Fontana Unified School District
Randall Pepper Elementary
2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION
Theresa Gomez
theresa.gomez@fusd.net

SCHOOL INFORMATION
36677106035877
16613 Randall Avenue
Fontana, CA 92335
(909) 357-5730
http://www.fusd.net

SUPERINTENDENT
Miki R. Inbody
miki.inbody@fusd.net

DISTRICT INFORMATION
Fontana Unified School District
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-7600

BOARD OF EDUCATION
Marcelino "Mars" Serna, President
Adam Perez, Vice President
Joe Armendarez, Member
Jennifer Quezada, Member
Mary Sandoval, Member
David Muñoz-Padilla, Student Board Member

DISTRICT ADMINISTRATION
Miki R. Inbody
Superintendent
Tina Daigneault
Associate Superintendent,
Business Services
Monica Makiewicz, Ph.D.
Associate Superintendent,
Teaching & Learning
Douglas F. Staine, Ed.D.
Associate Superintendent,
People Services
Craig Baker
Associate Superintendent,
Student Services

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/.
- 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.

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).

CALIFORNIA SCHOOL DASHBOARD
The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at https://www.caschooldashboard.org.

DISTRICT STATEMENTS
DISTRICT MISSION
"Every Student Successful. Engaging Schools. Empowered Communities."

DISTRICT VISION
Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

CORE VALUES
- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment

CORNERSTONES OF SUCCESS
- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

DISTRICT GOALS
- Increase proficiency and strategic thinking
- Promote multilingualism and multiculturalism
- Increase graduation and college and career readiness
- Cultivate effective teachers and leaders
- Engage students and decrease dropout rates
- Strengthen family and community engagement
- Promote healthy environments

SCHOOL STATEMENTS
Principal's Message:
Welcome to a new school year here at Randall Pepper Elementary School! The staff and I are truly excited about the endless possibilities that await our students. The staff at Randall Pepper are a professional learning community that is dedicated to the advancement of achievement, growth, and success for all students. The staff is committed to working collaboratively with students, parents, and community members to provide students with a quality learning experience. Our goal is to ensure academic success for all students by meeting their individual learning needs and providing effective first instruction. Randall Pepper staff members provide a caring and safe learning environment that is centered around our PBIS motto of being safe, respectful and responsible.
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. Please do not hesitate to reach out if you have any questions, comments, or concerns.

SCHOOL PROFILE
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.

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

Randall Pepper Elementary School is one of thirty elementary schools in the Fontana Unified School District. It serves approximately 490 students in transitional kindergarten through fifth grade. Our student population consists of approximately 93.4% Hispanic or Latino, 4.1% African American, 1.9% White, 0.2% Pacific Islander, and 0.4 % Two or More Races. Randall Pepper serves students through consistent use of state and district approved curriculum, use of effective instructional strategies and support provided by highly qualified teachers and support staff.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	46.3
Male	53.7
Non-Binary	
American Indian or Alaska Native	
Asian	0.2
Black or African American	2.8
Filipino	
Hispanic or Latino	93.8
Native Hawaiian or Pacific Islander	0.2
White	2.8
Two or More Races	0.2
EL Students	43.3
Foster Youth	0.4
Homeless	2.2
Military	
Socioeconomically Disadvantaged	89.3
Migrant Education	
Students with Disabilities	13.5

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	93
1st	76
2nd	76
3rd	78
4th	79
5th	95
6th	0
Total	497

CONDITIONS OF LEARNING
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.

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.30	80.86	1,251.40	72.77	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	0.22	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	37.50	2.19	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	19.70	1.15	12,115.80	4.41
Unknown	5.00	19.10	407.00	23.67	18,854.30	6.86
Total Teaching Positions	26.30	100.00	1,719.70	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.20	89.90	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	2.02	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	31.90	1.82	11,953.10	4.28
Unknown	2.00	8.08	87.80	5.02	15,831.90	5.67
Total Teaching Positions	24.70	100.00	1,749.90	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.50

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	2.30
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	03/21/2022
Data Collected:	March 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Fair	RM 21: 4. CARPET IS SEPARATING AT SEAMS. RM 22: 4. CARPET IS TORN. P- RM 33, P- RM 34, RM 19, RM 20: 4. CARPET IS WORN. RM 7: 4. CEILING TILES ARE LOOSE. LIBRARY, P STAFF LOUNGE: 4. WATER STAIN CEILING TILES.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	P STAFF RR: 12. DRY ROT ON FLASHING. P- RM 33: 12. DRY ROT ON SIDING. RM 27/ EVEN START: 13. GUTTER DOWN SPOUT IS BENT INJURY HAZARD.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P STAFF RR: 14. TRIP HAZARD AT RAMP ENTRY/ HOLE IN ASPHALT.

SCHOOL FACILITIES

Age and Condition of Facilities

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, 34 permanent classrooms, administrative office, a staff lounge, and a cafeteria/multipurpose room.

Interior Painting of all classrooms except 9 classrooms in the F building during the summer of 2018 took place. A roofing project was completed during the 2018-2019 school year per the district's preventative maintenance schedule. Finally, a new play structure was installed in August 2018.

Campus Supervision

As students arrive on campus each morning, they are greeted by school staff members. School site aides supervises the playground, cafeteria, and restrooms. During recess and lunch, school site aides and Elevo coaches monitor playground activities. When instruction is completed at end of the day, gates are opened at 2:20 p.m. and parents go directly to the classrooms to pick up their children.

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.

Improvements to Facilities
The following facility improvements are being made districtwide where necessary: Wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

Facility Inspection Results
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 each 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.

COVID-19 SAFETY GUIDELINES
The COVID-19 pandemic changed the way we live, learn, work and play. During this change educators assumed new responsibilities in supporting the health and learning for all students. Through the challenges and as we move forward, we will continue to provide quality educational opportunities for our students in a safety conscious environment. We have established new norms within our schools and office spaces -understanding it will take time and perseverance to create the culture of safety that will help us come out of the pandemic. We urge our community to lean into this new normal and create a physically and emotionally safe space for everyone. Being in a virtual environment for over a year challenged the connections we worked so hard to establish. We must all adapt to a
world demanding a new definition of normal.
To support these new guidelines, every individual that arrives to campus must do a temperature check after each extended break, such as summer, fall, and winter break. Masks are optional and are available upon request.

INSTRUCTIONAL MATERIALS
Sufficiency of Instructional Materials
Fontana Unified School District held a public hearing on September 21, 2022, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/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.
Adoption of Instructional Materials
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.

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

Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grade: TK / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: World of Wonders (part of the Reading Wonders Program) / Adoption: 2016	Yes (Local)	0
	Grades: K-5th / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: Reading Wonders / Adoption: 2016	Yes (State)	0
Mathematics	Grade: TK / Course: Mathematics / Publisher: McGraw-Hill / Series: My Math / Adoption: 2015	Yes (Local)	0
	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: My Math / Adoption: 2015	Yes (State)	0
	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: Mis Matematicas / Adoption: 2015	Yes (State)	0
History / Social Science	Grade: TK / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	Yes (Local)	0
	Grades: K-3rd / Course: History/Social Science / Publisher: Houghton Mifflin / Series: California Social Studies / Adoption: 2006	Yes (State)	0
	Grades: 4th-5th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	Yes (State)	0
Science	Grade: TK / Course: Science / Publisher: McGraw Hill / Series: CA Inspire Science for Early Learners / Adoption: 2022	Yes (Local)	0
	Grades: K-5th / Course: Science / Publisher: Imagine Learning / Series: Twig Science / Adoption: 2022	Yes (State)	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

2022-23 Instructional Materials

PUPIL ACHIEVEMENT AND OUTCOMES

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 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 grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.caaspp-elpac.cde.ca.gov/caaspp/. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	22	34	47
Mathematics (Grades 3-8 and 11)	11	18	33
Science (Grades 5, 8, and 10)	15	16	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	262	257	98.09	1.91	21.79
Male	140	137	97.86	2.14	21.17
Female	122	120	98.36	1.64	22.50
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	241	238	98.76	1.24	21.43
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	110	107	97.27	2.73	10.28
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	232	230	99.14	0.86	21.74
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	41	41	100.00	0.00	4.88

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	262	262	100.00	0.00	11.11
Male	140	140	100.00	0.00	13.67
Female	122	122	100.00	0.00	8.20
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	241	241	100.00	0.00	10.42
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	110	110	100.00	0.00	7.27
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	232	232	100.00	0.00	11.21
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	41	41	100.00	0.00	0.00

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	93	93	100.00	0.00	15.05
Male	46	46	100.00	0.00	10.87
Female	47	47	100.00	0.00	19.15
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	84	84	100.00	0.00	11.90
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	37	37	100.00	0.00	2.70
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	85	85	100.00	0.00	16.47
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	16	16	100.00	0.00	0.00

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	98	98	98	97	98

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM
Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)			
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	590	557	312	56
Female	271	255	142	55.7
Male	319	302	170	56.3
Non-Binary				
American Indian or Alaska Native	0	0	0	0
Asian	1	1	0	0
Black or African American	23	22	15	68.2
Filipino	0	0	0	0
Hispanic or Latino	544	512	281	54.9
Native Hawaiian or Pacific Islander	1	1	1	100
White	17	17	13	76.5
Two or More Races	4	4	2	50
EL Students	263	249	130	52.2
Foster Youth	15	12	7	58.3
Homeless	19	18	14	77.8
Military				
Socioeconomically Disadvantaged	520	496	280	56.5
Migrant Education	0	0	0	0
Students with Disabilities	96	90	60	66.7

PARENT ENGAGEMENT
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
Parents are encouraged to get involved at Randall Pepper Elementary. Events such as Back-to-School Night, Open House, Read Across America, Parent-teacher conferences, Academic focused family nights 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, and English Learner Advisory Council, provide opportunities for parents to give input into school programs and, in some cases, financial planning. Randall Pepper encourages parent volunteers at school. 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.
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, 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 Parent Square for home-to-school communication. 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.
To discuss parent involvement opportunities or parent education, please contact our Community Aide, at (909) 357-5730.

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.

SCHOOL SAFETY
The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in August 2022. 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

SUSPENSIONS AND EXPULSIONS

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. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

	Suspension and Expulsion Rates					
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0.98	0	1.53	0	0	0
District	2.01	0.06	3.27	0.03	0	0.04
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	1.53	0
Female	0	0
Male	2.82	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4.35	0
Filipino	0	0
Hispanic or Latino	1.29	0
Native Hawaiian or Pacific Islander	0	0
White	5.88	0
Two or More Races	0	0
EL Students	1.52	0
Foster Youth	13.33	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	1.54	0
Migrant Education	0	0
Students with Disabilities	2.08	0

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.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS
For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

PROFESSIONAL DEVELOPMENT
All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The 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.
All staff completes mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.
New and veteran teachers are offered support through Peer Assistance and Review and Induction programs. Each program pairs participating teachers with qualified mentoring teachers in order to gain skills and knowledge to be most 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.
Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five - ten days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

PROFESSIONAL DEVELOPMENT DAYS OFFERED
The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	994

AVAILABLE COUNSELING AND SUPPORT STAFF
The chart displays the support staff available to students at the school. 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.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.8

COUNSELING AND SUPPORT SERVICES
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. We have a full time counselor that is on campus five days a week to support the social-emotional well-being of students.
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 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.

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K	14	36	16	6	3	3		3	3		2	
1st	15	43	14	11	2	3		3	3		2	
2nd	18	48	13	2	2	4	8	3	3		2	
3rd	18	48	15	6	2	3	4	3	3		2	
4th	24	36	31	3	2	3	9	3	3		2	2
5th	22	39	32	4	2	5	13	3	3		2	2
6th												
Other	45	41	114	1					2	2	3	1

DISTRICT REVENUE SOURCES
In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:
• After School Education
• Career Technical Education
• Extended Learning Opportunities
• Lottery: Instructional Materials
• Partnership Academies Program
• Special Education
• Supplementary Programs
• Title I, II, III, IV
• Transportation: Special Education

SCHOOL AND DISTRICT EXPENDITURES
The 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. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.
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 Certificated 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.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 7,442
School: From Supplemental/Restricted Sources	$ 1,484
School: From Basic/Unrestricted Sources	$ 5,958
District: From Basic/Unrestricted Sources	$ 6,057
Percentage of Variation between School & District	-1.63 %
State: From Basic/Unrestricted Sources	$ 6,594
Percentage of Variation between School & State	-9.65 %

TEACHER AND ADMINISTRATIVE SALARIES
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.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	$ 50,645	$ 51,081
Mid-Range Teachers	$ 81,674	$ 77,514
Highest Teachers	$ 109,766	$ 105,764
Elementary School Principals	$ 124,573	$ 133,421
Middle School Principals	$ 124,573	$ 138,594
High School Principals	$ 137,291	$ 153,392
Superintendent	$ 250,000	$ 298,377
Teacher Salaries	32 %	32 %
Administrative Salaries	5 %	5 %

SCHOOL SITE TEACHER SALARIES
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.

2020-21 Average Teacher Salary	
School	$ 92,347
District	$ 89,523
Percentage of Variation between School & District	3.15 %
All Similar School Districts	$ 85,368
Percentage of Variation between School & State	8.18 %

DISCIPLINE AND CLIMATE FOR LEARNING
Student behavior at Randall-Pepper Elementary School is guided by the positive behavior philosophies to create a peaceful, safe, and productive learning environment for students, staff, and visitors. The discipline procedures at Randall-Pepper emphasize 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 make school-wide announcements about safety, attendance, important reminders, and student recognition. Students are also reminded of the school-wide expectations and recognized for positive behaviors through our bi-monthly Friday assemblies. Teachers integrate character education 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 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 behavior expectations are shared with parents through the Panther Parent Handbook which is distributed to families at the first parent conference.

The Randall Pepper Community believes we can achieve academically, socially, and emotionally when we are safe, respectful and responsible. We are committed to creating a safe and supportive environment that promotes a successful future for all students. Randall Pepper is in year 5 of implementation of Positive Behavioral Interventions and Supports (PBIS). The PBIS Motto is Be Safe, Be Respectful, Be Responsible. During the 2021-2022, our school received the Gold PBIS Implementation Award from the California PBIS Coalition.

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 or attend special monthly incentives. 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.