementary's first, second, and third grade classes participated in the CSR Program.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2002-03	2003-04	2004-05
K	0	0	0
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

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				
2002-03				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	16.5	6		
1	20.2	4	1	
2	19.5	6		
3	20.0	6		
4	28.7		3	
5	27.7		3	
Combo 4-5	30.0		1	
2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	16.5	6		
1	19.8	5		
2	19.8	5		
3	20.0	6		
4	28.0		4	
5	28.3		3	
Combo K-3	20.0	1		
Combo 4-5	27.0		1	
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	16.0	8		
1	19.9	7		
2	19.7	6		
3	18.2	6		
4	26.3		4	
5	29.5		4	
Combo 4-5	26.0		1	

Combo classes are any combination of K-3 or 4-5 grades.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2004-05 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction

- Classroom Management
- Language Arts Teaching Skills
- Health Adoption Training (K-6 level)
- AB466 Training (Reading)

Randall-Pepper Elementary supplements district training with site-based training focused on meeting the needs of the school based upon teacher input, teacher needs, classroom observations, and student progress. During the 2004-05 school year, Randall-Pepper Elementary held three staff development days that focused on:

- Map of Standards for English Learners
- Professional Learning Communities at Work
- Best Practices for Enhancing Student Achievement
- Writing at Standard

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.

School Leadership

Randall-Pepper Elementary's principal works closely with the assistant principal and Leadership Team to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Gail Watkins and Assistant Principal Brenda Odell work as a team, sharing many of the administrative duties associated with elementary school operations. The assistant principal oversees supervision of noon aides, classified staff, student safety, and student behavior.

Ms. Gail Watkins has been in the educational field for over 30 years and with the Fontana Unified School District for the past five years. Prior to joining Randall-Pepper as principal in 2004, Ms. Watkins served as an assistant principal, program facilitator, and classroom teacher at various school sites. Principal Watkins holds a master's degree in educational administration, a bachelor's degree in history, both Tier I and Tier II administrative credentials, and has completed AB75 Principal Training.

Supporting the principal in the decision-making process is the Leadership Team, comprised of the principal, assistant principal, outreach consultant, Title I support teacher, Reading First coach, and designated teacher representatives from each grade level. The Leadership Team meets once a month to review the school plan and budget, review student assessment results, draft schedules, and discuss staff development needs. Grade level representatives serve as a liaison between administration and grade level teams.

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 September 29, 2005, the Fontana Unified School District 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. 05-54 which certifies as required by Education Code §60119, 1) that 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, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program consistent with the cycles and content of the curriculum frameworks, 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 provided for science laboratory classes offered in grades 9-11 inclusive.

District Adopted Textbooks (Grade K-6)		
Subject	Publisher	Year Adopted
Language Arts	SRA/McGraw-Hill; <i>Open Court Reading</i>	2003
Language Arts	Hampton Brown: <i>Into English</i>	1998
Language Arts	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	2003
Language Arts	Hampton Brown: <i>High Point</i>	2003
Math	Scott Foresman: <i>California Mathematics</i>	2001
Math	McDougal Littell: <i>Mathematics Concepts and Skills</i>	2001
Science	McGraw-Hill	2001
Science	Houghton Mifflin	2001
Science	Prentice Hall	2001
Social Science	Houghton Mifflin	1991

Library Resources

The school library is open from 8:00 a.m. to 4:00 p.m. and is staffed by a full-time library specialist. The library features 16,122 titles in English and 117 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 2004-05 school year, Randall-Pepper Elementary had a total of 231 computers: all classrooms had Internet access. On average, K-3 classrooms have three computers each, third grade classes have four computers each, and fourth and fifth grade classrooms have five computers each. The school's computer lab features 38 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, Accelerated Reader, Accelerated Math, Study Island, and *unitedstreaming*. Each classroom is equipped with a teacher's laptop, LCD projector, and a SMART Board to enhance instruction.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Randall-Pepper Elementary structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

The school's special education program is staffed by one special day class teacher and two special education aides who provide full-day support in a special day class. Two resource specialist teachers and one resource specialist aide provide small group and individual instruction in the general education classroom and in the resource room. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Teachers take a team-teaching approach to providing intensive differentiated instruction for 38 minutes a day, five days a week; students are grouped based upon language fluency to receive instruction at their learning level, ranging from beginning to advanced. Teachers focus on front-loading subject matter and skills for upcoming language arts lessons. Bilingual aides provide small group and individual in-class instruction for beginning level English learners; bilingual aides collaborate with each student's teacher to provide support on lessons previously taught in class. State-approved ELD instructional materials (Hampton Brown) are used in the classroom and for individualized intervention. School administrators and teachers monitor EL performance through the CELDT and adjust instruction as needed to ensure continued success.

Students in third, fourth, and fifth grade may qualify for the Gifted and Talented Education (GATE) program through district testing. Randall-Pepper Elementary outsources with professional organizations for special after-school GATE enrichment activities.

Randall-Pepper Elementary hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During and after-school intervention activities include:

- Panther Extended Day Intervention Program: grade level teams review student assessment results to identify groups of students that required targeted instruction on specific skills to reach proficiency levels in language

arts and/or math. Instruction is provided before and after school in small groups (between five and eight students per teacher) for 60 minutes a day, between two to three days a week.

- Fourth and fifth grade English Learners (beginning level) are encouraged to attend the after-school English Language Acquisition Program to help increase English proficiency and prepare them to meet the state's academic content and performance standards.

- Achievement Substitutes: two full-time certificated teachers provide small group in-class instruction focusing on reading fluency. One achievement substitute works with third grade students and one achievement substitute works with fourth grade students during school hours.

Professional Staff

Substitute Teachers

The district currently has a pool of 600+ qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Periodically, Randall-Pepper Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available for an absent teacher, 1) one of the achievement substitutes or the Title I teacher takes the role of substitute, or 2) as a last resort, the absent teacher's class is divided and students are placed in another class within the same grade level.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

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 (SST) 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.

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 Assignment

For the 2004-05 school year, Randall-Pepper Elementary had 30 teachers who met all credential requirements in accordance with state guidelines.

Teacher Education Levels 2004-05

	Randall-Pepper	FUSD
	%	%
Doctorate	0.0	1.3
Master's Degree plus 30 or more semester hours	26.5	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	47.1	48.6
Bachelor's Degree	26.5	14.3
Less than a Bachelor's Degree	0.0	0.7

Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05

	%
Randall Pepper	94.1
All Schools in District	88.9
High-Poverty Schools in District	94.6
Low-Poverty Schools in District	83.5

Counselors & Support Personnel (Nonteaching Professional Staff) 2004-05

	No. of Staff	FTE
Counselor	1	0.5
Psychologist	1	0.3
School Nurse	1	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.2
Adaptive PE Aide	1	0.2
LSH Therapist	1	0.4
LSH Aide	1	0.4

LSH = Language/Speech/Hearing
FTE = Full-Time Equivalent

Teacher Credentials & Assignments

	Randall-Pepper			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	29	31	34	1818	1780	1911
Teachers with Full Credential	28	30	30	1603	1635	1771
Teachers in Alternative Routes to Certification	1	1	5	120	63	168
Pre-Internship	1	0	0	129	47	9
Teachers with Emergency Permits	4	1	0	261	56	34
Teachers with Waivers	0	0	0	23	0	2
Teachers Teaching Outside Subject Area	0	0	0	0	35	60
Teacher Misassignments - Total	N/A	10	0	N/A	**	73
Other Misassignments of Certificated Staff	N/A	0	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	10	0	N/A	1404*	58
Teacher Vacancies	N/A	0	0	N/A	0	0

*Represents total class periods where teachers were misassigned.

**Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

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: 2003-04 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 to educate each student (based on 2004-05 audited financial statements). The figures shown in the adjacent table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received categorical, special education, and support programs funds for:

21st Century	School Improvement
Class Size Reduction	School Safety
Comprehensive School Reform	Smaller Learning Communities
Early Intervention	Special Education
Gifted & Talented Education	Staff Development
High Priority Schools	State & Federal Preschool
Instructional Materials	Supplemental Technology
Parent Education	Title I, III, & V
Peer Assistance & Review	Tobacco Use Prevention
Reading First	

Salary Comparison 2003-04

	State Average of Districts in Same Category	
	FUSD	
Beginning Teacher Salary	\$35,236	\$37,061
Mid-Range Teacher Salary	\$59,381	\$58,294
Highest Teacher Salary	\$74,936	\$72,876
Average Principal Salaries:		
Elementary School	\$95,033	\$94,471
Middle School	\$94,796	\$98,940
High School	\$106,988	\$107,418
Superintendent Salary	\$162,608	\$179,061
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.2%	5.1%

Current Expense of Education per Pupil 2004-05

Total Expenditures	Dollars Spent per Student		
	FUSD	State Average for Districts in Same Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127