

School Accountability Report Card

A Profile For The Community

RICHMAN ELEMENTARY SCHOOL

Yolanda McComb, Principal

www.fsd.k12.ca.us



700 S. Richman · Fullerton, CA, 92832 · (714) 447-7745 · Fax (714) 447-7769

Learning for a Lifetime

2001-02 School Year

A Message from the Principal

All students at Richman Elementary School will become motivated, responsible learners by developing lifelong personal, social and academic skills. Our main focus is to teach all children to listen, speak, read, write and think in English. The School Accountability Report Card is a summary report of a variety of areas in our educational program. If you would like additional information on any of these areas, please feel free to me at Richman Elementary School.



School Description

Richman Elementary School is located in the southern section of Fullerton, one of 19 school sites in the Fullerton School District. In the 2001-02 school year the enrollment at Richman as reported on California Basic Educational Data Systems (CBEDS) was 954. The ethnic breakdown of the student body is 5% White, 89.6% Hispanic, 3.5% Asian, .3% Filipino, 1.3% African American, .1% Pacific Islander and .2% American Indian.

In addition to ethnic diversity, the student body at Richman Elementary School has 730 students whose English proficiency is limited. These students speak nine different languages, with Spanish representing the largest language group.

Opportunities for Parent Involvement

Parents who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office.



Teacher Assignments

The State Department of Education requires all teachers to have a completed Bachelors degree plus 30 additional units of credit to be certificated to teach in California public schools. Teaching assignments are made by the school principal. All Richman Elementary School's teachers are appropriately credentialed as indicated by the chart below. Specialized credentials include: Special Education and English Language Development.

	2000	2001	2002
Credentialed Teachers	38	42	48
Emergency Credentials or Waiver	5	6	1
Outside Subject Area	0	0	0
Masters Degree or Higher	18	16	18
Specialized Credentials	15	25	37

Substitute Teachers

The school district maintains a list of qualified substitute teachers. Three hundred and fifty substitutes were on the 2001-02 district substitute list.

During the 2001-02 school year Richman Elementary School was unable to obtain substitute teachers on three days. On these days, non-classroom personnel, such as the principal or other certificated personnel were used to ensure that the class had a certificated teacher present.

District Expenditures

In 2001-02, the district spent an average of \$6,372.86 per student. In 2001-02, the district received \$1,826,680 in lottery funds which represent 2% of the General Fund income for the year. Program expenditure data are for 2001-02. School-Based Coordinated Program (SBCP) is a combination of state allocated funds to support academic achievement for students. SBCP funds offer Richman Elementary School the flexibility to serve all students. The Title I program provides funds to schools that have at least 35% of their students at or below the federal poverty level. Richman Elementary School has been identified for Title I Program Improvement (PI).

Programs	No. of Pupils	Funds
School-Based Coordinated Program	954	\$312,091
Title I	871	\$322,538

Class Size and Class Size Reduction

At Richman Elementary School the ratio of students per teacher varies by the grade level taught. The state Class Size Reduction (CSR) program (20:1 ratio) was first implemented in grade one in the fall of 1996, and kindergarten and grade two in the fall of 1997. Kindergarten differs in that the full class has no more than 20 students per teacher for at least one-half of each day, as required by CSR Option 2. The charts below display the average class size by grade level for the last three years and the percent of time in CSR.

1999-00						2000-01						2001-02					
Grade	Avg.	1-22	23-32	33+	% in CSR	Grade	Avg.	1-22	23-32	33+	% in CSR	Grade	Avg.	1-22	23-32	33+	% in CSR
K	33.00			4	50	K	32.20		3	2	50	K	28.25		4		50
1	19.71	7			100	1	19.89	9			100	1	17.90	10			100
2	18.29	7			100	2	19.00	7			100	2	19.14	7			100
3	30.00		4			3	31.80		5			3	28.75		4		
4	33.00		1	3		4	28.67	1	4	1		4	30.00		5		
5	31.33		3			5	32.67		1	2		5	29.50		4		
6	28.25		4			6	35.67			3		6	30.00		4		
K-3	19.00	3			100							K-3	19.00	2			100
												4-6	30.00		1		

The overall class size for 2001-02 for grades K thru 6 is 23.1 students per teacher. The county class size average is 19.8 and the state class size average is 18.5 students per teacher. The average class size for Richman Elementary School is 22.8 students per teacher.

Teacher Evaluation, Professional Development, Training and Curriculum Improvement

Administrators evaluate teachers based on State Education Code requirements, provisions of the certificated contract agreement, and district policy. This year district and site level curriculum work focused on:

- Standards/Assessment /Accountability via the School Plan
- Adoption of grade 6 standards-based Language Arts textbook material
- Implementation of standards-based Science curricula and materials
- Continuing the implementation of the California Reading Initiative (Teacher Training Component) for teachers new to Fullerton School District
- Evaluating and adopting standards-based Math textbook materials K-8
- Collection of multiple student assessment data by class/grade
- Continuing the implementation of grades K-6 standards-based report cards

Teachers at Richman Elementary School attended workshops and training in:

- Technology
- RESULTS—Governor’s Reading Initiative
- Science
- Fall Training
- Student Data Analysis

Professional growth training took place prior to the start of school, on two student-free days, during restructured Wednesdays, and after school. The following chart shows the number of days dedicated to staff development for the most recent three years. As of 2001-02, all students attend the 180 days of designated instruction.

1999-00	2000-01	2001-02
3	3	3

Climate for Learning

Richman Elementary School’s educational environment has a strong academic focus. Students are rewarded for their efforts through:

- Awards assemblies
- Individual classroom recognition programs
- President’s Education Awards Program
- Student of Excellence trophies
- Student-of-the-Month Program
- Daily visits with the principal
- Author’s Tea

Students can participate in:

- Campus Clean-up Program
- D.A.R.E. (Drug Abuse Resistance Education)
- Leadership opportunities
- Conflict management techniques
- Lunch Bunch Clubs

Our school-wide discipline plan ensures an orderly school environment. School and classroom expectations are clearly communicated to parents and students, with consequences consistently enforced. The following chart displays Richman Elementary School’s suspension and expulsion rates for the last three years. The rate of suspensions and expulsions is the total number of incidents divided by the total enrollment for the given year.

	School			District		
	2000	2001	2002	2000	2001	2002
Suspensions	79	65	38	1,007	992	1,102
Suspensions (rate)	8.6%	6.7%	4%	7.9%	7.6%	8.3%
Expulsions	0	1	1	13	18	10
Expulsions (rate)	0	.01	.1%	.1%	.14%	.07%

Instructional Materials

Richman Elementary School and the Fullerton School District set a high priority upon ensuring that there are sufficient textbooks and materials to support each school's standards-based instructional program.

- Teachers, parents, and administrators are involved in textbook adoptions.
- Subject area textbook adoptions occur on a seven-year cycle determined by the California Department of Education.
- The District Educational Media Center and District Library are available to all staff.

Richman Elementary School's Media Center provides teacher and student access to:

- Supplemental curriculum materials
- Library books and research materials
- Computers
- Internet Resources



Student Support Services

A variety of support services are available at Richman Elementary School.

- Resource Specialist
- Speech and Language Specialist
- School Psychologist - four days a week
- Library Media Teacher - four days a week
- Media Assistant
- Title 1 Project Facilitator/Literacy Leader
- Four Instructional Assistants
- School Nurse - one day a week
- Even Start
- Teacher Peer Team Interventions for at-risk students
- Student Intervention Team - student referrals
- Before and after school extended day programs

Quality of Instructional Leadership

The curriculum is comprised of all of the State content standards. District assessments, report cards, and instruction are all aligned with the Standards to assure student achievement.

Richman Elementary School has a comprehensive school plan which addresses the strengths and weaknesses of the overall school program.

Instructional Minutes and Minimum Days

The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade. There were a total of 10 minimum days at Richman Elementary School during the 2001-02 school year. Nine of these days were used for parent-teacher conferences. The accompanying chart displays the number of instructional minutes offered in this school year by grade level compared with the total number of instructional minutes required by law.

2001-02 Instructional Minutes		
Grades	Required	Actual
K	36,000	36,000
1-3	50,400	51,300
4-6	54,000	54,900

Student Attendance

School attendance patterns are important identifiers of students who are at risk of dropping out of school in the junior high or high school years. Richman Elementary School carefully monitors student attendance to identify those students exhibiting excessive absences. The chart below displays Richman Elementary School's total student attendance rate for the past three years.

Student Attendance		
1999-00	2000-01	2001-02
95.1%	96.0%	96.4%

Richman Elementary School also attempts to assist students with excessively high unexcused absentee rates. Emphasis is put on the importance of being at school and on time. Students who continue to have excessive unexcused absences are referred to the School Attendance Review Board (SARB). The chart below displays the number of students for the past three years with high unexcused absentee rates. Since the primary source of state income to schools is based upon attendance, the higher the absence rate the less income the school district receives.

Unexcused Absences	Number of Students		
	1999-00	2000-01	2001-02
10-15	64	59	36
16-20	14	11	8
21 or More	6	6	6

Salary Comparison

Average salaries are reported for the 2000-01 school year, the most recent year for which statewide averages are available. The district spent 44.31% of the total district budget on teachers' salaries as compared to the statewide average of 45.90%. The district spent 6.05% of the total district budget on administrators' salaries as compared to the statewide average of 5.40%.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$35,504	\$35,222
Mid-Range Teacher Salary	\$60,400	\$57,707
Highest Teacher Salary	\$75,509	\$70,135
Average Principal Salary (Elementary)	\$93,041	\$89,033
Average Principal Salary (Middle)	\$95,278	
Superintendent Salary	\$130,854	\$129,527
Percentage of Budget for Teachers Salaries	44.31	45.90
Percentage of Budget for Administrative Salaries	6.05	5.40

Safety, Cleanliness and Adequacy of School Facilities

Safety of students and staff is a primary concern of the Fullerton School District. In compliance with SB187, each school maintains a Safe Schools Plan which satisfies the mandates of the law and reflects the individual needs of the site. The major focus areas of the plan are: 1) providing a safe learning environment; 2) safe practices at school sponsored activities and enroute to and from school; 3) connecting families with community resources; 4) building an environment of mutual respect. Safety of students and staff is a primary concern of the Fullerton School District. The Safe Schools Plan was updated, approved by School Site Council, and reviewed with the staff in March, 2002.

At our school we have established proactive security measures, emergency plans, and the timely maintenance, cleanliness, and attractive appearance of the campus and classrooms. Adequate facilities are provided by the district.

Preparation for the Workplace

The focus of Richman Elementary School is to raise student achievement in English Language Development, Reading, Writing and Mathematics. Students are prepared for entering the workforce by meeting grade level academic standards, attending school regularly and being on time. They are supported in their efforts to work with others in their academic, athletic and social endeavors.



Student Achievement

The Stanford Achievement Test, Ninth Edition (SAT 9) was administered to students in grades 2-6 in the spring of 2000, the spring of 2001, and the spring of 2002. Results of these tests are used to evaluate the instructional program and to assist in planning program improvements for our students. Standardized tests provide one measure of assessing student performance while the school uses a wide variety of additional measures, including ongoing diagnostic assessment in grades kindergarten through six. The following charts present:

- > 2001-02 test results by grade level and subgroups
- > 2000-01 test results by grade level
- > 50th percentile rank is the average score achieved by students in the same grade across the country
- > Scores reported exclude students exempted by parent request
- > 1999-00 test results by grade level
- > Scores reported in average percentile ranks

Reading									
Grade	School			District			State		
	00	01	02	00	01	02	00	01	02
2	27	35	32	55	56	55	49	51	53
3	16	18	25	48	48	49	44	46	47
4	15	19	21	54	53	52	45	47	49
5	11	11	18	48	53	50	44	45	46
6	14	16	14	57	56	57	46	47	48

Reading—Subgroups						
Grade	Male	Female	English Learners	Not English Learners	Economically Disadvantaged	Not Econ. Disadvantaged
2	33	32	28	59	29	53
3	22	28	19	45	24	33
4	19	24	11	50	18	40
5	14	23	6	47	15	39
6	13	15	3	38	15	8

Math									
Grade	School			District			State		
	00	01	02	00	01	02	00	01	02
2	36	50	42	63	64	63	57	58	62
3	31	37	42	55	56	60	56	59	62
4	17	27	35	57	58	61	51	54	58
5	20	22	25	53	58	60	50	54	57
6	37	41	33	65	66	69	55	57	60

Math—Subgroups						
Grade	Male	Female	English Learners	Not English Learners	Economically Disadvantaged	Not Econ. Disadvantaged
2	41	43	39	65	40	59
3	43	42	42	45	40	60
4	32	38	29	52	32	53
5	27	24	14	53	23	37
6	29	38	20	65	33	38

Language									
Grade	School			District			State		
	00	01	02	00	01	02	00	01	02
2	26	37	24	56	57	54	52	53	55
3	21	23	34	50	51	52	48	51	53
4	21	20	35	59	58	59	51	54	57
5	24	20	27	55	60	58	50	53	55
6	27	28	25	63	62	62	52	54	56

Language—Subgroups						
Grade	Male	Female	English Learners	Not English Learners	Economically Disadvantaged	Not Econ. Disadvantaged
2	21	27	24	24	19	59
3	28	40	27	59	30	67
4	29	41	26	61	33	47
5	20	34	15	56	25	37
6	16	33	17	44	25	25

Student Achievement (SAT 9)

The following charts present the 2001-02 test results by racial/ethnic groups showing the percentage of students scoring at or above the 50th percentile for reading and mathematics:

Reading		
Grade	Hispanic or Latino	White (Not Hispanic)
2	31	0
3	21	0
4	17	0
5	12	0
6	10	0

Mathematics		
Grade	Hispanic or Latino	White (Not Hispanic)
2	40	0
3	41	0
4	31	0
5	20	0
6	29	0

California Standards Test (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. The following charts present the percentage of students scoring at the Proficient or Advanced level in English and Math. The subgroups scoring at Proficient or Advanced level in English and Math include Gender, English Learners, Not English Learners, Socioeconomically Disadvantaged and Not Socioeconomically Disadvantaged.

Note: (-) within each of the charts indicates that data is not available

English Language Arts						
Grade	School		District		State	
	01	02	01	02	01	02
2	17	7	34	33	32	32
3	7	15	31	36	30	34
4	9	8	39	39	33	36
5	6	11	36	36	28	31
6	5	8	39	39	31	30

English Language Arts—Subgroups						
Grade	Male	Female	English Learners	Not English Learners	Economically Disadvantaged	Not Econ. Disadvantaged
2	7	8	6	19	6	20
3	14	16	11	31	13	36
4	9	8	2	29	7	43
5	6	16	2	31	8	31
6	10	7	0	26	8	11

Mathematics						
Grade	School		District		State	
	01	02	01	02	01	02
2	-	20	-	45	-	43
3	-	18	-	35	-	38
4	-	14	-	40	-	37
5	-	2	-	29	-	29
6	-	15	-	42	-	32

Mathematics—Subgroups						
Grade	Male	Female	English Learners	Not English Learners	Economically Disadvantaged	Not Econ. Disadvantaged
2	19	20	19	24	20	20
3	10	26	17	21	16	36
4	15	13	9	30	12	57
5	0	3	0	6	2	0
6	13	16	7	32	16	0

English Language Arts-Racial/Ethnic Groups			
Grade	Asian American	Hispanic or Latino	White (Not Hispanic)
2	40	5	-
3	50	12	33
4	33	7	20
5	60	7	20
6	25	6	33

Mathematics-Racial/Ethnic Groups			
Grade	Asian American	Hispanic or Latino	White (Not Hispanic)
2	40	18	-
3	67	15	22
4	33	12	33
5	20	1	0
6	50	12	33

Local Assessment

The following chart represents the percentage of students meeting or exceeding the district standard. The multiple measures scores are for all students, including special education, enrolled at Richman Elementary School for the 1998-99, 1999-00 and 2000-01 school years.

Grade	Reading			Writing			Math		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
K	8	16	34	1	14	4	74	53	73
1	30	68	62	34	77	70	68	70	60
2	30	33	51	42	69	87	58	59	58
3	36	27	31	9	32	52	36	38	39
4	27	27	37	2	26	50	41	28	23
5	37	22	26	18	43	56	37	31	19
6	42	41	32	28	53	52	58	46	40

California Fitness Test

This state test is given to students in grade 5. This table shows the percents of students scoring within the Healthy Fitness Zone on all six fitness tasks for 2001-02.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	46.1	49.2	50.8	35.6	49.9	50.1	22.3	48.6	50.4

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis the state has set 800 as the API score that schools should strive to meet.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education Web site at <http://api.cde.ca.gov/> or by speaking with the principal.

***The II/USP Program was not funded for the year 2002.

	API BASE DATA				API GROWTH DATA		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	99	100	100	Percentage Tested	100	100	100
Base API Score	454	476	501	API Growth Score	476	491	542
Growth Target	17	16	15	Actual Growth	22	15	41
Statewide Rank	2	1	1	Eligible for Awards	Yes	No	Yes
Similar Schools Rank	4	4	2	Applied for II/USP	No	No	***
Hispanic or Latino							
Base API Score	423	444	478	API Growth Score	444	467	523
Growth Target	14	13	12	Actual Growth	21	23	45
Socioeconomically Disadvantaged							
Base API Score	440	465	482	API Growth Score	465	472	529
Growth Target	14	13	12	Actual Growth	25	7	47

Academic Success for All Students

FULLERTON SCHOOL DISTRICT

Cameron M. McCune, Ed.D., Superintendent
1401 W. Valencia Drive
Fullerton, CA 92833
(714) 447-7400
www.fsd.k12.ca.us

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