

SCHOOL ACCOUNTABILITY REPORT CARD



A 2002-03 School Year Profile for RICHMAN ELEMENTARY SCHOOL



Yolanda McComb, Principal

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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, 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 call 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. The 2002-03 school year enrollment at Richman, as officially reported to CBEDS (California Basic Educational Data Systems) was 959. The ethnic breakdown of the student body is 5.0% White, 90.9% Hispanic, 2.5% Asian, .3% Filipino, and 1.0% African-American.

In addition to ethnic diversity, the student body at Richman Elementary School has 741 students whose English proficiency is limited. These students speak seven different languages with Spanish representing the largest language group.

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 in route to and from school; 3) connecting families with community resources; 4) building an environment of mutual respect. The Comprehensive School Safety Plan was last updated and approved by the School Site Council on February 20, 2003 and reviewed by staff on March 3, 2003.

Richman School has established proactive security measures, emergency plans, and the timely maintenance and cleanliness of the campus and classrooms. Adequate facilities are provided by the district.

Opportunities for Parent Involvement

We encourage parent participation in classrooms as well as volunteers in all school related activities. Please contact the school office for more information.



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
- Author's Tea
- Daily visits with the principal

Students can participate in:

- Campus Clean-up program
- Reading Club and tutoring (before and after school)
- 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 outlines the number of suspensions and expulsions for the last three years at Richman Elementary School. The rate of suspensions and expulsions is the total number of incidents divided by the total enrollment for the given year.

Action	School			District		
	2001	2002	2003	2001	2002	2003
Suspensions	65	38	56	992	1,102	833
Suspension Rate	6.7%	4%	5.8	7.6%	8.3%	6%
Expulsions	1	1	0	18	10	9
Expulsion Rate	.01%	.01%	0	.14%	.08%	.06%

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and the percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts	9	10	16	37	38	41	30	32	35
Mathematics		14	24		38	43		31	35
Science								30	27
History/Social Science						36		28	28

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts			41		14		33
Mathematics			41		23		33
Science							
History/Social Science							

CST – Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts	14	18	10	16		5	17	
Mathematics	25	24	20	24		5	26	
Science								
History/Social Science								

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	20	22	22	55	54	47	44	45	43
Mathematics	35	36	33	61	63	57	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading			35		21		30
Mathematics			47		32		43

NRT – Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	21	24	16	22		5	24	
Mathematics	35	30	28	33		7	34	

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
K	16	34	46	14	4	18	53	73	74
1	68	62	43	77	70	81	70	60	81
2	33	51	41	69	87	81	59	58	66
3	27	31	29	32	52	21	38	39	47
4	27	37	39	26	50	39	28	23	38
5	22	26	29	43	56	39	31	19	15
6	41	32	34	53	52	52	46	40	29

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	45.5	50.8	40.8	33.1	37.0	29.5	23.8	25.2	22.3

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.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

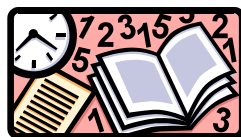
API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	100	100	100	Percent Tested	100	100	100
API Base Score	476	501	557	API Growth Score	491	542	621
Growth Target	16	15	12	Actual Growth	15	41	64
Statewide Rank	1	1	1				
Similar Schools Rank	4	2	4				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	444	478	539	API Growth Score	467	523	611
Growth Target	13	12	10	Actual Growth	23	45	72
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			


API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	465	482	546	API Growth Score	472	529	621
Growth Target	13	12	10	Actual Growth	7	47	75



Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year. The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	2
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	10.5
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement	5	6	7				
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	No	Yes	Yes				
Eligible for II/USP	Yes	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	Yes	---	---	Yes
African American	---	---	N/A	---	---	Yes
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	Yes
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	Yes	---	---	Yes
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	N/A	---	---	Yes
Socioeconomically Disadvantaged	---	---	Yes	---	---	Yes
English Learners	---	---	No	---	---	Yes
Students with Disabilities	---	---	N/A	---	---	No

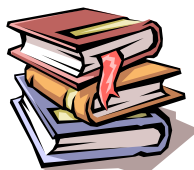
Quality and Currency of Textbooks and Other Instructional Materials

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
- The district Educational Media Center and the District Library are available to all staff
- Subject area textbook adoptions occur on a seven-year cycle determined by the California Department of Education

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

- Supplemental curriculum materials
- Library books and research materials
- Computer Lab
- Internet Resources



Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2001	2002	2003
K	50	50	50
1	100	100	100
2	100	100	100
3	0	0	0

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001				2002				2003			
	Average Class Size	Number of Classrooms			Average Class Size	Number of Classrooms			Average Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	32.20		3	2	28.25		4		29.80	1	2	2
1	19.89	9			17.90	10			21.00	7		1
2	19.00	7			19.14	7			20.00	6		
3	31.80		5		28.75		4		30.00		5	
4	28.67	1	4	1	30.00		5		28.50		4	
5	32.67		1	2	29.50		4		27.60		5	
6	35.67			3	30.00		4		29.50		4	
K-3					19.00	2			19.00	1		
4-8					30.00		1					

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS. No data are available for this section

Substitute Teachers

The school district maintains a list of qualified substitute teachers. Three hundred and sixty-five substitutes were on the 2002-03 district substitute list. During the 2002-03 school year Richman School was unable to obtain one substitute teacher on one day.

School Instruction and Leadership

Yolanda McComb, the school principal, has been the principal of Richman since 1998. Yolanda McComb holds a California Administrative Credential and a Masters degree in Administration. Prior to being principal of Richman, she was a teacher for 14 years and an assistant principal for 4 years.

The Richman School Leadership Team is composed of Grade Level Chairs and the principal. The Leadership Team has responsibility for shared decision making and meets twice per month.

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.



Professional Development

The State Department of Education requires all teachers to have a completed Bachelors degree plus 20 additional units of credit to be certificated to teach in California public schools. Teaching assignments are made by the school principal. All of Richman Elementary School's teachers are appropriately credentialed.

Teachers at Richman Elementary School attended workshops and trainings in:

- Writing
- Student Data Analysis
- Technology
- Science



Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	43	48	45
Teachers with Full Credential (full credential and teaching in subject area)	38	46	45
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	5	2	
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

Teacher Evaluations

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

Instructional Minutes

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade. Although Fullerton elementary schools have restructured Wednesdays for staff development, students attend the full 180 days of designated instruction. Actual instructional minutes exceed state requirements.



Grade Level	Instructional Minutes	
	Offered	State Requirement
K (a.m.)	37,899	36,000
K (p.m.)	37,899	36,000
1	53,346	50,400
2	53,346	50,400
3	53,346	50,400
4	55,616	54,000
5	55,616	54,000
6	55,616	54,000

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Speech/Language/Hearing Specialist	1
Librarian	1

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.

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$79,955,612	\$5,987	\$6,444	\$6,719

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,155	\$37,036
Mid-Range Teacher Salary	\$63,209	\$60,113
Highest Teacher Salary	\$80,012	\$74,006
Average Principal Salary (Elementary)	\$97,637	\$89,875
Average Principal Salary (Middle)	\$99,985	
Average Principal Salary (High)		
Superintendent Salary	\$140,000	\$138,150
Percent of Budget for Teacher Salaries	43.47%	45.72%
Percent of Budget for Administrative Salaries	5.64%	5.57%



Types of Services Funded

Programs	Number of Pupils	Funds
School-Based Coordinated Program	959	\$276,257
Title I	959	\$322,295

Learning for a Lifetime – Academic Success for All Students

Fullerton School District

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