



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

### West Randall Elementary School

15620 Randall Avenue  
Fontana, CA 92335-4443  
(909) 357-5780  
FAX (909) 357-5789

Preschool - Fifth Grade  
Vicki Lamborn, Principal  
Linda Martin, Assistant Principal  
www.fontana.k12.ca.us

#### Board of Education

D. Wayne Ruble, Ed.D., President  
Gus Hawthorn, Clerk  
Laura Abernathy-Mancha, Member  
Kathy Binks, Member  
Arlene Piazza, D.Min., Member

#### District Administration

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

Jerry Kurr  
Interim Associate Superintendent,  
Business Services

Laurie St. Gean  
Associate Superintendent,  
Educational Services

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

Marilyn J. Corey  
Interim Associate Superintendent,  
Human Resources



## Fontana Unified School District

# West Randall Elementary School

## 2002-2003 Annual School Report Card

### 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

I'd like to welcome you to the 2002-2003 Annual School Accountability Report Card and thank you for taking time to explore it. As principal, I could not be more proud of the school over which I preside, and am honored to have the opportunity to share the basis for such pride with you. The opportunity to do so has presented itself in the form of compliance with state legislature. More specifically Proposition 98, which identifies the School Accountability Report Card as a required component that every school in California must issue. The purpose of this report card is to afford you further insight into the quality educational program we offer.

It is the belief of West Randall Elementary School that students can and will excel in an environment that is tailored to their evolving needs, and conducive to all facets of the learning process. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence. We strive to provide students with not only the stimulation and encouragement to accomplish such feats, but the means to do so as well.

In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together, we will continue to improve our effectiveness in edifying students of today, preparing them to become productive citizens of tomorrow. It is in light of this fact, that we welcome any suggestions, ideas, or comments you may have.

Thank you for assisting West Randall Elementary School in making our students' experience here not only a memorable one, but an enjoyable one.

### School Mission

The Mission of West Randall Elementary School is to work together to empower all students to succeed in acquiring the knowledge, skills, and attitudes necessary to reach their full potential as active citizens, meeting the challenges of a changing global society.

### School Profile

West Randall Elementary School is a multi-track, year-round school serving 1,159 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. West Randall 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 West Randall Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others.

| 2002-03 Enrollment: 1,159  |        |
|----------------------------|--------|
|                            | %      |
| Male                       | 53.0%  |
| Female                     | 47.0%  |
| English Learners           | 61.1%  |
| Non English Learners       | 39.2%  |
| SED^                       | 100.0% |
| Students with Disabilities | 14.0%  |
| Migrant Students*          | 2.5%   |
| African American           | 2.2%   |
| American Indian            | 0.4%   |
| Asian                      | 0.3%   |
| Filipino                   | 0.2%   |
| Hispanic                   | 92.4%  |
| Pacific Islander           | 0.3%   |
| White (not Hispanic)       | 4.1%   |

^SED - Socioeconomically Disadvantaged  
\*Source: STAR testing enrollment

The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of West Randall Elementary's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation.

### Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at West Randall 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.

The table below illustrates the incidents of suspension and expulsion for West Randall Elementary School, and the combined total for all elementary schools in the Fontana Unified School District. The rate of suspension/expulsion is calculated by dividing the total annual number of incidents by the total number of students enrolled. The rates do not reflect the number of individual students suspended, and may appear inflated due to a single student being suspended more than once in a year.

|                     | Suspensions and Expulsions |     |     |                         |       |       |
|---------------------|----------------------------|-----|-----|-------------------------|-------|-------|
|                     | West Randall               |     |     | FUSD Elementary Schools |       |       |
|                     | 01                         | 02  | 03  | 01                      | 02    | 03    |
| Suspensions (Cases) | 10                         | 10  | 27  | 688                     | 1,016 | 1,030 |
| Expulsions (Cases)  | 0                          | 0   | 2   | 4                       | 14    | 13    |
| Suspensions (%)     | 0.9                        | 0.8 | 2.3 | 1.8                     | 2.6   | 2.6   |
| Expulsions (%)      | 0.0                        | 0.0 | 0.2 | 0.01                    | 0.04  | 0.03  |

### Extracurricular and Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Enrichment activities include:

- GATE classes
- Science Fair
- Student Council
- Honor Choir
- Instrumental Music
- Math Field Day
- Writing Celebration
- Honor Band
- Chorus

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Perfect Attendance
- Super Citizen
- Principal's Honor Roll
- DARE Awards
- President's Physical Fitness Awards
- Academic Achievement
- Most Improved
- Honor Roll
- President's Academic Awards

### 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 |    |                |    |              |    |   |   |   |
|               |                         |    |    | 1-20 Students        |    | 21-32 Students |    | 33+ Students |    |   |   |   |
|               | 01                      | 02 | 03 | 01                   | 02 | 03             | 01 | 02           | 03 |   |   |   |
| K             | 20                      | 21 | 23 | 8                    | 6  | 2              | -  | 2            | 4  | - | - | - |
| 1st           | 20                      | 19 | 20 | 8                    | 9  | 9              | 2  | -            | -  | - | - | - |
| 2nd           | 19                      | 20 | 19 | 10                   | 10 | 9              | -  | -            | -  | - | - | - |
| 3rd           | 19                      | 20 | 19 | 9                    | 11 | 11             | -  | -            | -  | - | - | - |
| 4th           | 28                      | 29 | 27 | -                    | -  | -              | 6  | 6            | 7  | - | - | - |
| 5th           | 29                      | 26 | 30 | -                    | 1  | -              | 6  | 6            | 6  | - | - | - |
| Combo K-3rd   | -                       | -  | 20 | -                    | -  | 2              | -  | -            | -  | - | - | - |
| Combo 4th-5th | -                       | 29 | 26 | -                    | -  | -              | -  | 1            | 1  | - | - | - |

- No classrooms containing specified number of students.

### Instructional Time

During the 2002-03 school year, all instructional minutes offered at West Randall Elementary exceeded state requirements. West Randall Elementary is a multi-track, year-round school, and offered 175 days of instruction in 2002-03. West Randall 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         |

|            | Regular Days | Minimum Days |
|------------|--------------|--------------|
|            | Tracks 1/2   | 131          |
| Tracks 3/4 | 133          | 42           |

### Textbooks & Instructional Materials

West Randall 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

West Randall Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1947, and include the Student Support Center, library, two computer labs, cafeteria, playgrounds, and 43 classrooms which are all up-to-date and provide adequate space for students and staff. A scheduled maintenance program is administered by Fontana Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Safety of students and staff is a primary concern of West Randall 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 the fall of 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 West Randall Elementary 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, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

| Counseling & Support Services Staff |                       |                               |                         |
|-------------------------------------|-----------------------|-------------------------------|-------------------------|
|                                     | Number<br>of<br>Staff | Days<br>Available Per<br>Week | Full Time<br>Equivalent |
| Health Assistant                    | 1                     | 5                             | 1                       |
| Nurse                               | 1                     | 1                             | 0.2                     |
| Psychologist                        | 1                     | 2                             | 0.4                     |
| Speech/Language Specialist          | 1                     | 1                             | 1                       |

### Teacher Assignment

For the 2002-03 school year, West Randall Elementary had 48 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

| Teacher Credential Status | Teacher Credential Status |           |           |
|---------------------------|---------------------------|-----------|-----------|
|                           | 01                        | 02        | 03        |
| Fully Credentialed        | 39                        | 44        | 48        |
| Working Outside Subject   | 0                         | 0         | 0         |
| Emergency Credentials     | 10                        | 3         | 10        |
| Interns                   | 3                         | 10        | 12        |
| Waivers                   | 0                         | 0         | 0         |
| <b>Total Teachers</b>     | <b>52</b>                 | <b>57</b> | <b>55</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, West Randall 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 West Randall 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 or the implementation of new programs. Training included the areas of writing, reading comprehension, and problem solving in math.

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)
- Standards Plus
- Step Up to Writing
- After-school Intervention
- Fast ForWord reading intervention program
- Accelerated Reader
- Accelerated Math
- English Language Acquisition Program (ELAP)
- English Language Specialist small group instruction
- Off-track Intercessions in language arts and math
- Special Education: Resource Specialists and Special Day Classes

### Quality of Instruction & Leadership

Leadership at West Randall Elementary is a responsibility shared between district administration, the principal, assistant principal, instructional staff, students, and parents. Working closely with teachers 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 members and parents are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

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

## 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*<br>2001-02 |           |               |
|--|-----------|---------------|
| Statewide Average                                    |           |               |
| All Unified School                                   |           |               |
| Fontana USD  | 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, West Randall Elementary had the following categorical programs:

- Title I (Schoolwide)
- Reading First
- Gifted and Talented Education (GATE)
- School Improvement Program (SIP)
- 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<br>Teachers - Principals - Superintendent<br>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 West Randall Elementary's leadership teams, school committees, or school activities may contact the school's office at (909) 357-5780.

## Student Achievement & Assessment

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at West Randall 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

West Randall 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 West Randall 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, West Randall 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<br>2002-03 |              |      |            |
|--|--------------|------|------------|
| Grades 5   | West Randall | FUSD | California |
| 5th Grade Total                                  | 13.8         | 15.5 | 23.1       |
| 5th Grade Boys                                   | 15.0         | 17.2 | 21.7       |
| 5th Grade Girls                                  | 12.5         | 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<br>2003<br>% At or Above 50th Percentile |         |    |    |    |      |    |    |    |
|---|---------|----|----|----|------|----|----|----|
|   | Reading |    |    |    | Math |    |    |    |
|   | 2       | 3  | 4  | 5  | 2    | 3  | 4  | 5  |
| All Students  | 27      | 17 | 18 | 21 | 34   | 32 | 32 | 39 |
| West Randall  | 27      | 17 | 18 | 21 | 34   | 32 | 32 | 39 |
| FUSD  | 32      | 20 | 19 | 27 | 43   | 41 | 34 | 40 |
| California  | 46      | 34 | 35 | 40 | 57   | 52 | 48 | 49 |
| <b>Subgroups</b>  |         |    |    |    |      |    |    |    |
| Male  | 24      | 14 | 15 | 19 | 39   | 36 | 30 | 39 |
| Female  | 29      | 19 | 20 | 24 | 28   | 29 | 34 | 38 |
| English Learners  | 24      | 11 | 12 | 9  | 32   | 26 | 23 | 23 |
| Non English Learners  | 33      | 27 | 26 | 33 | 39   | 43 | 45 | 55 |
| SED^  | 27      | 17 | 18 | 21 | 34   | 32 | 32 | 39 |
| Hispanic  | 27      | 16 | 17 | 21 | 34   | 32 | 32 | 39 |

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

| SAT-9 Norm Referenced Test<br>2001, 2002<br>% At or Above 50th Percentile |         |    |    |    |      |    |    |    |    |    |
|---|---------|----|----|----|------|----|----|----|----|----|
|   | Reading |    |    |    | Math |    |    |    |    |    |
|   | 2       | 3  | 4  | 5  | 2    | 3  | 4  | 5  |    |    |
| All Students  | 01      | 02 | 01 | 02 | 01   | 02 | 01 | 02 | 01 | 02 |
| West Randall  | 18      | 29 | 18 | 22 | 17   | 25 | 18 | 20 | 33 | 41 |
| 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  | 20      | 26 | 16 | 22 | 14   | 26 | 17 | 17 | 42 | 38 |
| Female  | 15      | 31 | 19 | 22 | 19   | 24 | 19 | 24 | 23 | 43 |
| English Learners  | 10      | 26 | 12 | 13 | 10   | 12 | 4  | 4  | 26 | 41 |
| Non English Learners  | 28      | 34 | 26 | 35 | 25   | 38 | 29 | 34 | 41 | 41 |
| SED^  | 17      | 28 | 14 | 20 | 15   | 23 | 17 | 18 | 31 | 40 |
| Non SED   | 26      | 33 | 36 | 37 | 24   | 35 | 27 | 32 | 43 | 44 |
| Hispanic  | 16      | 30 | 15 | 20 | 16   | 24 | 18 | 20 | 31 | 42 |
| White (not Hispanic)  | 42      | 14 | *  | 36 | *    | *  | *  | *  | 54 | 36 |

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

| California Standards Test (CST)<br>2001, 2002, 2003<br>Combined % of Students Performing at Advanced & Proficient Levels |                       |    |    |    |    |    |      |    |    |    |    |    |
|--|-----------------------|----|----|----|----|----|------|----|----|----|----|----|
|  | English/Language Arts |    |    |    |    |    | Math |    |    |    |    |    |
|  | 2                     | 3  | 4  | 5  | 2  | 3  | 4    | 5  | 2  | 3  | 4  | 5  |
| All Students   | 01                    | 02 | 03 | 01 | 02 | 03 | 01   | 02 | 03 | 01 | 02 | 03 |
| West Randall   | 7                     | 12 | 12 | 10 | 15 | 11 | 9    | 17 | 15 | 10 | 9  | 17 |
| <b>Subgroups</b>   |                       |    |    |    |    |    |      |    |    |    |    |    |
| Male   | 8                     | 9  | 14 | 7  | 18 | 7  | 8    | 13 | 15 | 10 | 6  | 11 |
| Female   | 5                     | 15 | 11 | 12 | 12 | 15 | 9    | 22 | 16 | 10 | 11 | 22 |
| English Learners   | 2                     | 10 | 11 | 7  | 8  | 8  | 6    | 8  | 8  | 0  | 1  | 7  |
| Non English Learners   | 13                    | 16 | 17 | 13 | 25 | 18 | 13   | 27 | 25 | 17 | 15 | 25 |
| SED^   | 6                     | 11 | 13 | 9  | 14 | 12 | 8    | 16 | 15 | 9  | 8  | 16 |
| Students with Disabilities   | 0                     | 0  | 4  | 0  | 3  | 0  | 0    | 0  | 3  | 0  | 0  | 0  |
| Hispanic   | 13                    | 13 |    | 13 | 11 |    | 15   | 14 |    | 8  | 16 |    |
| White (not Hispanic)   | 7                     | *  |    | 36 | *  |    | *    | *  |    | 14 | *  |    |

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

| Academic Performance Index (API) |              |                  |                  |                   |   |                  |                  |                   |              |                  |                  |                   |  |
|----------------------------------|--------------|------------------|------------------|-------------------|---|------------------|------------------|-------------------|--------------|------------------|------------------|-------------------|--|
|                                  | Base<br>2000 | Growth<br>Target | Actual<br>Growth | Growth<br>2000-01 | Base<br>2001                              | Growth<br>Target | Actual<br>Growth | Growth<br>2001-02 | Base<br>2002 | Growth<br>Target | Actual<br>Growth | Growth<br>2002-03 |  |
| All Students                     | 483          | 16               | 50               | 533               | 545                                       | 13               | 40               | 585               | 588          | 11               | 39               | 627               |  |
| <b>Subgroups</b>                 |              |                  |                  |                   |   |                  |                  |                   |              |                  |                  |                   |  |
| SED^                             | 474          | 13               | 48               | 522               | 535                                       | 10               | 47               | 582               | 586          | 9                | 41               | 627               |  |
| Hispanic                         | 481          | 13               | 47               | 528               | 541                                       | 10               | 43               | 584               | 588          | 9                | 39               | 627               |  |
|                                  | 2000         | 2001             | 2002             |                   | 2001                                      | 2002             | 2003             |                   | 2001         | 2002             | 2003             |                   |  |
| Percent Tested (Base)            | 100          | 99               | 100              |                   | Eligible for Governor's Performance Award |                  |                  |                   | Yes          | Yes              | Yes              |                   |  |
| Percent Tested (Growth)          | 99           | 100              | 99               |                   | Eligible for II/USP Program               |                  |                  |                   | No           | -                | -                |                   |  |
| Statewide Rank                   | 1            | 2                | 2                |                   | Applied for II/USP Program                |                  |                  |                   | No           | ---              | Not funded       | ---               |  |
| Similar Schools Rank             | 4            | 4                | 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 |  |
| All Students   | 02 03                             | 02 03 | 02 03 | 02 03 | 02 03 | 02 03 | 03                                 | 03        | 03       | 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       | *          | *                   |  |
| 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         | *                   |  |
| 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       | *          | *                   |  |
| 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                  |  |
| 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         | *                   |  |
| 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                  |  |
| 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        | *        | *          | *                   |  |
| California   | 52                                | 45    | 45    | 31    | 31    | 26    | 20                                 | 16        | 20       | 24         | 29                  |  |
| <b>White (not Hispanic)</b>  |                                   |       |       |       |       |       |                                    |           |          |            |                     |  |
| FUSD   | 50                                | 44    | 41    | 34    | 30    | 26    | 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. West Randall Elementary has not been identified for Program Improvement. 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 |                |    |    |
|--|----------------|----|----|
| West Randall                             |                |    |    |
|  | 01             | 02 | 03 |
| Recognition for Achievement (Title I)    | No             | No | No |
| Identified for Program Improvement       | No             | No | No |
| Exited Title I Program Improvement       | Not applicable |    |    |
| Number of Years in Program Improvement   | Not applicable |    |    |

| Adequate Yearly Progress (AYP) 2003  |                                |      |                         |       |                        |      |                         |       |
|--|--------------------------------|------|-------------------------|-------|------------------------|------|-------------------------|-------|
| PHASE I: California Standards Tests and/or California High School Exit Exam  |                                |      |                         |       |                        |      |                         |       |
| Met Target? Yes or No  |                                |      |                         |       |                        |      |                         |       |
|  | English/Language Arts          |      |                         |       | Mathematics            |      |                         |       |
|  | Participation Rate             |      | % Proficient & Advanced |       | Participation Rate     |      | % Proficient & Advanced |       |
| Target   | 95%                            | 95%  | 13.6%                   | 12.0% | 95%                    | 95%  | 16.0%                   | 12.8% |
|  | W. Randall                     | FUSD | W. Randall              | FUSD  | W. Randall             | FUSD | W. Randall              | FUSD  |
| All Students   | Yes                            | Yes  | Yes                     | Yes   | Yes                    | Yes  | Yes                     | Yes   |
| Subgroups*   |                                |      |                         |       |                        |      |                         |       |
| English Learners   | Yes                            | Yes  | No                      | No    | Yes                    | Yes  | Yes                     | Yes   |
| SED^   | Yes                            | Yes  | Yes                     | Yes   | Yes                    | Yes  | Yes                     | Yes   |
| Students with Disabilities   | Yes                            | Yes  | No                      | No    | Yes                    | Yes  | No                      | 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 |      |                         |       |
|  | West Randall                   |      | FUSD                    |       | West Randall           |      | FUSD                    |       |
| All Students   | Yes                            |      | Yes                     |       | N/A                    |      | Yes                     |       |
| ^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> |                                |      |                         |       |                        |      |                         |       |

### District and Title I Schools Meeting AYP Criteria for 2003

|                           | Phases<br>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> |