



# Pepper Tree Elementary School

1045 W. 18th Street • Upland, CA 91784 • (909) 949-9635 • Grades K-6

Becki Modereger, Principal

[becki\\_modereger@upland.k12.ca.us](mailto:becki_modereger@upland.k12.ca.us)

<http://pte-uusd-ca.schoolloop.com/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **Upland Unified School District**

390 North Euclid Ave.  
Upland, CA 91786  
(909) 985-1864  
[www.uplandusd.org](http://www.uplandusd.org)

#### **District Governing Board**

Linda Angona, President

Wes Fifield, Vice-President

Mary Locke, Clerk

Robert Bennett, Member

Jack Young, Member

#### **District Administration**

Nancy Kelly, Ed.D.

**Superintendent**

Shinay Bowman

**Assistant Superintendent,  
Elementary Education**

Pamela Salgado

**Assistant Superintendent,  
Secondary Education**

Arik Avanesyans

**Assistant Superintendent, Business  
Services**

Sergio Canal

**Assistant Superintendent, Human  
Resources**

### **School Description**

Pepper Tree staff and parents work collaboratively to foster a sense of individual responsibility while developing self-esteem. Together, staff, parents, and students participated in developing our Cornerstones for Success, the beliefs that guide our school-wide expectations. It states:

We believe that: Each student has the right to learn; each teacher has the right to teach; and parental involvement and support are essential to success. Therefore, all students and adults will come to school prepared to learn; do their best; take care of personal and school property; show courtesy, caring and respect towards self and others; and use safe conduct.

**School Vision:** We generate life-long learners to become productive and contributing members of our society. In a safe and nurturing environment, we provide differentiated instruction to support the strengths of each child. We partner with our parents and community to create an engaging and collaborative environment where students are empowered to achieve their maximum potential.

Pepper Tree was built in 1991 and is the “youngest” school in Upland Unified. We are situated in the foothills below Mt. Baldy, approximately 35 miles east of Los Angeles, California.

Pepper Tree is home to 32 regular education classes encompassing kindergarten through sixth grade, an English Learner instructor, a speech and language specialist, a school Psychologist (one day/week), two full-time Resource Specialist teachers, an RSP Instructional Aide, three collaboration aides, a Health Technician, part-time band teacher and is also the home of the district’s home school program. We are the largest elementary school in the district with approximately 802 students and house the largest district-run day care program employing a coordinator and seven assistants to serve the before and after needs of Pepper Tree’s student population.

In 2004, due to our fine academic program, Pepper Tree was named a California Distinguished School. Pepper Tree continued to show academic growth and program enrichment and was again named a California Distinguished School when eligible to apply in 2008 giving us eight continuous years with the honor. Pepper Tree has consistently had the highest test scores in the district.

In 2012, 2013 & 2014 Pepper Tree was awarded the California Business of Educational Excellence Honor Roll Award. This award is given to schools demonstrating outstanding success for raising student academic achievement.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an 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 web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	118
Grade 2	120
Grade 3	119
Grade 4	108
Grade 5	114
Grade 6	117
<b>Total Enrollment</b>	<b>812</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5
American Indian or Alaska Native	0.2
Asian	11.6
Filipino	2.1
Hispanic or Latino	33.5
Native Hawaiian or Pacific Islander	0.1
White	40.5
Two or More Races	3.8
Socioeconomically Disadvantaged	24.8
English Learners	3.7
Students with Disabilities	10.6
Foster Youth	0.4
Homeless	2.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 Credentials for Pepper Tree	17-18	18-19	19-20
With Full Credential	34	35	33
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Upland Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	493
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

### Teacher Misassignments and Vacant Teacher Positions at Pepper Tree Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Per the William's Act, all students are provided with adopted textbooks and instructional materials in good condition. This year, bridge materials were purchased to provide support with our transition to the Common Core State Standards.

#### Textbooks and Instructional Materials

Year and month in which data were collected: 2017 August

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Adoption Year: 2016 McGraw-Hill Wonders K-5  Adoption Year: 2016 McGraw-Hill Study Sync 6-8 2015  Adoption Year: 2006 Scholastic - Read 180 (Grades 4-12)  Adoption Year: 2006 SRA - Kaleidoscope (SDC)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Adoption Year: 2017 Houghton Mifflin - Go Math K-8 Math, 2015  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Adoption Year: 2007 Scott Foresman - California Science  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Adoption Year: 2006 Harcourt School Publishers for California, Reflections series Kindergarten: Our World, Now and Long Ago 1st grade: A Child's View 2nd grade: People We Know 3rd grade: Our Communities 4th grade: California: A Changing State 5th grade: The United States: Making a New Nation 6th grade: Ancient Civilizations  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Note: Cells with N/A values do not require data.

#### School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the site's repairs, maintenance projects, and work order requests are performed by district maintenance personnel. Emergency situations are immediately resolved by the district maintenance staff or outside contractors, based upon the nature of the problem.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: November 2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

**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 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); 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

**CAASPP Test Results in ELA and Mathematics for All Students**

**Grades Three through Eight and Grade Eleven**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	73	72	53	53	50	50
Math	63	67	39	39	38	39

Note: Percentages are not calculated when the number of students tested 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: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in Science for All Students**

**Grades Five, Eight, and Ten**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**2018-19 Percent of Students Meeting Fitness Standards**

Grade Level	4 of 6	5 of 6	6 of 6
5	14.0	34.2	40.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	459	456	99.35	72.15
Male	236	234	99.15	66.24
Female	223	222	99.55	78.38
Black or African American	25	25	100.00	60.00
American Indian or Alaska Native	--	--	--	--
Asian	44	43	97.73	95.35
Filipino	--	--	--	--
Hispanic or Latino	167	166	99.40	71.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	187	186	99.47	68.82
Two or More Races	14	14	100.00	64.29
Socioeconomically Disadvantaged	126	126	100.00	69.84
English Learners	46	45	97.83	84.44
Students with Disabilities	51	51	100.00	52.94
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both 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 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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	459	454	98.91	66.74
Male	236	232	98.31	68.53
Female	223	222	99.55	64.86
Black or African American	25	25	100.00	52.00
American Indian or Alaska Native	--	--	--	--
Asian	44	43	97.73	83.72
Filipino	--	--	--	--
Hispanic or Latino	167	164	98.20	62.20
Native Hawaiian or Pacific Islander	--	--	--	--
White	187	186	99.47	67.74
Two or More Races	14	14	100.00	64.29
Socioeconomically Disadvantaged	126	125	99.21	56.80
English Learners	46	45	97.83	80.00
Students with Disabilities	51	50	98.04	48.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both 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 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.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2019-20)

Pepper Tree has an outstanding PTA. Parents organize many well-attended events throughout the year to raise money for programs, playground equipment, field trips and other school needs. Parents at Pepper Tree are extremely generous with their time, talents, and money, which enable us to provide an even more quality program than we would otherwise not be able to offer. Parents and grandparents help in the classrooms on a regular basis and assist daily in the library (shelving and repairing books) and workroom (running materials for classroom use). At the first grade level, parents organize and run the home reading program. They check out books to students, make sure they have been read when returned and assign new books. In a number of grades, parents oversee students working on intervention programs to improve reading and math skills. Parents and community members help celebrate Read Across America to promote reading and provide a connection to careers in the community. Parent volunteers also plan and oversee our annual Science Fair contest. Parents unable to help during the school day, help out by making monetary contributions that are, in turn, matched by their employers. Other employers make contributions to the school based on the number of hours their employees volunteer. We are still able to experience field trips because of parent participation and funding. The arts are kept alive by each year celebrating students who enter the national Reflections contest and PTA provided art assemblies throughout the year. In addition, a Saturday Art Day, where students come to be instructed in various art mediums by volunteers, is also offered each year. Pepper Tree also hosts the Watch D.O.G.S. program. Watch D.O.G.S are "Dads of Great Students" or can be a any positive male role model. Watch D.O.G.S help in the parking lot, crosswalk, on the playground, and all over campus. Pepper Tree loves our volunteers and sincerely appreciate all they they do for our students.

#### State Priority: School Climate

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

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

### School Safety Plan

Pepper Tree is committed to the safety and security of our students, staff, and parents. We are proactive by planning for almost any situation. Pepper Tree's Safety Committee modifies and aligns procedures and routines for specific site needs on an annual basis. We hold monthly safety drills with the students to prepare for any emergency situation. This plan is reviewed monthly and adjustments are shared and implemented with all staff as they occur. The Comprehensive Plan addresses various emergency situations and outlines procedures and policies related to all situations. It outlines staff emergency and safety team responsibilities. We practice safety drills regularly and work proactively to prevent unsafe situations. Our Comprehensive Safety Plan is reviewed, updated and discussed with the faculty throughout the year. The last annual review for the School Safety Plan was conducted in September of 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	1.5	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	3.2	4.5
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

### 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.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* 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.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.5
Other	

\* 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	10	10			11	10			12	10		
1	28		4		23	1	4		24		5	
2	26		4		22		5		24		5	
3	22		5		20	3	2		24		5	
4	27		4		28		4		27		4	
5	29		4		28		4		29		4	
6	28		4		28		4		29		4	
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

The Upland Unified School District believes that high quality, research-based professional development is essential to continuous improvement of teaching skills and concepts. The District provides or coordinates on-going training based on needs identified through student performance indicators, including results of the California Assessment of Student Performance and Progress, the English Language Proficiency Assessments for California, District iReady benchmark assessments, and input from sites regarding specific needs. Professional development is aligned with the District Strategic Plan for Student Achievement and Board goals. Teachers, paraprofessionals and administrators participate in workshops, and conferences that allow them to grow professionally and provide opportunities for collegial sharing. Regular meetings of teacher leaders in literacy, mathematics, reading intervention and technology as well as follow-up coaching support full implementation of training. Additionally, each school provides time for teacher collaboration on student achievement data, curriculum development, and review of classroom-based performance measures. Examples of workshops and coaching implemented as the result of analysis of student achievement include: Effective Teaching Strategies, Classroom Management, Curriculum Alignment and Mapping, English Language Development, AVID, Thinking Maps, Positive Behavior Intervention Support, Social Emotional Learning, 21st Century Classroom Technology, Common Core State Standards, Next Generation Science Standards, Modeling Academic Language, Universal Design for Learning, and Parent Engagement. Staff members participate in professional development in all-day workshops, after-school workshops and meetings, individual coaching/mentoring, and off-site conferences. The Induction (formerly BTSA) program provides support to new teachers. The Peer Assistance and Review Program is available to provide support to teachers in the areas of content knowledge and teaching strategies. Currently, the District calendar includes a collaboration day schedule each week to allow for on-going teacher dialogue and collaboration to meet student needs.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,457	\$51,374
Mid-Range Teacher Salary	\$76,801	\$80,151
Highest Teacher Salary	\$99,526	\$100,143
Average Principal Salary (ES)	\$120,328	\$126,896
Average Principal Salary (MS)	\$125,053	\$133,668
Average Principal Salary (HS)	\$143,664	\$143,746
Superintendent Salary	\$248,434	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).



#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11618.19	4951.95	6666.25	79141.38
District	N/A	N/A	6597.81	\$80,166.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.0	-1.3
School Site/ State	-11.9	-3.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

#### Types of Services Funded

Pepper Tree receives funds to support its programs from:

State Categorical Funds, district SITE funds, Student Activities Fund, Donations from Pepper Tree Parent Teacher Association. Donations from local community merchants and business organizations and Private donations from individuals are also utilized.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.