

## Fontana Unified School District

# Randall-Pepper Elementary School

## 2002-2003 Annual School Report Card



*To graduate all students prepared to  
succeed in a changing world.*

### Randall-Pepper Elementary School

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Kindergarten - Fifth Grade  
Carolyn Goode, Principal  
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### Board of Education

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Superintendent of Schools

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Patricia J. Peoples, Ed.D.  
Associate Superintendent,  
Administrative Services

Marilyn J. Corey  
Interim Associate Superintendent,  
Human Resources



### A Message from the Superintendent

Ensuring academic success for all students hinges on a close working relationship between home and school. It is critically important that you as parents/guardians know about your child's school and the outstanding accomplishments of its students and staff. It is our hope you will review this information and utilize it as appropriate.

Debra A. Bradley, Ed.D.  
Superintendent of Schools

### Principal's Message

As principal of Randall-Pepper Elementary, I take great pride in our school, students, staff, community, and programs. The Annual School Accountability Report Card indicates the reasons for such pride, and demonstrates the progress our students and school team are making toward accomplishing our school mission and goals. This report is intended to help our community understand our school's educational program, student achievement, and curriculum designed to ensure continuous improvement. Our school team is committed to working collaboratively with students, parents, community, and the district to develop critical thinkers, problem solvers, and productive citizens who will contribute to, and function appropriately in society.

Our entire staff is dedicated, and strive for an atmosphere of mutual respect, cooperation, and high standards. Together, we believe we can build self esteem, self worth, resiliency, and pride in all students, as well as ensure students' academic success.

Carolyn Goode  
Principal

### School Mission

The *mission* of *Randall-Pepper Elementary*, a culturally diverse school community, is to *guarantee* the academic achievement of *all* students through a partnership with parents, community, students, and staff.

### School Profile

Randall-Pepper Elementary School is a single-track, year-round school serving 725 students in preschool through grade five. The school believes that quality education for all students can be achieved through high standards for academic performance and behavior. Randall-Pepper Elementary is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

### Discipline & Climate for Learning

Students at Randall-Pepper Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school discipline policy helps to promote a safe, warm, caring environment conducive for optimal learning. It is designed to teach students how to be more responsible and holds them accountable for their learning and behavior. Student Conflict Managers and Student Activity Captains are trained to help their peers develop problem-solving skills and resolve their own conflicts in an amicable way.

Parents and students are informed of the discipline policies, rules, procedures, and school wide expectations for learning at the beginning of each school year through classroom orientation and are provided parent and student handbooks. Students have personal agenda books that state the rules and serve as a daily reminder of the school's expectations for learning and proper behavior. Late enrollees and their parents are provided with a copy of the school's expectations and handbook at the time of

2002-03 Enrollment: 673	
	%
Male	51.7%
Female	48.3%
English Learners	62.8%
Non English Learners	36.5%
SED <sup>^</sup>	99.5%
Students with Disabilities	11.2%
Migrant Students*	5.3%
African American	5.4%
American Indian	0.2%
Asian	1.1%
Filipino	0.3%
Hispanic	84.5%
Pacific Islander	0.9%
White (not Hispanic)	7.6%

<sup>^</sup>SED - Socioeconomically Disadvantaged  
\*Source: STAR testing enrollment

registration. Student Ambassadors are assigned to work with new students to help them feel welcome and to help them to become familiar with the school's expectations as they relate to discipline and learning. At the beginning of the year, students set behavior and learning goals. Teachers help students monitor their progress toward achieving their goals.

Administrators, faculty, staff, PTA, and community partners reward students for exhibiting good behavior, citizenship, and academic progress. Rewards may be presented at the time that a student is "Caught Being Good," when "Showing a Random Act of Kindness," or when progress is achieved. Most awards and recognitions are presented to students during assemblies, morning announcements, and/or at the Yearly School-Community Celebration. Individual teachers hold classroom celebrations to celebrate accomplishments — big and small.

The school works to promote mutual respect between students and staff, and encourages students to keep the school's honor code. All students are encouraged to participate in programs designed to build resiliency, promote positive attitudes, and encourage academic achievement. The school takes pride in the fact that it has a strong connection with students, parents, and the community.

### Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at Randall-Pepper Elementary School. For each day a student is absent, the school loses \$37 in state funding. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Incentives and awards are given to students throughout the year for improved attendance.

In 1985 the Legislature passed the Senate Bill 65 Dropout Prevention and Recovery Act. One of the programs funded by SB 65 is the School-Based Pupil Motivation and Maintenance Program. Randall-Pepper Elementary is one of 100 elementary schools in California participating in this program, which places an outreach consultant at our school site who acts as a student advocate. The outreach consultant collaborates with parents, teachers, administrators, and the community to identify and work with at-risk students. Components of this program include attendance monitoring and attendance incentives, as well as developing "resiliency factors" in students to strengthen their resistance to the problems they face at school and throughout their lives.

Randall-Pepper Elementary expelled one student over the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Randall-Pepper			FUSD Elementary Schools		
	01	02	03	01	02	03
Suspensions (Cases)	55	12	27	688	1,016	1,030
Expulsions (Cases)	1	0	0	4	14	13
Suspensions (%)	7.9	1.7	4.2	1.8	2.6	2.6
Expulsions (%)	0.14	0.00	0.00	0.01	0.04	0.03

### Class Size

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2002-03 school year 100% of all K-3 classrooms participated in this program. Kindergarten classrooms participate in CSR Option 2.

	Class Size Distribution											
	Average Class Size			Number of Classrooms								
	01	02	03	1-20 Students		21-32 Students		33+ Students				
K	20	19	17	4	7	6	2	-	-	-	-	-
1st	20	20	20	6	7	5	-	-	-	-	-	-
2nd	20	20	20	6	5	6	1	-	-	-	-	-
3rd	19	20	20	5	5	6	-	-	-	-	-	-
4th	30	32	29	-	-	-	2	2	3	-	-	-
5th	29	26	28	-	1	-	3	3	3	-	1	-
Combo K-3rd	20	-	-	1	-	-	-	-	-	-	-	-
Combo 4th-8th	-	-	30	-	-	-	-	-	1	-	-	-

- No classrooms containing specified number of students.

### Instructional Time

During the 2002-03 school year, all instructional minutes offered at Randall-Pepper Elementary exceeded state requirements. For the 2002-03 school year, Randall-Pepper Elementary offered 180 days of instruction comprised of 138 regular days and 42 minimum days. Randall-Pepper Elementary utilizes minimum days for staff development, teacher preparation, and parent conferences.

	Instructional Minutes by Grade Level	
	Minutes Required	Actual Minutes
K	36,000	36,050
1st-3rd	50,400	53,330
4th-5th	54,000	54,650

### Textbooks & Instructional Materials

Randall-Pepper Elementary ensures that sufficient and current textbooks and materials are available to support the school's instructional program and provides students with their own textbooks for classroom use. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks and are selected from the state's list of adopted materials.

District-Adopted Textbooks		
Subject	Publisher/Series	Grade Levels
Language Arts	SRA/McGraw-Hill: <i>Open Court Reading</i>	K-5
	Hampton Brown: <i>Into English</i>	K-5
Math	Scott Foresman: <i>California Mathematics</i>	K-5
Science	McGraw-Hill	K-3
	Houghton Mifflin	4-5
Social Science	Houghton Mifflin	4-5

### School Facilities & Safety

Randall-Pepper Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1951, and provide adequate space for students and staff. Randall-Pepper Elementary completed an extensive remodeling and modernization project in 2001-02. All original buildings and classrooms were upgraded with new flooring, paint, doors, heat, and air conditioning. A new fire alarm system was installed, as well as Internet wiring to all classrooms.

Safety of students and staff is a primary concern of Randall-Pepper Elementary. The school is a closed campus; all visitors must sign in at the office and wear identification badges while on school grounds. Adult

supervision is provided before and after school, and during lunch and recess periods, by teachers, classified staff, and school administrators.

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 197 of 1997. The plan was last updated in June of 2003 and was reviewed with staff in October 2003. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following:

- Safe Schools' Plan of Action
- Comprehensive disaster and crisis plan
- State and local discipline policies
- Intervention programs for at-risk students
- Addressing student aggression
- Visible authoritative presence on campus
- Safe transportation
- Communication strategies
- Conflict resolution

## Counseling & Other Support Services

It is the goal of the Randall-Pepper Elementary team to assist students in their social and personal development, as well as academics. The district and school provide special attention to students who experience academic problems, have difficulty coping with personal and family problems, and need support with decision making, or handling peer pressure.

Counseling & Support Services Staff			
	Number of Staff	Days Available Per Week	Full Time Equivalent
Counselor	1	2-3	0.5
Outreach Consultant	1	5	1.0
Health Assistant	1	5	1.0
Nurse	1	1	0.2
Psychologist	1	1	0.2
Speech/Language Specialist	1	2	0.4

## Teacher Assignment

For the 2002-03 school year, Randall-Pepper Elementary had 28 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status	01	02	03
	Fully Credentialed	29	33
Working Outside Subject	0	0	0
Emergency Credentials	4	3	4
Interns	3	2	2
Waivers	0	0	0
<b>Total Teachers</b>	<b>36</b>	<b>37</b>	<b>29</b>

*Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.*

## Substitute Teachers

The district currently has a pool of 500 qualified substitute teachers. Substitute teachers must meet minimum state requirements; they are either currently enrolled in a university and have completed 90 semester/135 quarter units towards a Bachelor's degree and have passed the CBEST or have completed a Bachelor's Degree and have passed the CBEST. Periodically, Randall-Pepper Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available for an absent teacher, students of the absent teacher are sent to other classrooms in the same grade level to receive instruction.

## Teacher Evaluation

Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

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

## Training & Curriculum Improvement

All training and curriculum development activities at Randall-Pepper Elementary School revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2002-03 school year to support the adoption of new curriculum and the implementation of new programs including:

- Using Data to Direct Instructional Decisions
- Step Up to Writing
- McRel Nine Effective Teaching Strategies
- Teaching with the Brain in Mind
- Brain-based Instruction and Brain-based Learning
- Three Dimensional Model of Teaching

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, and substitute teachers. Staff members are encouraged to attend workshops and conferences. The district annually offers three staff development days. During the 2002-03 school year training included:

- Beginning Teacher Support and Assistance (BTSA)
- Peer Assistance and Review (PAR)
- Reading and Writing Instructional Strategies (Grades K-5)
- Instructional Strategies in Language Arts, Math, and Science (Grades 6-12)
- Classroom Management
- Differentiated Instruction for English Language Learners
- Certification for Gifted and Talented Education (GATE)
- Use of Technology in the Classroom

## Special Programs

Instructional programs are aligned to California State Content Standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. Special programs include:

- Gifted and Talented Education (GATE)
- Site Literacy Coach teacher and student support
- Remediation for Kindergarten and First Grade students
- America Reads Tutors - college student tutors
- Fast ForWord intervention program
- After-school tutoring by teachers and other support staff
- Homework Club
- Math, Reading, and Writing Club
- English Language Acquisition Program (ELAP)
- Bilingual Assistants support in the classroom
- After-school English Learners support
- ELD tutors after school for grades 2-3
- Off-track Intersessions in language arts and math
- SB 65 Motivation and Maintenance Program
- Resource Specialist program
- Special Day Class
- Parents as Teachers (PAT)

## Quality of Instruction & Leadership

Working closely with teachers, students, parents, and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards.

Staff, parents, and community members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure that instructional programs are consistent with students' needs and comply with district goals. Opportunities for involvement include:

- School Site Council (SSC)
- District Advisory Council (DAC)
- English Language Learners Advisory Committee (ELAC)
- Parent Teacher Association (PTA)
- Student Success Teams (SST)
- Coordination of Services Team (COST)
- Leadership Team
- Individual Education Plan (IEP) Teams

## Expenditures & Services Funded

For the 2001-02 school year, Fontana Unified School District spent an average of \$6,309 to educate each student.

Current Expense of Education Per Student*		
2001-02		
Statewide Average		
Fontana USD	All Unified School Districts	All Districts
\$6,309	\$6,767	\$6,719

\*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2002-03 school year, Randall-Pepper Elementary had the following categorical programs:

- Title I (Schoolwide)
- Reading First
- Drug/Alcohol/Tobacco Education
- Special Education
- Mentor Teacher
- Gifted and Talented Education (GATE)
- School Improvement Program (SIP)
- English Language Acquisition Program (ELAP)
- Economic Impact Aid - Limited English Proficient (EIA-LEP)

## Salary and Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having more than 20,000 average daily attendance throughout the state.

Average Salary Information		
Teachers - Principals - Superintendent		
2001-02		
	Fontana USD	State Average
Beginning Teachers	\$35,236	\$35,980
Mid-Range Teachers	\$59,381	\$57,139
Highest Teachers	\$74,936	\$73,953
Elementary Principals	\$91,794	\$100,810
Middle School Principals	\$90,720	\$100,810
High School Principals	\$102,384	\$100,810
Superintendent	\$162,608	\$171,096
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.6%	43.3%
Administrative Salaries	5.6%	5.2%

## Contact Information

Parents who wish to volunteer or participate in Randall-Pepper Elementary's school committees or school activities may contact their child's teacher or the school's office at (909) 357-5730.

## Student Achievement & Assessment

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Randall-Pepper Elementary. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

In 2002-03, district language arts and math assessments were administered three times to students in kindergarten through fifth grade. These were curriculum embedded tests, developed by the district, written and aligned with the state and district standards.

Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used to evaluate overall student progress and to identify students at risk of not meeting grade level standards. The district and school then provided various intervention programs for students who were performing below grade level standards.

## Standardized State Testing

Randall-Pepper Elementary participates in California's mandatory Standardized Testing and Reporting (STAR) program that utilizes norm referenced tests (CAT/6 in 2003 and SAT/9 in preceding years) and criterion referenced tests (California Standards Tests). The CAT/6 measures achievement in comparison to a national sample; the California Standards Tests aid in determining student proficiency of the California State Content Standards.

***STAR results for Randall-Pepper Elementary are located on page five; state and district results on the California Standards Tests are located on pages six and seven.***

## Physical Fitness

In the spring of each year, Randall-Pepper Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

% of Students in Healthy Fitness Zone			
2002-03			
Grades 5	R. Pepper	FUSD	California
5th Grade Total	4.3	15.5	23.1
5th Grade Boys	8.0	17.2	21.7
5th Grade Girls	0.0	13.6	24.5

## Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on STAR results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures.

CAT-6 Norm Referenced Test 2003 % At or Above 50th Percentile									
	Reading				Math				
	2	3	4	5	2	3	4	5	
<b>All Students</b>									
Randall-Pepper	33	28	13	28	54	58	31	36	
FUSD	32	20	19	27	50	46	42	43	
California	46	34	35	40	57	52	48	49	
<b>Subgroups</b>									
Male	28	29	4	27	69	61	31	31	
Female	39	28	21	29	38	54	30	41	
English Learners	28	31	10	15	51	58	25	27	
Non English Learners	43	23	17	50	60	58	39	50	
SED^	33	28	13	28	54	58	31	36	
Hispanic	33	31	15	27	51	58	32	38	
White (not Hispanic)	*	*	8	42	*	*	38	33	

^SED - Socioeconomically Disadvantaged  
\*Due to the moderate number of students tested, scores are not disclosed.

SAT-9 Norm Referenced Test 2001, 2002 % At or Above 50th Percentile										
	Reading				Math					
	2	3	4	5	2	3	4	5		
<b>All Students</b>	<b>01</b>	<b>02</b>	<b>01</b>	<b>02</b>	<b>01</b>	<b>02</b>	<b>01</b>	<b>02</b>	<b>01</b>	<b>02</b>
Randall-Pepper	24	41	15	28	23	19	23	17	50	53
FUSD	29	36	24	26	26	25	24	26	42	47
California	51	53	46	47	47	49	45	46	58	62
<b>Subgroups</b>										
Male	16	39	16	18	19	16	16	11	52	56
Female	33	42	14	36	28	23	33	24	48	49
English Learners	26	42	8	16	14	8	16	11	46	50
Non English Learners	22	38	24	41	35	34	30	24	54	57
SED^	25	39	16	27	24	19	20	18	51	52
Non SED	*	64	*	*	*	*	*	*	* 55	* *
African American	15	*	*	8	*	*	*	*	54 *	* *
Hispanic	25	41	13	25	18	15	19	14	48	53
White (not Hispanic)	30	45	*	54	*	*	42	30	64	64

^SED - Socioeconomically Disadvantaged  
\*Due to the moderate number of students tested, scores are not disclosed.

California Standards Test (CST) 2001, 2002, 2003 Combined % of Students Performing at Advanced & Proficient Levels																
	English/Language Arts						Math									
	2	3	4	5	2	3	4	5	2	3	4	5				
<b>All Students</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>02</b>	<b>03</b>	<b>02</b>	<b>03</b>	<b>02</b>	<b>03</b>	
Randall-Pepper	9	18	17	8	17	27	7	9	12	11	5	11	38	53	37	52
<b>Subgroups</b>																
Male	3	13	16	10	10	25	5	6	10	4	3	4	41	69	39	57
Female	16	23	16	6	23	30	8	12	13	19	8	20	35	36	35	48
English Learners	8	15	15	4	11	31	3	3	10	10	4	5	37	47	32	53
Non English Learners	11	23	19	12	24	20	12	15	15	12	7	19	41	64	43	50
SED^	9	16	16	8	18	27	7	9	12	10	5	11	38	53	38	52
Non SED	*	36	*	*	*	*	*	*	*	*	*	*	36	*	*	*
Students with Dissabilities	*	16	*	0	15	*	0	*	7	*	*	0	34	*	23	*
Hispanic		19	16		17	27		8	12		3	11	39	53	39	52
White (not Hispanic)		18	*		29	*		*	15		*	0	33	*	43	*

^SED - Socioeconomically Disadvantaged  
\*Due to the moderate number of students tested, scores are not disclosed.  
2001 & 2002 testing data unavailable from the State Department of Education.

Academic Performance Index (API)													
	Base 2000	Growth Target	Actual Growth	Growth 2000-01	Base 2001	Growth Target	Actual Growth	Growth 2001-02	Base 2002	Growth Target	Actual Growth	Growth 2002-03	
<b>All Students</b>	<b>429</b>	<b>19</b>	<b>106</b>	<b>535</b>	<b>539</b>	<b>13</b>	<b>46</b>	<b>585</b>	<b>597</b>	<b>10</b>	<b>56</b>	<b>653</b>	
<b>Subgroups</b>													
SED^	427	15	110	537	541	10	44	585	599	8	54	653	
Hispanic	425	15	103	528	532	10	53	585	599	8	59	658	
	<b>2000</b>	<b>2001</b>	<b>2002</b>						<b>2001</b>	<b>2002</b>	<b>2003</b>		
Percent Tested (Base)	99	96	100		Eligible for Governor's Performance Award				Yes	Yes	Yes		
Percent Tested (Growth)	96	100	100		Eligible for II/USP Program				No	-	-		
Statewide Rank	1	2	2		Applied for II/USP Program				No	--- Not funded ---			
Similar Schools Rank	1	5	7		Received II/USP Funding				No	--- Not funded ---			

^SED - Socioeconomically Disadvantaged



In this report, three years of English/Language Arts and two years of Mathematics scores are reported. At the eighth grade and high school levels, students take End of Course exams in each subject area completed. The Mathematics results reported include the combined scores of all grade levels taking the tests. Summative results for End of Course exams are only available for 2003. For detailed course and grade level results, please visit the STAR website: <http://star.cde.ca.gov>.

California Standards Test (CST)																	
2002, 2003																	
Combined % of Students Scoring at Advanced & Proficient Levels																	
MATHEMATICS - District and State Results																	
	Grade-Level Mathematics Standards						Subject-Area Mathematics Standards										
	2	3	4	5	6	7	General Math	Algebra I	Geometry	Algebra II	Summative H.S. Math						
	02	03	02	03	02	03	02	03	02	03	02	03	03				
<b>All Students</b>	02	03	02	03	02	03	02	03	02	03	02	03	03				
FUSD	29	43	23	36	18	34	17	28	20	20	17	17	1	9	18	24	39
California	43	53	38	46	37	45	29	35	32	34	30	30	20	21	26	29	43
<b>Subgroups</b>																	
<b>Male</b>																	
FUSD	30	46	24	36	19	33	17	29	19	18	16	15	0	8	20	24	37
California	45	54	39	47	38	46	30	35	33	35	29	29	20	21	28	32	47
<b>Female</b>																	
FUSD	27	40	23	36	17	35	18	27	21	20	19	18	3	11	16	22	41
California	41	51	36	43	37	46	28	35	32	34	29	30	20	22	24	26	40
<b>English Learners</b>																	
FUSD	25	38	19	30	9	24	9	17	6	7	5	4	0	3	8	8	*
California	27	37	22	30	18	29	10	15	11	11	9	8	9	9	11	19	24
<b>Non English Learners</b>																	
FUSD	32	48	28	43	24	41	22	35	26	26	24	22	1	12	19	24	41
California	52	61	46	53	46	53	37	42	39	42	35	36	25	24	29	30	44
<b>SED^</b>																	
FUSD	28	41	22	35	16	32	15	26	17	16	14	15	0	8	18	27	35
California	30	41	25	34	24	33	16	22	19	19	16	16	13	13	13	17	23
<b>Non SED</b>																	
FUSD	36	52	29	49	28	53	25	39	27	28	24	21	2	11	18	22	41
California	61	69	55	62	54	62	45	50	48	50	41	43	27	26	32	33	48
<b>Migrant Education</b>																	
FUSD	30	30	23	15	4	2	*	3	11	*	*	*	*	3	11	*	*
California	22	31	17	26	16	25	11	15	13	15	11	12	10	9	8	9	9
<b>Students with Disabilities</b>																	
FUSD	18	26	10	19	8	14	8	11	7	7	5	5	0	4	9	9	23
California	27	31	21	24	18	20	12	12	9	9	6	6	5	6	10	19	7
<b>African American</b>																	
FUSD	31	25	28	20	13	8	0	7	8	11	*	*	0	7	8	11	*
California	29	37	23	29	22	29	15	19	15	17	13	12	10	9	8	11	13
<b>American Indian</b>																	
FUSD	31	56	41	38	14	8	*	6	14	*	*	*	*	6	14	*	*
California	40	50	32	39	31	37	24	28	26	28	22	22	19	16	23	24	28
<b>Asian</b>																	
FUSD	54	51	57	57	48	35	*	19	30	24	39	39	*	19	30	24	39
California	66	75	65	73	65	74	56	64	61	63	59	60	39	48	48	50	65
<b>Filipino</b>																	
FUSD	52	77	71	70	31	38	*	20	24	36	*	*	*	20	24	36	*
California	57	67	54	64	53	63	41	51	46	47	41	42	31	27	27	23	34
<b>Hispanic</b>																	
FUSD	43	37	32	27	19	16	2	8	19	24	32	32	2	8	19	24	32
California	30	40	25	33	24	33	16	22	19	19	15	16	13	11	11	14	18
<b>Pacific Islander</b>																	
FUSD	53	31	40	22	38	7	*	15	*	*	*	*	*	15	*	*	*
California	52	45	45	31	31	26	20	16	20	20	24	29	20	16	20	24	29
<b>White (not Hispanic)</b>																	
FUSD	50	44	41	34	30	26	0	14	26	22	70	70	0	14	26	22	70
California	61	71	55	61	53	61	44	49	48	52	43	44	33	30	35	32	47

^SED - Socioeconomically Disadvantaged

\*Due to the moderate number of students tested, scores are not disclosed.

STAR testing data unavailable from the California Department of Education.

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on their state's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP) by steadily increasing the percentage of students who achieve state standards of academic proficiency from year to year. AYP requires an annual evaluation and reporting of the academic progress of all students, including children in numerically significant subgroups, such as English learners, socioeconomically disadvantaged students, students with disabilities, and migrant students. Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of a 100% at-or-above proficiency rate by the year 2014. Beginning with spring 2003 test results, schools and districts must achieve the following:

**Elementary and Middle Schools:** A 13.6% at-or-above proficiency rate in English/Language Arts and 16.0% in Mathematics on California Standards Tests (CST), a 95% or above participation rate on the CST (grades 2-8), and an API of 560 or one point of API growth each year.

**High Schools:** An 11.2% at-or-above proficiency rate in English/Language Arts and 9.6% in Mathematics on the California High School Exit Examination (CAHSEE), a 95% or above participation rate on the CAHSEE (grade 10), increasing the high school graduation rate, and an API of 560 or one point of API growth each year.

**Unified School Districts:** A 12.0% at-or-above proficiency rate in English/Language Arts and 12.8% in Mathematics on the California Standards Tests (CST) and California High School Exit Examination (CAHSEE), a 95% or above participation rate on the CST and CAHSEE, increasing the high school graduation rate, and an API of 560 or one point of API growth each year.

Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP in the same AMO area (i.e. Mathematics) for two consecutive years will be identified for Program Improvement. Due to the hard work of its staff and students, Randall-Pepper exited Program Improvement in 2002-03. More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/iasa/titleone/> and <http://www.nclb.gov>.

Federal Awards and Intervention Programs				
	R. Pepper			
	01	02	03	
Recognition for Achievement (Title I)	No	No	No	
Identified for Program Improvement	No	No	No	
Exited Title I Program Improvement	No	Yes	No	
Number of Years in Program Improvement	5	-	-	

District and Title I Schools Meeting AYP Criteria for 2003		Phases I & II
FUSD		No
Canyon Crest Elementary		Yes
Chaparral Elementary		No
Citrus Elementary		No
Cypress Elementary		No
Date Elementary		Yes
Hemlock Elementary		No
Juniper Elementary		No
Jurupa Hills Middle		No
Live Oak Elementary		No
Locust Elementary		No
Mango Elementary		Yes
Maple Elementary		No
North Tamarind Elementary		No
Oak Park Elementary		Yes
Oleander Elementary		No
Palmetto Elementary		No
Poplar Elementary		Yes
Primrose Elementary		Yes
Randall-Pepper Elementary		Yes
Redwood Elementary		No
Shadow Hills Elementary		Yes
Sierra Lakes Elementary		No
South Tamarind Elementary		No
Ted Porter Elementary		No
Tokay Elementary		No
West Randall Elementary		No
Program Improvement (PI) Schools		
School	Year	
Hemlock Elementary	1	
Jurupa Hills Middle	1	
Locust Elementary	1	
Maple Elementary	2	
North Tamarind Elementary	3	
Palmetto Elementary	1	
<b>Number of PI Schools in District</b>	<b>6</b>	
<b>Percent of PI Schools in District</b>	<b>15%</b>	

Adequate Yearly Progress (AYP) 2003								
PHASE I: California Standards Tests and/or California High School Exit Exam								
Met Target? Yes or No								
	Participation Rate		% Proficient & Advanced		Participation Rate		% Proficient & Advanced	
	English/Language Arts		Mathematics					
Target	95%	95%	13.6%	12.0%	95%	95%	16.0%	12.8%
	R. Pepper	FUSD	R. Pepper	FUSD	R. Pepper	FUSD	R. Pepper	FUSD
All Students	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Subgroups*</b>								
English Learners	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
SED <sup>^</sup>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Students with Disabilities		Yes		No		Yes		No
African American		Yes		Yes		Yes		Yes
American Indian		Yes		Yes		Yes		Yes
Asian		Yes		Yes		Yes		Yes
Filipino		Yes		Yes		Yes		Yes
Hispanic	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander		Yes		Yes		Yes		Yes
White (not Hispanic)		Yes		Yes		Yes		Yes
Phase II: API and Graduation Rates								
Met Target? Yes or No								
Target	API of 560 or 1 point increase				82.8% or 0.2% increase			
	R. Pepper		FUSD		R. Pepper		FUSD	
All Students	Yes		Yes		N/A		Yes	
<sup>^</sup> SED = Socioeconomically Disadvantaged								
*Only numerically significant subgroups are required to be reported.								
For specific school level and district proficiency rates, participation rates, API scores, and graduation rates, please visit the state's AYP reporting website: <a href="http://www.cde.ca.gov/ayp/">http://www.cde.ca.gov/ayp/</a>								