

Richman Elementary
School Accountability Report Card
Reported for the 2006-07 School Year
Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

School		District	
Street	700 South Richman Ave.	District Name	Fullerton School District
City, State, Zip	Fullerton, CA 92832	Phone Number	714-447-7400
Phone Number	714-447-7745	Web Site	www.fsd.k12.ca.us
Principal	Estella Grimm	Superintendent	Mitch Hovey, Ed.D.
E-mail Address	estella_grimm@fsd.k12.ca.us	E-mail Address	mitch_hovey@fsd.k12.ca.us

School Description and Mission Statement

Richman Elementary School is located in the southern section of Fullerton, one of 20 school sites in the Fullerton School District.

Richman School brings students, staff, families and the community together to maximize the learning potential for all.

Opportunities for Parental Involvement

We encourage parents to participate in various events including open house, back to school night, monthly coffees, volunteering in classrooms, and serving on governance boards. We are committed to expanding the involvement of parents in the work of the school and encourage all interested parents to contact the school office for more information.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	116	Grade 4	119
Grade 1	133	Grade 5	101
Grade 2	126	Grade 6	115
Grade 3	124	Total Enrollment	834

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.08%	White (not Hispanic)	2.88%
American Indian or Alaska Native	%	Multiple or No Response	0.84%
Asian	2.76%	Socioeconomically Disadvantaged	89%
Filipino	0.36%	English Learners	72%
Hispanic or Latino	91.37%	Students with Disabilities	9%
Pacific Islander	0.72%		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26.2	2	3		34.0			4	24.2	3	2	
1	18.0	8			20.3	4	2		18.9	7		
2	18.0	7			19.0	6			18.8	6		
3	29.0	1	3		19.8	6			18.8	5		
4	30.3		4		27.3		4		29.3		3	
5	28.3		4		29.7		3		30.3		3	
6	28.3		4		32.0		3		29.0		3	
K-3					17.0	1			19.0	1		
3-4									27.0	1	1	1
4-8					40.0			1	27.0		1	
Other	18.0	1										

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	50	50	100
1	100	100	100
2	100	100	100
3	0	0	5

II. School Climate

School Safety Plan

A comprehensive school safety plan was developed and approved prior to March 1, 2000 in compliance with Education Code Sections 33126, 35256 and 32286 as well as applicable District policies and regulations. Each year, prior to March first, the school's safety plan is reviewed, updated and discussed with staff. Annually, during the month of July, the school reports on the status of its safety plan, including a description of the plan's key elements. The safety plan was updated on February 16, 2007 and was reviewed with school staff on February 23, 2007.

The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school and school sponsored activities and are encouraged to use safe practices when traveling to and from school and/or school related activities, c) making district programs and community resources available to students and parents, and d) creating a school where

students, parents, staff and community members interact in an atmosphere of mutual respect that enhances the environment for learning. A copy of the plan is available at the school office and will provide a more detailed description of each element of the plan including specific actions, resources and timelines to be implemented by the school.

School Discipline Practices

The Board of Trustees believes that all students have the right to be educated in a positive learning environment free from disruptions. It is the policy of the Fullerton School District to encourage and support staff in the implementation of a positive school climate that teaches students the meaning of equality, human dignity, and mutual respect and tolerance. This support and encouragement encompasses the use of cooperative learning strategies that foster positive interactions among students of diverse backgrounds and also promotes the teaching of nonviolent conflict resolution techniques. Programs such as Service Learning, Peer Assistance Leadership (PAL), and Friday Night Live are examples of ways that are used in schools to promote positive attitudes and behaviors among students.

The District believes that positive recognition and rewards are the cornerstone of an effective behavior/discipline program. Schools are encouraged to involve students and parents in the process of establishing behavior expectations and rewards/consequences. Regular and frequent communications between parents and the school, as well as a hierarchy of consequences, are integral parts of the school’s discipline policy and procedure. Consistency in the implementation of both rewards/recognition and consequences are also key aspects of an effective and fair behavior program found in the classrooms of the school. Board Policy encourages staff to use preventative measures and positive conflict resolution techniques whenever possible.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	5.4	3.9	0.8	5.5	3.5	3.8
Expulsions	0.0	0.1	0.0	0.0	0.1	0.0

III. School Facilities

School Facility Conditions and Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Richman Elementary School has 42 classrooms, a library media center, a daycare center, an Evenstart building, and a multipurpose room. The main campus was built in 1958. Additions were constructed in 1960 and 1972. Ten portable classrooms were added between 1991 and 1998. three more were added between 2000 and 2001. The multipurpose room was completed in 2006.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenance office. The Maintenance and Operations staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems. For the 2006-07 school year the district budgeted \$606,502 for the deferred maintenance program.

School Facility Good Repair Status

This table displays the results of the August 23, 2007 school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			N/A
Mechanical Systems	X			Repair rm 37 A/C
Windows/Doors/Gates (interior and exterior)	X			Repair doors
Interior Surfaces (walls, floors, and ceilings)	X			Repair/replace ceiling tiles
Hazardous Materials (interior and exterior)	X			N/A
Structural Damage	X			N/A
Fire Safety	X			N/A
Electrical (interior and exterior)	X			Repair broken lights; replace outlet covers
Pest/Vermin Infestation	X			N/A
Drinking Fountains (inside and outside)	X			Repair drinking fountains
Restrooms	X			N/A
Sewer	X			N/A
Playground/School Grounds	X			N/A
Roofs	X			N/A
Overall Cleanliness	X			N/A

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	41	39	40	610
Without Full Credential	1	2	2	11
Teaching Outside Subject Area of Competence	0	3	3	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	147	69	2
Total Teacher Misassignments	160	80	5
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.3	0.7
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Substitute Teacher Availability

The school district maintains a list of qualified substitute teachers. Three hundred sixty substitutes were on the 2006-07 district substitute list. During the 2006-07 school year Richman Elementary was unable to obtain eight substitute teachers on eight days needed.

Teacher Evaluation Process

Administrators evaluate all district teachers based on the California Standards for the Teaching Profession (CSTP). All non-tenured teachers are evaluated twice per year and tenured teachers are evaluated every other year. The principal and teacher share the results of the evaluation, and a copy is filed in the employee's personnel file in the Personnel Department. Results of the evaluation are considered confidential.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	2.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

On October 23, 2007, the Governing Board of the Fullerton School District certified that, as of that date, each pupil in the District in kindergarten through grade eight, had been provided with a standards-aligned textbook or basic instructional materials purchased from the approved standards-aligned adoption list in the core curriculum areas listed below.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	1	0
Mathematics	1	0
Science	1	0
History-Social Science	1	0
Foreign Language	1	0
Health	1	0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,001	\$840	\$4,161	\$64,618
District	N/A	N/A	\$3,972	\$64,572
Percent Difference – School Site and District	N/A	N/A	104.75%	100.07%
State	N/A	N/A	\$4,943	\$61,005
Percent Difference – School Site and State	N/A	N/A	84.17%	108.01%

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,973	\$39,984
Mid-Range Teacher Salary	\$69,704	\$63,798
Highest Teacher Salary	\$88,237	\$79,204
Average Principal Salary (Elementary)	\$101,535	\$99,820
Average Principal Salary (Middle)	\$103,978	\$102,340
Superintendent Salary	\$191,231	\$158,484
Percent of Budget for Teacher Salaries	42.8 %	43.0 %
Percent of Budget for Administrative Salaries	6.2 %	5.4 %

Types of Services Funded

This table provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Programs	Number of Pupils	Funds
School-Based Coordinated Program	834	\$328,723
Title I	834	\$321,843

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	22	29	34	47	52	53	40	42	43
Mathematics	38	42	49	51	57	58	38	40	40
Science	11	13	24	37	46	54	27	35	38
History-Social Science				37	46	47	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native				
Asian	61	61	*	
Filipino	*	*		
Hispanic or Latino	32	48	18	
Pacific Islander	*	*	*	
White (not Hispanic)	71	59	*	
Male	32	51	20	
Female	36	47	26	
Economically Disadvantaged	33	47	22	
English Learners	28	45	12	
Students with Disabilities	11	19	*	
Students Receiving Migrant Education Services	19	19	*	

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	10	14	14	46	49	48	41	42	42
Mathematics	30	40	33	56	60	60	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian	*	*
Filipino		
Hispanic or Latino	12	32
Pacific Islander	*	*
White (not Hispanic)	*	*
Male	18	36
Female	11	31
Economically Disadvantaged	14	32
English Learners	11	31
Students with Disabilities	0	9
Students Receiving Migrant Education Services	*	*

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
K	10	49	69	0	38	68	65	50	89
1	39	32	71	28	34	51	84	52	90
2	55	53	85	37	39	62	83	59	78
3	25	23	66	17	10	27	10	12	60
4	26	11	41	3	5	16	18	14	50
5	17	4	58	14	22	39	3	6	16
6	26	1	51	12	40	39	15	16	22

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	42.2

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	2	2	3
Similar Schools	4	5	6

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	48	27	29	728
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	49	27	29	720
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	42	31	35	718
English Learners	N/A	30	36	714
Students with Disabilities	N/A			

State Award and Intervention Programs

This category did not pertain to any Fullerton School District schools during the 2006-07 school year.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	20.0

X. Instructional Planning and Scheduling

School Instruction and Leadership

Richman Elementary School's instruction plan follows the District adoption of a reading program that is aligned to California State standards: the purchase of supplemental materials from this adoption to modify, enhance and differentiate instruction as needed; analyzing student performance by looking at student data on an on-going basis to find gaps in standard mastery; analyzing California content standards to determine the alignment with instructional practices; teachers collaborate in grade level planning sessions and analyze assessment data and student work samples using research based methodologies; teachers attend weekly grade level meetings that follow protocol items such as set time, agenda and minutes that are shared with administrators.

The Richman School Leadership Team is composed of Grade Level Chairs and the principal. The Leadership Team has the responsibility for shared decision making and meets twice per month. The school leadership team acts as the executive body of decision makers. Representatives from each grade and/or department serve in leadership roles.

Estella Grimm received her undergraduate degree and teaching credentials from California State University, Long Beach. She received her MA in Educational Administration at California State University, Dominguez Hills. Mrs. Grimm worked in the Los Angeles Unified School District for a total of thirteen years, serving as a teacher in grades one through five. During that time she also served as a union representative and as a mentor teacher. Estella served as an English Learner coordinator for two and a half years, before becoming an assistant principal. She worked as an assistant principal for four years and is currently serving her first year as principal.

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 prepared by the school principal. All of Richman Elementary School's teachers are appropriately credentialed.

Richman staff participates in district-wide staff development days in order to analyze data and develop the instructional goals for the year. Staff members also collaborate on Wednesdays and twice a week as a Professional Learning Community.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	37,110	36,000
1	53,068	50,400
2	53,336	50,400
3	53,336	50,400
4	55,348	54,000
5	55,348	54,000
6	55,348	54,000

Early Release/Minimum Days in School Year

There were a total of 45 late-start, early release, or restructured days during the 2006-07 school year. Of these, 34 were for restructured Wednesdays, 11 were restructured for conferences, testing and to coincide with holiday schedules.

Late-start, early-release, and restructured days are included in the annual instructional minutes shown in the chart above.