

Fontana Unified School District

*"Every Student Successful.
Engaging Schools.
Empowered Communities."*

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www.fusd.net

Board of Education

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District Administration

Randal S. Bassett

Superintendent

randal.bassett@fusd.net

Open Position

Associate Superintendent,

Business Services

Oscar Dueñas

Associate Superintendent,

Student Services

David Creswell

Associate Superintendent,

Human Resources

Joshua Lightle, Ed.D.

Interim Associate

Superintendent,

Teaching & Learning

Martin Sissac

Chief of

School Police Services402

Randall-Pepper Elementary School

16613 Randall Avenue, Fontana, CA 92335

(909) 357-5730

CDS Code: 36-67710-6035877

Serving Grades Pre-Kindergarten through Five

Randi Carbajal-Cuccia, Principal

Randi.Carbajal@fusd.net



2015-2016 School Accountability Report Card

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district 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 implementing all district plans.

Principal's Message

It is an honor to be the principal of Randall Pepper Elementary School. Randall Pepper is a Professional Learning Community like no other. We are a united group dedicated to the continual advancement of achievement growth, and success for all students.

This School Accountability Report Card provides detailed information on the progress that our students and school have made toward accomplishing our goals. In this report you will find details on our school's educational programs, student achievement and curriculum designed to ensure continuous improvement. The staff at Randall-Pepper are dedicated to working collaboratively with students, parents and community members to provide students with a quality education. We strive to ensure academic success for all students.



Randall Pepper staff members provide a caring and safe environment. We promote an environment that is centered around respect, responsibility, teamwork, open communication and recognition of excellence. We are a PeaceBuilder school and follow its tenets.

We welcome parents and community to get involved in our school community. The staff at Randall Pepper is dedicated to working collaboratively with students, parents and community members to provide students with a quality education.

With this tradition of striving for excellence, we affirm our commitment to students, parents, community and staff to maintain an exemplary educational program.

School Mission Statement

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

School Enrollment (School Year 2015-16)

Randall Pepper Elementary School runs on a modified, traditional school calendar. In the 2015-16 school year, the school served 658 students in grades kindergarten through five. The charts display student enrollment broken down by grade or student group.

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
K	131	97	97
1st	121	124	108
2nd	123	115	115
3rd	115	115	106
4th	114	115	121
5th	118	110	111

Enrollment by Student Group	
2015-16	
	Percentage
Black or African American	1.4%
Asian	0.3%
Hispanic or Latino	94.7%
Native Hawaiian or Pacific Islander	0.5%
White	2.3%
Two or More Races	0.9%
EL Students	57.0%
Socioeconomically Disadvantaged	92.4%
Students with Disabilities	9.9%
Foster Youth	1.1%

School Profile (School Year 2016-17)

Randall Pepper Elementary School 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.

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. The school also hosts two federally-funded HeadStart Programs offered to students ages 3-4.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Highly Qualified Teachers (School Year 2015-16)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

Highly Qualified Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	99.5%	0.5%
High-Poverty Schools in District	99.5%	0.5%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	25	25	25	1544
Without Full Credentials	0	0	0	16
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	1

Instructional Materials (School Year 2016-17)

Fontana Unified School District held a public hearing on September 14, 2016, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks						
Grade Levels	Subject	Title	Publisher	Adoption Year	From Most Recent Adoption	% Lacking
TK	English/Language Arts, English Language Development	World of Wonders*	McGraw Hill	2016	Yes	0.0%
K-5	English/Language Arts, English Language Development	Reading Wonders	McGraw-Hill	2016	Yes	0.0%
TK-5	Mathematics	My Math	McGraw Hill	2015	Yes	0.0%
TK-5	Science	California Science	Houghton Mifflin	2007	Yes	0.0%
TK-5	Social Science/History	California Social Studies	Houghton Mifflin	2006	Yes	0.0%

*World of Wonders is part of the Reading Wonders Program

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 Decile Ranks 1-3, based on the 2012 Academic Performance Index (API). 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 26, 2016. Results of the inspection and corrective action taken by the district are provided in the table. Items noted as "remedied" were fixed at the time of the visit.

San Bernardino County Williams Facilities Inspection		
Inspection Date: 8/26/2016		
Area Inspected	Category	Deficiency & Remedial Actions Taken or Planned
3-6 Boys' Restroom	Restrooms	Fixture/apparatus damaged, broken, missing or unsecured (remedied)

School Facilities (School Year 2016-17)

Randall Pepper Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1951, the school sits on 8.51 acres and includes a library, 32 permanent classrooms, two computer labs, and administrative office, a staff lounge, and a cafeteria/multipurpose room.

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The district's maintenance department inspects facilities and operating systems at Randall-Pepper Elementary School at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The chart displays the results of the most recent facilities inspection at the school. Facilities information was collected in October 2016.

School Facility Conditions				
Date of Last Inspection: 05/03/2016				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			KITCHEN: DIRTY VENTS AT SERVING AREA. (WORK ORDER SUBMITTED)
Interior		X		BLDG D/ RM 10: CABINET DOOR IS BROKEN ON COMPUTER TABLE. RM 11, RM 13, RM 14, RM 9, RM 8, RM 7, RM 3, RM 5, BLDG B/ RM 1/PRESCHOOL: CEILING TILES ARE LOOSE. LIBRARY: TRIP HAZARD/ CARPET HAS TEARS/ WORN. (WORK ORDERS SUBMITTED)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains		X		RM 2: DRINKING FOUNTAIN IS CLOGGED ON WALKWAY. (WORK ORDER SUBMITTED)
Safety (Fire Safety, Hazardous Materials)	X			RM 5: PAINT CHIPPING ON EAVES. RM 26: PAINT IS CHIPPING ON DOOR. (WORK ORDERS SUBMITTED)
Structural (Structural Damage, Roofs)	X			RM 5: DRY ROT ON EAVE. P STAFF LOUNGE: DRY ROT ON NORTH SIDING. P- RM 34: HOLE IN RAMP SKIRTING. (WORK ORDERS SUBMITTED) WRK RM: GUTTER IS LEAKING ABOVE DOOR AT ENTRY. (WORK ORDER SUBMITTED)
External (Grounds, Windows, Doors, Gates, Fences)	X			P- RM 33: WINDOW SCREEN IS TORN. (WORK ORDER SUBMITTED)

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, gates are opened at 2:50 p.m. and parents go directly to the classrooms to pick up their children.

To ensure students depart in 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 the classrooms until all students have left the campus.

Randall-Pepper Elementary School 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.

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 School 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 inspected for cleanliness and supplies at designated times throughout the day and then cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten; the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years, and Science (grades 5, 8, and 10) for the past three school years.

California Assessment of Student Performance and Progress									
Subject	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	17	20	--	29	32	--	44	48
Mathematics (Grades 3-8 and 11)	--	12	11	--	17	19	--	34	36
Science (Grades 5, 8, and 10)	46	43	37	52	49	46	60	56	54

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven, and Science for grades five, eight, and ten.

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

California Assessment of Student Performance and Progress - Grade 3							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	112	110	98.21	22.73	110	98.21	18.18
Male	65	63	96.92	17.46	63	96.92	20.63
Female	47	47	100	29.79	47	100	14.89
Hispanic or Latino	106	104	98.11	21.15	104	98.11	17.31
Socioeconomically Disadvantaged	101	99	98.02	21.21	99	98.02	17.17
English Learners	65	64	98.46	7.81	64	98.46	10.94
Students with Disabilities	11	11	100	9.09	11	100	9.09

California Assessment of Student Performance and Progress - Grade 4							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	120	116	96.67	11.21	115	95.83	6.09
Male	55	53	96.36	5.66	52	94.55	1.92
Female	65	63	96.92	15.87	63	96.92	9.52
Hispanic or Latino	115	111	96.52	11.71	110	95.65	6.36
Socioeconomically Disadvantaged	111	107	96.4	11.21	106	95.5	5.66
English Learners	46	45	97.83	2.22	45	97.83	--
Students with Disabilities	14	13	92.86	--	13	92.86	--

California Assessment of Student Performance and Progress - Grade 5							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	117	115	98.29	26.09	115	98.29	7.83
Male	60	60	100	25	60	100	8.33
Female	57	55	96.49	27.27	55	96.49	7.27
Hispanic or Latino	111	110	99.1	27.27	110	99.1	8.18
Socioeconomically Disadvantaged	107	105	98.13	26.67	105	98.13	8.57
English Learners	38	37	97.37	8.11	37	97.37	--
Students with Disabilities	21	21	100	4.76	21	100	--

**California Assessment of Student Performance and Progress -
Science**

Science				
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	117	115	98.29	36.52
Male	60	60	100	43.33
Female	57	55	96.49	29.09
Hispanic or Latino	111	110	99.1	36.36
Socioeconomically Disadvantaged	107	105	98.13	35.24
English Learners	38	37	97.37	10.81
Students with Disabilities	21	21	100	9.52

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

In the spring of each year, Randall-Pepper Elementary School is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone 2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.2%	22.1%	21.2%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent Involvement (School Year 2016-17)

Parents are encouraged to get involved in Randall Pepper Elementary School's learning community. Events such as Back-to-School Night, Open House, Read Across America, and parent orientation meetings provide opportunities for parents to interact with school staff while supporting their child's academic programs.

The School Site Council, Title I Parent Meetings, Parent Teacher Association, GATE Parent Council, English Learner Advisory Council, and Superintendent's Advisory Council provide opportunities for parents to give input into school programs and, in some cases, financial planning.

Randall Pepper Elementary School is committed to providing parent education opportunities addressing skills needed to support student efforts in school and at home. ESL classes and Parent Literacy classes are sponsored throughout the year. Parent/Child Nutrition classes, Computer Skills classes, and classes specific to working with students that are English Language Learners will be offered to parents at Randall Pepper this school year. For specific details about each program, please contact the school office.

All school-to-home communication is provided in both English and Spanish. Randall Pepper staff uses TeleParent, which 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. Monthly communication calendars are sent home each month listing school events and activities. Student agendas are used to help teachers communicate with parents on a consistent basis. Progress reports are issued two times per year and Report cards are issued two times per year.

Contact Information

Parents seeking more information about getting involved in the school community may contact the school's Outreach School Liaison, Berta Cobian, at (909) 357-5730.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Discipline & Climate for Learning

Student behavior at Randall Pepper Elementary School 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 week, as part of weekly morning announcements, students recite the PeaceBuilder's 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. The program emphasizes and reinforces the safety of everyone on campus and teaches students how to resolve problems and concerns in a peaceful manner.

School rules and behavior expectations are introduced and/or reviewed with all students at the beginning of the school year and are reviewed regularly in their classrooms throughout the school year. Students in grades 3 through 5 are provided a student planner which outlines school rules, 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 teacher. School rules and behavior expectations are shared with parents through the Panther Parent Handbook which is distributed to families at the beginning of the school year.

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 for further intervention which may 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 conduct.

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	0.58	0.24	1.55	0.00	0.00	0.00
District	7.18	6.11	3.60	0.02	0.04	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09

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. At the end of each semester, awards assemblies are held to recognize students with outstanding achievement in reading, math, and citizenship, who have made measurable improvement in academics or citizenship, maintained perfect attendance, and who have earned Honor Roll and Principal's Honor Roll placement. Parent volunteers are honored and recognized at the end of each school year. Randall Pepper Elementary School appreciates the time and talents of its many dedicated parent volunteers.

Safe School Plan (School Year 2016-17)

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 October 2016. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

- 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
- 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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2009-2010	2008-2009
Year in PI	Year 4	Year 3
# of Title I Schools Currently In PI	-	38
% of Title I Schools Currently In PI	-	88.4%

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, Professional Learning Communities, and Response to Instruction and Intervention. The school supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input.

Fontana Unified School District plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs. In the 2013-14 school year, five days of staff development were provided to every elementary school teacher and three days to every middle school and high school teacher. In the 2014-15 school year, no districtwide staff development days were provided. In the 2015-16 school year, there were two districtwide staff development days.

New and veteran teachers are offered support through Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to gain the skills and knowledge to be effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and effective instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Class Size Distribution

The table indicates the average class size by grade, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
14	15	16	14	15	16	14	15	16	14	15	16	
By Grade Level												
K	17	12	-	8	8	-	-	-	-	-	-	-
1	30	31	-	-	-	-	4	4	-	-	-	-
2	29	29	-	-	-	-	4	4	-	-	-	-
3	24	29	-	-	-	-	5	4	-	-	-	-
4	29	23	-	-	1	-	4	4	-	-	-	-
5	24	28	-	1	-	-	4	4	-	-	-	-

Counseling & Support Staff (School Year 2015-16)

Randall-Pepper Elementary School makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide 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.

The school does not have an academic counselor. The chart displays support staff available to students at the school in the reporting year. *Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.*

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 School'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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Aide	1	0.1
Adaptive PE Specialist	1	0.1
Communication Liaison	1	1.0
Community Aide	1	0.3
Counselor	1	0.5
Health Assistant	1	0.7
Psychologist	1	0.4
School nurse	1	0.2
Speech & Language Therapist	1	0.4

Availability of Additional Internet Access at Public Locations

Parents may access the Internet at any of the county's public libraries. Libraries in the local area include:

- Fontana Branch Library: (909) 822-2321
- Fontana Lewis Library & Technology Center: (909) 574-4500
- Kaiser High School Public Library: (909) 357-5900 ext. 8029
- Summit High School Public Library: (909) 357-5950 ext. 3024

District Expenditures (Fiscal Year 2014-15)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2014-15 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certified Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,918
From Supplemental/Restricted Sources	\$395
From Basic/Unrestricted Sources	\$4,523
District	
From Basic/Unrestricted Sources	\$4,803
Percentage of Variation between School & District	-5.8%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	-20.3%

Salary & Budget Comparison (Fiscal Year 2014-15)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information Teachers - Principal - Superintendent 2014-15		
	District	State
Beginning Teachers	\$42,339	\$45,092
Mid-Range Teachers	\$71,350	\$71,627
Highest Teachers	\$90,039	\$93,288
Elementary School Principals	\$111,191	\$115,631
Middle School Principals	\$113,903	\$120,915
High School Principals	\$128,556	\$132,029
Superintendent	\$238,313	\$249,537
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.0%	37.0%
Administrative Salaries	4.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2014-15)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and throughout the state.

Average Teacher Salaries	
School & District	
School	\$78,857
District	\$75,070
Percentage of Variation	5%
School & State	
All Unified School Districts	\$75,837
Percentage of Variation	4%

District Revenue Sources (Fiscal Year 2015-16)

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Peer Assistance & Review
- Community Based Tutoring
- Economic Impact Aid (EIA)
- Gifted & Talented Education (GATE)
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Title I, II, III, IV, V
- Transportation
- Transportation: Special Education
- Vocational Programs
- Williams Case Settlement

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).