The California Reading First

Year 5

Evaluation Report

Appendices

List of Appendices

Appendix A: California Reading First Teacher Survey 2006-2007

A Note Regarding the Percentages

The survey results that follow report the number of "bubbled in" responses to each option of each question, coupled with a percentage. That percentage equals the number of bubbled in responses divided by the estimated total number of respondents who answered the question.

For most questions the denominator is simply the total number of teachers who responded to the survey -- 17,261, the number at the top of each page. However, there are some sections of the teacher survey where the size of the denominator varies. This is true of Section C (regarding the receipt and use of Reading First curricular materials) and Section G (regarding teaching strategies).

Section C—Reading First Curricular Materials

To answer the questions in Section C, teachers are routed to those questions that pertain to that teacher's grade (K, 1, 2, or 3) and program (Open Court or Houghton-Mifflin, the Spanish version or the English version). Thus, not every teacher answers every question in Section C. For each material listed in Section C (e.g., Sound/Spelling Wall Cards), there are four options that a respondent can bubble: "Received?," "Did not receive?," "Used?," and "Effective?."

In this report, next to each option we provide the number of bubbled responses and a percentage. The denominator used to calculate the "Received" and the "Did not receive" percentages equals the count of "Received" for that question plus the count of "Did not receive" for that question. The denominator used to calculate the "Used" percentage equals the count of "Received" plus the count of "Did not receive." The denominator used to calculate the "Effective" percentage is the count of "Used" responses for that question. Thus, it answers the question, "Of those who used the material, how many found it to be effective?"

Section G—Teaching Strategies

Section G consists of one section that is to be answered by Kindergarten teachers and another section to be answered by teachers in Grades 1-3. The denominators in each case are calculated using the number of teachers marking the grades that fall into these two categories (Grade K or Grades 1-3).

Other Sections

The remaining sections of the survey all use the same denominator – 17,261. For those questions where only one response was permitted, the total across the categories should approximately equal 17,261, though this is not always the case due to missing responses. Other questions allow multiple responses and may total more than 17,261.

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

<u>**State-Level**</u>

	# of Responses	Percent
A1. How many years have you been teaching your district's adopted reading/language arts program?		
a. Less than 1 year	571	3%
b. 1 year	860	5%
c. 2 years	1214	7%
d. 3 years	1864	11%
e. 4 years	4047	23%
f. 5 years or more	8703	50%
A2. How many years will you have taught in the primary grades (K-3) as of July 2006?		
a. Less than 1 year	340	2%
b. 1 year	981	6%
c. 2 years	1102	6%
d. 3 - 5 years	3068	18%
e. 6 - 10 years	5103	30%
f. 11 - 20 years	4456	26%
g. 21 - 25 years	1108	6%
h. 26 or more years	1101	6%
A3. What grade level are you teaching this year?		
a. Kindergarten only	3976	23%
b. Grade 1 only	4394	25%
c. Grade 2 only	4200	24%
d. Grade 3 only	3997	23%
e. I teach a split grade combination	690	4%
A4. If you teach a split grade combination, please indicate which grades:		
a. Kindergarten and Grade 1	252	1%
b. Grade 1 and Grade 2	235	1%
c. Grade 2 and Grade 3	301	2%
d. Grade 3 and Grade 4	170	1%
A5. If you teach a split grade combination, are you teaching two program levels at once?		
a. Yes, I teach both program levels	513	3%
b. No, I teach the lower program level	320	2%
c. No, I teach the higher program level	187	1%
A6. Which of the following is the reading/language arts program that you are currently teaching in your classroom?		
a. SRA/McGraw-Hill's Open Court Reading, 2000 or 2002 program	8417	49%
b. SRA/McGraw-Hill's Foro abierto para la lectura program	404	2%
c. Houghton-Mifflin's Reading: A Legacy of Literacy, 2003 program	7257	42%
d. Houghton-Mifflin's Lectura program	1181	7%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

	# of Responses	Percent
B1. What type of 5-day Reading Professional Development Institute did you complete most recently this academic year, if any?		
a. AB 466, Year 1, Kindergarten	747	4%
b. AB 466, Year 1, Grade 1	868	5%
c. AB 466, Year 1, Grade 2	703	4%
d. AB 466, Year 1, Grade 3	673	4%
e. Advanced, Year 2, Kindergarten	852	5%
f. Advanced, Year 2, Grade 1	1011	6%
g. Advanced, Year 2, Grade 2	1228	7%
h. Advanced, Year 2, Grade 3	1112	6%
i. Advanced or Mastery, Year 3, Year 4 or Year 5, Kindergarten or Grades 1, 2, or 3	5990	35%
j. Coach training	268	2%
k. None of the above. Skip to Question B7.	3560	21%
B2. Your attendance at the Reading Professional Development Institute was on:		
a. Not applicable	461	3%
b. My own time	9589	56%
c. Instructional day time	3611	21%
B3. When did the 5-day Reading Professional Development Institute training occur?		
a. Not applicable	729	4%
b. Before I began teaching the district adopted program	3632	21%
c. During my first year of teaching the district adopted program	3195	19%
d. After my first year of teaching the program	6055	35%
B4. How well did the Reading Professional Development Institute training prepare you to teach the district's adopted reading/language arts program?		
a. Not applicable	318	2%
b. It did not prepare me well	1511	9%
c. It prepared me adequately	9038	52%
d. It prepared me very well	2723	16%
B5. How many hours of the 80-hour follow-up to the Reading Professional Development Institute will you have completed by the end of the school year?		
a. Not applicable	1651	10%
b. Less than 20 hours	479	3%
c. 20 - 39 hours	398	2%
d. 40 - 59 hours	621	4%
e. 60 - 79 hours	398	2%
f. 80 or more hours	10054	58%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

	State-Level	
	# of Responses	Percent

B6. If you completed at least 39 hours of follow-up, how well has it supported you in teaching your district's adopted reading/language arts program?

a. Not applicable	2014	12%
b. It has not supported me well	1238	7%
c. It has supported me adequately	6905	40%
d. It has supported me very well	3040	18%

B7. How much professional development training in reading/language arts have you received this academic year that is not related to your district's adopted reading/language arts program?

a. None	4988	29%
b. 1 - 5 hours	3440	20%
c. 6 - 10 hours	2566	15%
d. 11 -15 hours	1547	9%
e. 16 - 20 hours	1321	8%
f. More than 20 hours	3153	18%

C1. Open Court, Kindergarten, Teacher Materials

a. Open Court Reading Teacher Editions

Received?	1933	100%
Did not receive?	5	0%
Used	1370	71%
Effective	1172	86%

b. Reading/Writing Workbook Teacher Editions (2000) or Sounds and Letters Workbook (2002)

Received?	1870	98%
Did not receive?	46	2%
Used	1273	68%
Effective	1055	83%

c. English Learner Support Guide (2005)

Received?	1840	96%
Did not receive?	80	4%
Used	1012	55%
Effective	627	62%

d. Big Books

Received?	1901	100%
Did not receive?	9	0%
Used	1334	70%
Effective	1154	87%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

	State-Level	
	# of Responses	**Percent**

e. Manipulative Package (2000), or Reading, Phonemic Awareness, and Phonics Package (2002)

Received?	1590	84%
Did not receive?	302	16%
Used	1020	64%
Effective	826	81%

f. Alphabet /Sound Wall Cards

Received?	1939	100%
Did not receive?	6	0%
Used	1359	70%
Effective	1216	89%

g. Intervention Guide

Received?	1759	92%
Did not receive?	154	8%
Used	936	53%
Effective	588	63%

C2. Open Court, Kindergarten, Student Materials

a. Level A Pre-Decodable Books

Received?	1928	99%
Did not receive?	15	1%
Used	1367	71%
Effective	1183	87%

b. Decodable Books

Received?	1604	89%
Did not receive?	207	11%
Used	1080	67%
Effective	912	84%

c. Reading/Writing Workbooks (2000) or Phonics Skills Workbooks (2002)

Received?	1681	89%
Did not receive?	215	11%
Used	1120	67%
Effective	892	80%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

<u>State-Level</u>

	# of Responses	Percent
C3. Open Court, Grade 1, Teacher Materials		
a. Open Court Reading Teacher Editions		
Received?	2187	100%
Did not receive?	2	0%
Used	1717	79%
Effective	1492	87%
b. Reading/Writing Workbook Teacher Editions (2000) or Phonics Skills Workbook (2002)		
Received?	2119	98%
Did not receive?	46	2%
Used	1581	75%
Effective	1312	83%
c. English Learner Support Guide (2005)		
Received?	2051	95%
Did not receive?	116	5%
Used	1285	63%
Effective	843	66%
d. Intervention Guide		
Received?	1907	89%
Did not receive?	230	11%
Used	1203	63%
Effective	813	68%
e. Big Books		
Received?	2145	98%
Did not receive?	41	2%
Used	1659	77%
Effective	1363	82%
f. Sound/Spelling Wall Cards		
Received?	2184	100%
Did not receive?	6	0%
Used	1700	78%
Effective	1533	90%
g. Language Arts Big Book (2002)		
Received?	1623	80%
Did not receive?	409	20%
Used	1079	66%
Effective	719	67%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

	# of Responses	Percent
h. Reading and Phonics Package (2002) or Manipulative Package (2000)		
Received?	1510	72%
Did not receive?	588	28%
Used	1074	71%
Effective	864	80%
C4. Open Court, Grade 1, Student Materials		
a. Decodable Books		
Received?	2179	99%
Did not receive?	11	1%
Used	1713	79%
Effective	1429	83%
b. First and Second Readers		
Received?	1681	81%
Did not receive?	387	19%
Used	1257	75%
Effective	1049	83%
c. Student Anthologies		
Received?	2151	99%
Did not receive?	15	1%
Used	1689	79%
Effective	1463	87%
d. Phonics Skills Workbook (2002) or Reading/Writing Workbooks (2000)		
Received?	2117	98%
Did not receive?	52	2%
Used	1654	78%
Effective	1427	86%
e. Comprehension and Language Arts Skills Workbooks (2002)		
Received?	1576	78%
Did not receive?	443	22%
Used	1164	74%
Effective	887	76%
f. Writer's Workbooks (2002)		
Received?	700	36%
Did not receive?	1245	64%
Used	348	50%
Effective	165	47%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

<u>State-Level</u>

	# of Responses	Percent
C5. Open Court, Grade 2, Teacher Materials		
a. Open Court Reading Teacher Editions		
Received?	2136	100%
Did not receive?	9	0%
Used	1667	78%
Effective	1422	85%
b. Reading/Writing Workbook Teacher Editions (2000) or Phonics Skills Workbook (2002)		
Received?	1675	80%
Did not receive?	416	20%
Used	1134	68%
Effective	829	73%
c. Inquiry Journal Teacher Edition		
Received?	1903	90%
Did not receive?	220	10%
Used	1138	60%
Effective	563	49%
d. Sound/Spelling Wall Cards		
Received?	2140	100%
Did not receive?	10	0%
Used	1650	77%
Effective	1442	87%
e. English Learner Support Guide (2005)		
Received?	2013	95%
Did not receive?	113	5%
Used	1303	65%
Effective	859	66%
f. Manipulative Package (2000) or Reading and Phonics Package (2002)		
Received?	1246	62%
Did not receive?	780	38%
Used	794	64%
Effective	573	72%
g. Intervention Guide		
Received?	2106	98%
Did not receive?	42	2%
Used	1503	71%
Effective	1118	74%

California Reading First Teacher Survey 2006-2007
State-Level Responses

	State-Level	
	# of Responses	Percent
C6. Open Court, Grade 2, Student Materials		
a. Decodable Books		
Received?	2127	99%
Did not receive?	19	1%
Used	1667	78%
Effective	1393	84%
b. Reading/Writing Workbooks (2000) or Phonics Skills Workbooks (2002)		
Received?	1490	72%
Did not receive?	579	28%
Used	1055	71%
Effective	850	81%
c. Inquiry Journals		
Received?	1863	89%
Did not receive?	234	11%
Used	1221	66%
Effective	599	49%
d. Comprehension and Language Arts Skills Workbooks (2002)		
Received?	1583	78%
Did not receive?	448	22%
Used	1184	75%
Effective	932	79%
e. Student Anthologies		
Received?	2118	99%
Did not receive?	28	1%
Used	1655	78%
Effective	1420	86%
f. Spelling and Vocabulary Skills (2002)		
Received?	1269	64%
Did not receive?	718	36%
Used	974	77%
Effective	810	83%
g. Writer's Workbooks (2002)		
Received?	741	38%
Did not receive?	1188	62%
Used	386	52%
Effective	188	49%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261	State-Level	
	# of Responses	Percent

h. Language Arts Handbooks (2002)

Received?	1322	66%
Did not receive?	667	34%
Used	900	68%
Effective	580	64%

C7. Open Court, Grade 3, Teacher Materials

a. Open Court Reading Teacher Editions

Received?	2130	99%
Did not receive?	11	1%
Used	1658	78%
Effective	1363	82%

b. English Learner Support Guide (2005)

Received?	1974	95%
Did not receive?	104	5%
Used	1313	67%
Effective	838	64%

c. Inquiry Journal Teacher Edition

Received?	1886	90%
Did not receive?	219	10%
Used	1122	59%
Effective	514	46%

d. Sound/Spelling Wall Cards

Received?	2114	99%
Did not receive?	16	1%
Used	1617	76%
Effective	1306	81%

e. Manipulative Package (2000) or Reading and Phonics Package (2002)

Received?	1241	62%
Did not receive?	767	38%
Used	783	63%
Effective	524	67%

f. Intervention Guide

Received?	2093	98%
Did not receive?	40	2%
Used	1489	71%
Effective	1073	72%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

	State-Level	
	# of Responses	Percent

C8. Open Court, Grade 3, Student Materials
a. Sound/Spelling Cards

	# of Responses	Percent
Received?	1942	91%
Did not receive?	182	9%
Used	1464	75%
Effective	1130	77%

b. Decodable Books

Received?	2090	98%
Did not receive?	34	2%
Used	1620	78%
Effective	1248	77%

c. Reading/Writing Workbooks (2000) or Phonics Skills Workbooks (2002)

Received?	1465	71%
Did not receive?	605	29%
Used	1035	71%
Effective	779	75%

d. Inquiry Journals

Received?	1874	89%
Did not receive?	230	11%
Used	1244	66%
Effective	590	47%

e. Comprehension and Language Arts Skills Workbooks (2002)

Received?	1573	77%
Did not receive?	473	23%
Used	1187	75%
Effective	895	75%

f. Student Anthologies

Received?	2105	99%
Did not receive?	24	1%
Used	1640	78%
Effective	1346	82%

g. Spelling and Vocabulary Skills (2002)

Received?	1289	65%
Did not receive?	704	35%
Used	963	75%
Effective	753	78%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261	State-Level	
	# of Responses	Percent

h. Writer's Workbooks (2002)

Received?	763	40%
Did not receive?	1167	60%
Used	411	54%
Effective	177	43%

i. Language Arts Handbooks (2002)

Received?	1332	67%
Did not receive?	664	33%
Used	947	71%
Effective	653	69%

C9. Houghton- Mifflin, Kindergarten, Teacher Materials

a. Themes Teacher Editions

Received?	1640	100%
Did not receive?	6	0%
Used	1221	74%
Effective	1062	87%

b. Universal Access Handbooks Set

Received?	1502	93%
Did not receive?	114	7%
Used	995	66%
Effective	632	64%

c. Kindergarten Complete Set (10 Theme Packages, Welcome to School Big Books, Alphafriend Package, Letter/Word/Picture Cards, Phonics Center)

Received?	1628	99%
Did not receive?	21	1%
Used	1213	75%
Effective	1077	89%

d. Alphafriend Display Cards

Received?	1632	99%
Did not receive?	14	1%
Used	1210	74%
Effective	1062	88%

e. Phonics Library Classroom Set

Received?	1612	98%
Did not receive?	33	2%
Used	1184	73%
Effective	1016	86%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

	# of Responses	Percent
C10. Houghton-Mifflin, Kindergarten, Student Materials		
a. Practice Books		
Received?	1616	99%
Did not receive?	11	1%
Used	1194	74%
Effective	939	79%
b. Phonics Library Takehomes (or Reproducible Masters)		
Received?	1599	98%
Did not receive?	40	2%
Used	1146	72%
Effective	948	83%
C11. Houghton-Mifflin, Grade 1, Teacher Materials		
a. Themes Teacher Editions		
Received?	1903	100%
Did not receive?	5	0%
Used	1547	81%
Effective	1373	89%
b. Universal Access Handbooks Set		
Received?	1733	92%
Did not receive?	144	8%
Used	1229	71%
Effective	790	64%
c. Phonics Library Classroom Set		
Received?	1870	98%
Did not receive?	29	2%
Used	1509	81%
Effective	1353	90%
d. Back to School Big Books (My Best Friend/ ABCs Rhyme, Chant, & Song)		
Received?	1791	95%
Did not receive?	103	5%
Used	1412	79%
Effective	1083	77%
e. Big Book Anthologies		
Received?	1440	77%
Did not receive?	428	23%
Used	1122	78%
Effective	966	86%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261	State-Level	
	# of Responses	Percent
f. Theme Paperbacks		
Received?	1457	78%
Did not receive?	406	22%
Used	1028	71%
Effective	708	69%
g. Sound/Spelling Cards		
Received?	1903	100%
Did not receive?	4	0%
Used	1543	81%
Effective	1389	90%
C12. Houghton-Mifflin, Grade 1, Student Materials		
a. Practice Books		
Received?	1893	100%
Did not receive?	7	0%
Used	1541	81%
Effective	1248	81%
b. Student Anthologies		
Received?	1879	99%
Did not receive?	16	1%
Used	1532	82%
Effective	1356	89%
c. I Love Reading Books		
Received?	1770	94%
Did not receive?	118	6%
Used	1379	78%
Effective	1147	83%
d. Phonics Library Takehomes		
Received?	1534	82%
Did not receive?	335	18%
Used	1132	74%
Effective	949	84%
e. Theme Paperbacks		
Received?	1256	68%
Did not receive?	586	32%
Used	878	70%
Effective	598	68%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

<u>**State-Level**</u>

	# of Responses	Percent
C13. Houghton-Mifflin, Grade 2, Teacher Materials		
a. Themes Teacher Editions		
Received?	1891	100%
Did not receive?	5	0%
Used	1516	80%
Effective	1310	86%
b. Universal Access Handbooks Set		
Received?	1714	92%
Did not receive?	145	8%
Used	1248	73%
Effective	860	69%
c. Phonics Library Classroom Set		
Received?	1840	98%
Did not receive?	44	2%
Used	1454	79%
Effective	1245	86%
d. Theme Paperbacks		
Received?	1476	80%
Did not receive?	361	20%
Used	958	65%
Effective	658	69%
e. Sound/Spelling Cards		
Received?	1888	100%
Did not receive?	5	0%
Used	1503	80%
Effective	1288	86%
C14. Houghton-Mifflin, Grade 2, Student Materials		
a. Practice Books		
Received?	1884	99%
Did not receive?	13	1%
Used	1514	80%
Effective	1223	81%
b. Student Anthologies		
Received?	1868	99%
Did not receive?	20	1%
Used	1493	80%
Effective	1312	88%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261	**State-Level**	
	# of Responses	**Percent**
c. I Love Reading Books		
Received?	1729	93%
Did not receive?	137	7%
Used	1324	77%
Effective	1098	83%
d. Phonics Library Takehomes (or Reproducible Masters)		
Received?	1688	90%
Did not receive?	184	10%
Used	1138	67%
Effective	899	79%
C15. Houghton-Mifflin, Grade 3, Teacher Materials		
a. Themes Teacher Editions		
Received?	1877	99%
Did not receive?	12	1%
Used	1475	79%
Effective	1270	86%
b. Universal Access Handbooks Set		
Received?	1704	92%
Did not receive?	151	8%
Used	1239	73%
Effective	850	69%
c. Reader's Library Classroom Set		
Received?	1718	92%
Did not receive?	154	8%
Used	1253	73%
Effective	909	73%
d. Theme Paperbacks		
Received?	1626	88%
Did not receive?	225	12%
Used	1066	66%
Effective	708	66%
e. Sound/Spelling Cards		
Received?	1873	99%
Did not receive?	14	1%
Used	1439	77%
Effective	1096	76%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261	State-Level	
	# of Responses	**Percent**

C16. Houghton-Mifflin, Grade 3, Student Materials

a. Practice Books

Received?	1870	99%
Did not receive?	20	1%
Used	1467	78%
Effective	1204	82%

b. Student Anthologies

Received?	1843	98%
Did not receive?	30	2%
Used	1432	78%
Effective	1232	86%

c. Reader's Library Books

Received?	1696	91%
Did not receive?	160	9%
Used	1198	71%
Effective	870	73%

d. Reader's Library Takehomes (or Reproducible Masters)

Received?	1443	79%
Did not receive?	378	21%
Used	692	48%
Effective	463	67%

C17. Foro abierto para la lectura, Kindergarten, Teacher Materials
a. Edición del maestro (Teacher Editions)

Received?	115	100%
Did not receive?	0	0%
Used	90	78%
Effective	74	82%

b. Destrezas de sonidos y letras (Sounds and Letters), Destrezas de artes del lenguaje (Language Arts Skills workbook) Teacher Editions

Received?	111	97%
Did not receive?	3	3%
Used	85	77%
Effective	69	81%

c. Guía de desarrollo del idioma inglés (ELD Guide)

Received?	103	91%
Did not receive?	10	9%
Used	42	41%
Effective	21	50%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

	# of Responses	Percent
d. Libros grandes incluyendo Libro grande de artes de lenguaje (Big Books including Language Arts Big Books)		
Received?	114	99%
Did not receive?	1	1%
Used	89	78%
Effective	73	82%
e. Paquete de fonética y Tarjetas del alfabeto y sus sonidos (Phonics kit includes Alphabet/Sound Wall Cards)		
Received?	114	99%
Did not receive?	1	1%
Used	89	78%
Effective	71	80%
f. Libros decodificables (Decodable Books)		
Received?	115	100%
Did not receive?	0	0%
Used	89	77%
Effective	65	73%
g. Intervención (Intervention)		
Received?	109	96%
Did not receive?	5	4%
Used	56	51%
Effective	29	52%
C18. Foro abierto para la lectura, Kindergarten, Student Materials		
a. Libros decodificables (Decodable Books)		
Received?	114	100%
Did not receive?	0	0%
Used	90	79%
Effective	70	78%
b. Destrezas de sonidos y letras (Sounds and Letters)		
Received?	114	100%
Did not receive?	0	0%
Used	89	78%
Effective	77	87%
c. Destrezas de artes del lenguaje (Language Arts Skills Workbook and Sounds and Letters Workbook)		
Received?	113	98%
Did not receive?	2	2%
Used	86	76%
Effective	55	64%

California Reading First Teacher Survey 2006-2007
State-Level Responses

	State-Level	
Number of Surveys received by Evaluator: 17,261	**# of Responses**	**Percent**

d. Cuaderno del escritor (Writer's Workbook)

Received?	69	62%
Did not receive?	43	38%
Used	40	58%
Effective	19	48%

C19. Foro abierto para la lectura, Grade 1, Teacher Materials

a. Edición del maestro (Teacher Editions)

Received?	121	98%
Did not receive?	2	2%
Used	89	74%
Effective	75	84%

b. Destrezas de fonética (Phonics Skills) Workbook, Un paso más (Challenge) Workbook, Volver a enseñar (Reteach) Destrezas de comprensión y artes del lenguaje, Destrezas de ortografía y vocabulario ediciones del maestro (Comprehension and Language Arts Skills Spelling and Vocabulary Teacher Editions)

Received?	121	98%
Did not receive?	3	2%
Used	86	71%
Effective	70	81%

c. Guía de desarrollo del idioma inglés (ELD Guide)

Received?	106	87%
Did not receive?	16	13%
Used	41	39%
Effective	23	56%

d. Libros grandes incluyendo libro grande de artes del lenguaje (Big Books including Language Arts big book)

Received?	124	99%
Did not receive?	1	1%
Used	85	69%
Effective	67	79%

e. Paquete de fonética incluyendo tarjetas de sonidos y su grafía (Reading and Phonics Package Includes Sounds/Spelling Wall Cards)

Received?	123	98%
Did not receive?	2	2%
Used	88	72%
Effective	76	86%

f. Cuaderno del escritor hojas fotocopiables (Writer's Workbook Black Line Master)

Received?	96	77%
Did not receive?	29	23%
Used	44	46%
Effective	30	68%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

	State-Level # of Responses	Percent
g. Intervención edicones del maestro (Intervention Teacher Editions)		
Received?	116	94%
Did not receive?	7	6%
Used	63	54%
Effective	43	68%
C20. Foro abierto para la lectura, Grade 1, Student Materials		
a. Destrezas de fonética (Phonics Skills Workbook)		
Received?	124	98%
Did not receive?	2	2%
Used	91	73%
Effective	78	86%
b. Destrezas de comprensión y artes del lenguaje (Comprehension and Language Arts Skills Workbook)		
Received?	124	98%
Did not receive?	2	2%
Used	90	73%
Effective	74	82%
c. Antologías del estudiante (Student Anthologies)		
Received?	124	99%
Did not receive?	1	1%
Used	89	72%
Effective	82	92%
d. Primeras y segundas lecturas (First and Second Readers)		
Received?	121	96%
Did not receive?	5	4%
Used	85	70%
Effective	72	85%
e. Libros decodificables (Decodable Books)		
Received?	124	98%
Did not receive?	2	2%
Used	90	73%
Effective	69	77%
C21. Foro abierto para la lectura, Grade 2, Teacher Materials		
a. Edición del maestro (Teacher Editions)		
Received?	108	99%
Did not receive?	1	1%
Used	69	64%
Effective	62	90%

California Reading First Teacher Survey 2006-2007
State-Level Responses

	State-Level	
	# of Responses	Percent

b. Un paso más (Challenge Workbook), Volver a enseñar (Reteach) Destrezas de comprensión y artes del lenguaje, Destrezas de ortografía y vocabulario ediciones del maestro (Comprehension and Language Arts Skills, Spelling and Vocabulary Teacher Editions)

	# of Responses	Percent
Received?	104	95%
Did not receive?	5	5%
Used	68	65%
Effective	51	75%

c. Guía de desarrollo del idioma inglés (ELD Guide)

	# of Responses	Percent
Received?	101	90%
Did not receive?	11	10%
Used	45	45%
Effective	22	49%

d. Paquete de fonética incluyendo tarjetas de sonidos y su grafía (Reading and Phonics Package Includes Sounds/Spelling Wall Cards)

	# of Responses	Percent
Received?	106	95%
Did not receive?	5	5%
Used	71	67%
Effective	50	70%

e. Cuaderno del escritor hojas fotocopiables (Writer's Workbook Black Line Master)

	# of Responses	Percent
Received?	93	85%
Did not receive?	16	15%
Used	48	52%
Effective	25	52%

f. Intervención edicones del maestro (Intervention Teacher Editions)

	# of Responses	Percent
Received?	102	94%
Did not receive?	6	6%
Used	59	58%
Effective	44	75%

C22. Foro abierto para la lectura, Grade 2, Student Materials

a. Destrezas de fonética (Phonics Skills Workbook)

	# of Responses	Percent
Received?	52	46%
Did not receive?	60	54%
Used	30	58%
Effective	21	70%

b. Destrezas de ortografía y vocabulario (Spelling and Vocabulary Workbook)

	# of Responses	Percent
Received?	99	89%
Did not receive?	12	11%
Used	67	68%
Effective	55	82%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261	State-Level	
	# of Responses	**Percent**
c. Destrezas de comprensión y artes del lenguaje (Comprehension and Language Arts Skills Workbook)		
Received?	109	98%
Did not receive?	2	2%
Used	76	70%
Effective	60	79%
d. Antologías del estudiante (Student Anthologies)		
Received?	108	98%
Did not receive?	2	2%
Used	72	67%
Effective	64	89%
e. Primeras lecturas (First Readers)		
Received?	103	93%
Did not receive?	8	7%
Used	65	63%
Effective	52	80%
f. Libros decodificables (Decodable Books)		
Received?	112	
Did not receive?	0	0%
Used	76	68%
Effective	61	80%
g. Diario de investigación (Inquiry Journal)		
Received?	95	87%
Did not receive?	14	13%
Used	52	55%
Effective	21	40%
C23. Foro abierto para la lectura, Grade 3, Teacher Materials		
a. Edición del maestro (Teacher Editions)		
Received?	44	98%
Did not receive?	1	2%
Used	31	70%
Effective	25	81%
b. Un paso más (Challenge Workbook), Volver a enseñar (Reteach) Destrezas de comprensión y artes del lenguaje, Destrezas de ortografía y vocabulario ediciones del maestro (Comprehension and Language Arts Skills, Spelling and Vocabulary Teacher Editions)		
Received?	42	93%
Did not receive?	3	7%
Used	25	60%
Effective	22	88%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

	# of Responses	Percent
c. Guía de desarrollo del idioma inglés (ELD Guide)		
Received?	39	87%
Did not receive?	6	13%
Used	23	59%
Effective	16	70%
d. Paquete de fonética incluyendo tarjetas de sonidos y su grafía (Reading and Phonics Package includes Sounds/Spelling Wall Cards)		
Received?	44	96%
Did not receive?	2	4%
Used	30	68%
Effective	21	70%
e. Cuaderno del escritor hojas fotocopiables (Writer's Workbook Black Line Master)		
Received?	37	84%
Did not receive?	7	16%
Used	22	59%
Effective	11	50%
f. Intervención edicones del maestro (Intervention Teacher Editions)		
Received?	44	96%
Did not receive?	2	4%
Used	30	68%
Effective	21	70%
C24. Foro abierto para la lectura, Grade 3, Student Materials		
a. Destrezas de comprensión y artes del lenguaje (Comprehension and Language Art Skills Workbook)		
Received?	45	98%
Did not receive?	1	2%
Used	31	69%
Effective	23	74%
b. Destrezas de ortografía y vocabulario (Spelling and Vocabulary Workbook)		
Received?	40	91%
Did not receive?	4	9%
Used	26	65%
Effective	19	73%
c. Antologías del estudiante (Student Anthologies)		
Received?	44	96%
Did not receive?	2	4%
Used	32	73%
Effective	27	84%

California Reading First Teacher Survey 2006-2007
State-Level Responses

	State-Level	
Number of Surveys received by Evaluator: 17,261	**# of Responses**	**Percent**
d. Libros decodificables (Decodable Books)		
Received?	44	96%
Did not receive?	2	4%
Used	29	66%
Effective	22	76%
e. Diario de investigación (Inquiry Journal)		
Received?	42	91%
Did not receive?	4	9%
Used	26	62%
Effective	15	58%
C25. Houghton-Mifflin Lectura, Kindergarten, Teacher Materials		
a. Guía del maestro (Teacher Editions)		
Received?	351	99%
Did not receive?	3	1%
Used	255	73%
Effective	207	81%
b. Biblioteca fonética páginas duplicables (Phonics Library Takehome Black Line Master)		
Received?	333	95%
Did not receive?	16	5%
Used	226	68%
Effective	159	70%
c. ¡Adelante! Libros de práctica (On my way practice readers)		
Received?	286	85%
Did not receive?	50	15%
Used	185	65%
Effective	115	62%
d. Recursos del maestro páginas duplicables (Resource Black Line Master)		
Received?	328	94%
Did not receive?	21	6%
Used	206	63%
Effective	139	67%
e. Biblioteca fonética páginas duplicables (Phonics Library Takehome Black Line Master)		
Received?	327	95%
Did not receive?	19	5%
Used	209	64%
Effective	142	68%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

	State-Level	
	# of Responses	**Percent**
f. Conjunto completo de Kindergarten – Regreso a la escuela superlibros, tarjetas de letras/palabras/dibujos y alfamigos (Kindergarten Complete Set, Welcome to School Big Books, Alfamigos, Letter/Word/Picture Cards)		
Received?	339	97%
Did not receive?	12	3%
Used	249	73%
Effective	207	83%
g. Tarjetas de Alfamigos		
Received?	343	98%
Did not receive?	6	2%
Used	248	72%
Effective	209	84%
C26. Houghton-Mifflin Lectura, Kindergarten, Student Materials		
a. Cuaderno de práctica (Practice Workbooks Student Edition)		
Received?	351	99%
Did not receive?	4	1%
Used	249	71%
Effective	187	75%
C27. Houghton-Mifflin Lectura, Grade 1, Teacher Materials		
a. Guía del maestro (Teachers Editions)		
Received?	368	99%
Did not receive?	2	1%
Used	288	78%
Effective	245	85%
b. Biblioteca fonética (Phonics Library Takehome)		
Received?	325	90%
Did not receive?	36	10%
Used	247	76%
Effective	212	86%
c. Recursos del maestro páginas duplicables (Teacher Resource Black Line Master)		
Received?	352	96%
Did not receive?	16	4%
Used	242	69%
Effective	148	61%
d. Biblioteca fonética páginas duplicables (Phonics Library Takehome Black Line Master)		
Received?	352	96%
Did not receive?	14	4%
Used	258	73%
Effective	208	81%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261	State-Level	
	# of Responses	Percent

e. Superlibros: "Mi mejor amiga/Luna Lunera, un libro de versos" (Big books)

Received?	343	93%
Did not receive?	26	7%
Used	261	76%
Effective	190	73%

f. Superlibros antologías (Big Book Anthologies)

Received?	286	79%
Did not receive?	77	21%
Used	215	75%
Effective	185	86%

g. Me encanta leer páginas duplicables (I Love to Read Black Line Master)

Received?	349	95%
Did not receive?	18	5%
Used	240	69%
Effective	183	76%

h. Libros del tema (Theme Paperbacks)

Received?	277	76%
Did not receive?	87	24%
Used	188	68%
Effective	126	67%

C28. Houghton-Mifflin Lectura, Grade 1, Student Materials

a. Cuaderno de práctica (Practice Workbooks Student Edition)

Received?	361	99%
Did not receive?	3	1%
Used	284	79%
Effective	231	81%

b. Antología del estudiante (Student Anthologies)

Received?	360	99%
Did not receive?	4	1%
Used	282	78%
Effective	251	89%

C29. Houghton-Mifflin Lectura, Grade 2, Teacher Materials

a. Guía del maestro (Teachers Editions)

Received?	299	100%
Did not receive?	0	0%
Used	226	76%
Effective	195	86%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261	State-Level	
	# of Responses	**Percent**
b. Biblioteca fonética (Phonics Library Takehome)		
Received?	259	87%
Did not receive?	40	13%
Used	183	71%
Effective	155	85%
c. Recursos del maestro páginas duplicables (Teacher Resource Black Line Master)		
Received?	289	96%
Did not receive?	11	4%
Used	190	66%
Effective	153	81%
d. Biblioteca fonética páginas duplicables (Phonics Library Takehome Black Line Master		
Received?	293	98%
Did not receive?	7	2%
Used	194	66%
Effective	165	85%
e. Superlibros: "Las vacas no vuelan/Hora de dormir" (Big books)		
Received?	234	80%
Did not receive?	60	20%
Used	157	67%
Effective	112	71%
f. Me encanta leer páginas duplicables (I Love to Read Black Line Master)		
Received?	277	94%
Did not receive?	19	6%
Used	175	63%
Effective	140	80%
g. Libros del tema (Theme Paperbacks)		
Received?	232	78%
Did not receive?	65	22%
Used	139	60%
Effective	93	67%
C30. Houghton-Mifflin Lectura, Grade 2, Student Materials		
a. Cuaderno de práctica (Practice Workbooks)		
Received?	297	99%
Did not receive?	2	1%
Used	226	76%
Effective	191	85%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

	# of Responses	Percent
b. Antologias del estudiante (Student Anthologies)		
Received?	280	96%
Did not receive?	13	4%
Used	208	74%
Effective	187	90%
C31. Houghton-Mifflin Lectura, Grade 3,Teacher Materials		
a. Guía del maestro (Teachers Editions)		
Received?	153	99%
Did not receive?	1	1%
Used	114	75%
Effective	90	79%
b. Biblioteca del lector (Reader's Library Takehome)		
Received?	138	91%
Did not receive?	14	9%
Used	93	67%
Effective	64	69%
c. Recursos del maestro páginas duplicables (Resource Black Line Master)		
Received?	146	97%
Did not receive?	4	3%
Used	96	66%
Effective	76	79%
d. Libros del tema (Theme Paperbacks)		
Received?	135	91%
Did not receive?	13	9%
Used	88	65%
Effective	58	66%
C32. Houghton-Mifflin Lectura, Grade 3, Student Materials		
a. Cuaderno de práctica (Practice Workbooks)		
Received?	151	97%
Did not receive?	4	3%
Used	111	74%
Effective	89	80%
b. Antologias del estudiante (Student Anthologies)		
Received?	151	97%
Did not receive?	4	3%
Used	108	72%
Effective	94	87%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

	# of Responses	Percent
C33. How much of the teacher and student materials listed above, for your program and grade level, did you receive by the first day of school this year?		
a. None	136	1%
b. Some	929	5%
c. Most	4840	28%
d. All	11158	65%
D1. Does your school have a pacing schedule?		
a. My school does not have a pacing schedule	283	2%
b. My school has a pacing schedule based only on the assessment schedule	5208	30%
c. My school has a pacing schedule that identifies lessons on a daily or weekly schedule and when to give assessments	11624	67%
D2. How often does your school provide time for teachers to plan collaboratively?		
a. Hardly ever	3096	18%
b. Monthly	4755	28%
c. Twice monthly	3880	22%
d. Weekly	5303	31%
e. Daily	99	1%
D3. How much time does your school provide for individual planning of lessons?		
a. I have no individual planning time aside from the planning I do at home	8067	47%
b. I am provided some individual planning time during the day	5945	34%
c. My individual planning time is adequate	2676	16%
d. My individual planning time is more than adequate	385	2%
D4. How many minutes outside of the normal school day do you spend planning your daily lessons?		
a. Less than 20 minutes per day	993	6%
b. 20 - 59 minutes per day	8842	51%
c. 60 - 89 minutes per day	4846	28%
d. 90 - 119 minutes per day	1356	8%
e. 120 or more minutes per day	1104	6%
D5. How involved is your school principal with the 6-8 Week Skill Assessments?		
a. The principal is generally not involved with the skill assessments	4077	24%
b. The principal makes sure the skill assessments take place, but does not track results	1225	7%
c. The principal makes sure that the skill assessments take place and keeps track of the results	5557	32%
d. The principal makes sure that the skill assessments take place, tracks results, and requires that instruction be adjusted as necessary	6206	36%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

	State-Level	
	# of Responses	**Percent**

D6. What is the primary purpose of the 6-8 Week Skill Assessments in your school, at your grade? Select only one.

a. Skill assessments are not administered	354	2%
b. To monitor student progress	6564	38%
c. To guide instructional decisions	9423	55%
d. To challenge students to achieve	431	2%
e. To compute grades for report cards	323	2%

D7. About how frequently do teachers at your grade level have grade-level meetings related to your adopted program?

a. Never (skip to Question D10)	521	3%
b. Less than monthly	3001	17%
c. Monthly	5485	32%
d. More than once a month	8085	47%

D8. How many of your grade-level meetings specifically related to your district's adopted reading/language arts program does the principal attend?

a. None	3089	18%
b. Fewer than half	5678	33%
c. Half or more than half	3870	22%
d. All or almost all	3971	23%

D9. What topics are discussed at grade-level meetings? Select all that apply.

a. Not applicable	113	1%
b. Instructional reading/language arts strategies	15302	89%
c. School-level administrative issues and announcements	8734	51%
d. Students who are having trouble	12348	72%
e. Extracurricular activities	5168	30%
f. Reading/language arts assessment results	15205	88%
g. Intervention strategies	14089	82%
h. The school's and district's mission	3861	22%
i. Issues in the field of education	4973	29%
j. Teacher professional development issues	7807	45%
k. Upcoming special events	8595	50%
l. Issues related to specific teaching practices that are part of your adopted reading/language arts program	13477	78%

D10. Who takes responsibility for teachers using the district's adopted reading/language arts program?

a. Neither the principal nor the coach take much responsibility	382	2%
b. The principal takes primary responsibility	2302	13%
c. The principal and the coach share equal responsibility	7832	45%
d. The principal gives the coach the primary responsibility	6558	38%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

	<u>State-Level</u>	
	# of Responses	Percent

D11. In general, what level of support are you getting from your principal related to your teaching of the adopted reading/language arts program?

	# of Responses	Percent
a. Little or no support	2922	17%
b. Adequate support	9526	55%
c. More than adequate support	4655	27%

D12. Does your school leadership require K-3 teachers to fully implement the adopted reading/language arts program?

a. Full implemention is required	15402	89%
b. Some variation from full implementation is permitted	1676	10%

E1. What is your access to a reading coach?

a. The coach is often unavailable	1736	10%
b. The coach is usually available	9105	53%
c. The coach seeks me out to assure that I have the support I need	6052	35%

E2. Is your coach helpful in answering questions about how to teach the program?

a. The coach often doesn't know more than I do about how to teach the program	1196	7%
b. The coach gives general answers to questions	4219	24%
c. The coach gives specific, detailed answers that I can use	11445	66%

E3. If the coach has conducted one or more demonstration lessons for you, how helpful were they?

a. The coach has not conducted a demonstration for me	4661	27%
b. The coach's demonstrations do not help much	958	6%
c. The coach provides adequate demonstrations	5550	32%
d. The coach provides demonstrations that significantly improve my teaching	5646	33%

E4. Does the coach facilitate regular grade-level teacher meetings related to your district's adopted reading/language arts program?

a. The coach is not involved with the grade-level meetings	3936	23%
b. The coach helps facilitate the meetings regularly	7877	46%
c. In addition to facilitating grade-level meetings regularly, the coach keeps them focused on the instructional needs of the teachers	4973	29%

E5. Does the coach help reinforce the school's pacing schedule?

a. Not applicable. My school does not have a pacing schedule.	116	1%
b. The coach does not check on my location on the pacing schedule	3570	21%
c. The coach occasionally checks in on where I am on the pacing schedule	8417	49%
d. The coach takes notice and helps me catch up if I fall behind on the pacing	4708	27%

E6. Does the coach help you with the 6-8 Week Skill Assessments?

a. Not applicable. My school does not administer the 6-8 Week Skill Assessments.	396	2%
b. The coach is not involved with these assessments	2067	12%
c. The coach makes sure the assessments take place, but does not review results	1966	11%
d. The coach helps interpret the assessments and reviews results	12387	72%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

	# of Responses	Percent
E7. How much access does the coach have to classrooms in your school?		
a. Coaches need teacher or principal permission to visit a classroom	311	2%
b. Coaches have free access to classrooms, but only a few teachers welcome their presence	2009	12%
c. Coaches have free access to classrooms, but only about half of the teachers welcome their presence	3395	20%
d. Coaches have free access to classrooms, and almost all of the teachers welcome their presence	11103	64%
E8. In general, what level of support are you getting from your coach related to your district's adopted reading/language arts program?		
a. Little or no support	1914	11%
b. Adequate support	7443	43%
c. More than adequate support	7515	44%
F1. On average over the last four instructional weeks, how many minutes per day have you spent teaching the district's adopted reading/language arts program?		
a. Less than 20 minutes	31	0%
b. 20 - 39 minutes	66	0%
c. 40 - 59 minutes	219	1%
d. 60 - 79 minutes	894	5%
e. 80 - 99 minutes	1484	9%
f. 100 - 119 minutes	1188	7%
g. 120 - 139 minutes	3261	19%
h. 140 - 159 minutes	2867	17%
i. 160 - 179 minutes	1647	10%
j. 180 minutes or more	5475	32%
F2. On average over the last four instructional weeks, how many minutes per day have you spent planning your reading/language arts lessons?		
a. Less than 20 minutes	863	5%
b. 20 - 59 minutes	8427	49%
c. 60 - 89 minutes	4028	23%
d. 90 - 120 minutes	1635	9%
e. More than 120 minutes	2136	12%
F3. What percentage of your total reading/language arts instruction relies on materials from your district's adopted program?		
a. 0% - 19%	54	0%
b. 20% - 39%	165	1%
c. 40% - 59%	699	4%
d. 60% - 79%	2318	13%
e. 80% - 100%	13884	80%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

F4. To what degree do you follow your school's pacing schedule for reading/language arts?

	# of Responses	Percent
a. Our school does not have a pacing schedule	79	0%
b. I do not follow the existing pacing schedule	114	1%
c. I keep in mind where I want to be and aim for that	851	5%
d. I follow the pacing schedule approximately	4138	24%
e. I follow the pacing schedule very closely	11913	69%

F5. Where are you right now in relation to your school's pacing schedule?

	# of Responses	Percent
a. Not applicable. Our school does not have a pacing schedule.	104	1%
b. I am more than two weeks behind where I should be	247	1%
c. I am one to two weeks behind where I should be	700	4%
d. I am within a week of where I should be	14151	82%
e. I am one to two weeks ahead of where I should be	1602	9%
f. I am more than two weeks ahead of where I should be	248	1%

F6. If you assess your students in reading every six to eight weeks, which assessments do you use? Select all that apply.

	# of Responses	Percent
a. I do not assess students in reading progress every six to eight weeks (Skip to Section	501	3%
b. I use teacher-developed assessments that my colleagues or I have written	3403	20%
c. I use assessments that come from the publisher with the adopted program	7196	42%
d. I use the 6-8 Week Skill Assessments	13252	77%
e. I use district-developed assessments	5141	30%
f. I use assessments other than those listed above	2473	14%

F7. How do you primarily use results of the 6-8 Week Skill Assessments?

	# of Responses	Percent
a. I don't use the results	334	2%
b. I use the results to monitor student progress every six to eight weeks	5652	33%
c. I use the results to guide my teaching	10565	61%

F8. What options are available to you when students do poorly on the 6-8 Week Skill Assessments? Select all that apply.

	# of Responses	Percent
a. Adjust the pacing schedule to match student learning rates	2488	14%
b. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	14991	87%
c. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	7188	42%
d. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	8666	50%
e. Call for the assistance of a program coach to help me improve my teaching	7249	42%
f. Call in a reading specialist or resource teacher to assist me with students	3193	18%
g. Recommend time after school or during the summer to help students practice using adopted materials	8512	49%
h. Transfer the student to a class more appropriate to the student's skill level	1099	6%
i. Use a supplemental intervention program approved by the State Board of Education	3066	18%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

<u>State-Level</u>

	# of Responses	Percent
F9. What options do you find to be most effective when students do poorly on the 6-8 Week Skill Assessments? Select all that apply.		
a. I don't generally use these options	571	3%
b. Adjust the pacing schedule to match student learning rates	2862	17%
c. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	13747	80%
d. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	7406	43%
e. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	4708	27%
f. Call for the assistance of a program coach to help me improve my teaching	4867	28%
g. Call in a reading specialist or resource teacher to assist me with students	2387	14%
h. Recommend time after school or during the summer to help students practice using adopted materials	6729	39%
i. Transfer the student to a class more appropriate to the student's skill level	856	5%
j. Use a supplemental intervention program approved by the State Board of Education	2617	15%
G1. Small group instruction offers opportunities for students to:		
a. Be involved in a variety of reading/language arts activities related to the content of the unit/theme	2489	60%
b. Rotate into a sequence of activities on a variety of topics	1439	35%
c. Be assigned to a group with matched abilities	2242	54%
d. Work on specific skills or activities designed to meet their needs	3773	92%
G2. The adopted program components that are best delivered to the entire class at the same time are:		
a. Workbook/practice book	2557	62%
b. Pre-decodable books	1990	48%
c. Reading the Big Book	3759	91%
G3. When teaching phonemic awareness, I:		
a. Check for understanding by calling on all students during each lesson	2680	65%
b. Make sure students have proficiency in one phonemic awareness skill before proceeding to the next skill	1566	38%
c. Clarify meaning of all unknown words	2014	49%
d. Make sure students are in close proximity in order to monitor responses	3284	80%
G4. Most of my writing instruction is focused on:		
a. Introducing the writing process	2796	68%
b. Teaching the adopted program's lessons	2117	51%
c. Giving students an opportunity to write on self-selected topics	1997	49%
d. Having students write on various topics in their journals	2860	69%
G5. It is most important for Kindergarten students to be automatic in recognizing:		
a. Their names	2864	70%
b. Names of the Alphabet Sounds Cards / Alphafriends	3185	77%
c. Upper and lower case letters	3616	88%
d. Simple consonant-vowel-consonant words	2886	70%

California Reading First Teacher Survey 2006-2007
State-Level Responses

	State-Level	
	# of Responses	**Percent**
G6. I use the workbook/practice book to:		
a. Have students complete assignments independently in class	1284	31%
b. Provide guided practice	3844	93%
c. Have students work on the assignment as homework	530	13%
G7. I teach comprehension and vocabulary development through the use of:		
a. Decodable text	2056	50%
b. Read alouds	3726	91%
c. Strategies and skills	3102	75%
G8. The IWT, Workshop, and Universal Access Time are primarily used to: (Select only one.)		
a. Pre-teach or re-teach material from current core lessons using program support materials	2204	54%
b. Provide guided practice of assigned independent work	825	20%
c. Teach core content more easily in a smaller group setting	1019	25%
G9. Most of my writing instruction time is focused on:		
a. Teaching the writing process	8524	63%
b. Daily lessons or weekly projects as provided in the adopted program	8443	63%
c. Weekly writing topics selected by my students	1889	14%
d. Writing projects the students are to publish, three times a year	1771	13%
G10. Most of my spelling instruction is focused on:		
a. Weekly lessons based on the sound/spelling card patterns	11660	87%
b. Assigning students to write spelling words for practice	4873	36%
c. Providing word games to practice spelling	5289	39%
d. Having students memorize words to prepare for weekly tests	3898	29%
G11. When introducing a decodable book, I have my students:		
a. Follow along as I read the book aloud	4758	35%
b. Silently read the book on their own	4327	32%
c. Work with me in a small group	5909	44%
d. Preview the book first, and then chorally read each page aloud	10534	78%
G12. Generally, when students are given an opportunity to practice oral fluency, they are:		
a. Working in small groups with me	7350	55%
b. Working with a student partner	10398	77%
c. Working individually	5600	42%
G13. To introduce a new reading selection in the anthology, I:		
a. Have students listen to the selection on audio cassette/CD	3982	30%
b. Read the selection aloud	6924	52%
c. Select individual students to read parts of the selection aloud	3681	27%
d. Have students chorally read the selection	8710	65%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

	# of Responses	Percent
G14. After reading an anthology selection, my students generally:		
a. Participate in a whole group discussion	12190	91%
b. Write a summary of the selection	3068	23%
c. Complete workbook pages to verify understanding	6534	49%
G15. My vocabulary instruction focuses mainly on students:		
a. Writing definitions from the glossary	2004	15%
b. Completing the vocabulary worksheets	5038	38%
c. Applying vocabulary strategies before and during reading	11562	86%
d. Using a graphic organizer to define and compare related words	6404	48%
G16. I use the workbook/practice book to:		
a. Have students complete assignments independently in class	4829	36%
b. Provide guided practice	12462	93%
c. Have students work on the assignment as homework	2241	17%
G17. The IWT, Workshop, and Universal Access Time are primarily used to: (Select only one.)		
a. Pre-teach or re-teach material from current core lessons using program support materials	7285	54%
b. Provide guided practice of assigned independent work	2805	21%
c. Teach core content more easily in a smaller group setting	2951	22%
I1. Overall, how would you rate the effectiveness of your district's adopted reading/language arts program in your school?		
a. Poor	499	3%
b. Fair	3291	19%
c. Good	9711	56%
d. Excellent	3590	21%
I2. How well do you feel you implemented your district's adopted reading/language arts program as designed?		
a. Not well	89	1%
b. Somewhat well	967	6%
c. Reasonably well	8856	51%
d. Very well	7192	42%
I3. What percentage of K-3 teachers in your school do you think are implementing the district's adopted reading/language arts program as designed?		
a. Less than 30%	132	1%
b. 30 - 59%	634	4%
c. 60 - 89%	4143	24%
d. 90 - 100%	12163	70%

California Reading First Teacher Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 17,261

<u>**State-Level**</u>

	# of Responses	Percent

I4. In general, our school is satisfied with the student results we are getting with the district's adopted reading/language arts program.

	# of Responses	Percent
a. Strongly disagree	631	4%
b. Disagree	2344	14%
c. Unsure	4728	27%
d. Agree	7726	45%
e. Strongly agree	1669	10%

California Reading First Coach Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 1028

<u>**State-Level**</u>

	# of Responses	Percent
A1. What are your position(s) at the school? Select all that apply.		
a. Principal or chief school administrator	2	0%
b. Vice Principal	7	1%
c. Reading/language arts coach	967	94%
d. Reading First site-level coordinator	95	9%
e. Content Expert	32	3%
f. Reading First District-level coordinator	17	2%
g. Teacher, Kindergarten	4	0%
h. Teacher, Grade 1	5	0%
i. Teacher, Grade 2	3	0%
j. Teacher, Grade 3	7	1%
k. Teacher in Grade 4 or above	5	0%
A2. How many years of experience do you have with your district's adopted reading/language arts program?		
a. Less than 1 year	8	1%
b. 1 year	8	1%
c. 2 years	23	2%
d. 3 years	83	8%
e. 4 years	284	28%
f. 5 years or more	609	59%
A3. How many years will you have taught or provided instructional support in the primary grades (K-3) as of July 2006?		
a. Less than 1 year	13	1%
b. 1 year	23	2%
c. 2 years	27	3%
d. 3 - 5 years	207	20%
e. 6 - 10 years	279	27%
f. 11 - 20 years	273	26%
g. 21 - 25 years	87	8%
h. 26 or more years	109	11%
A4. How long have you been a Reading First coach?		
a. This is my first year	255	25%
b. This is my second year	204	20%
c. This is my third year	227	22%
d. This is my fourth year	312	30%
A5. Are you serving teachers in waiver classrooms?		
a. Yes, I am serving only teachers in waiver classrooms	25	2%
b. Yes, I am serving both teachers in waiver and non-waiver classrooms	272	26%
c. No, I do not serve teachers in waiver classrooms	708	69%

California Reading First Coach Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 1028

	# of Responses	Percent

B1. What type of 5-day Reading Professional Development Institute did you attend this academic year, 2005 - 06? Select all that apply.

	# of Responses	Percent
a. AB 466, Year 1, Kindergarten	47	5%
b. AB 466, Year 1, Grade 1	35	3%
c. AB 466, Year 1, Grade 2	18	2%
d. AB 466, Year 1, Grade 3	35	3%
e. Advanced, Year 2, Kindergarten	49	5%
f. Advanced, Year 2, Grade 1	73	7%
g. Advanced, Year 2, Grade 2	43	4%
h. Advanced, Year 2, Grade 3	44	4%
i. Advanced or Mastery, Year 3, Year 4 or Year 5, Kindergarten or grades 1, 2, or 3	341	33%
j. Summer Coach Training	248	24%
k. None of the above. Skip to Question B8.	309	30%

B2. Your attendance at the Reading Professional Development Institute was on:

a. Not applicable	43	4%
b. My own time	342	33%
c. Instructional day time	351	34%

B3. When did you attend the 5-day Reading Professional Development Institute training?

a. Not applicable	43	4%
b. Before the district adopted program started being taught in the school	114	11%
c. During the first year the district adopted program was taught in the school	182	18%
d. Sometime after the first year that the district adopted program was taught in the school	385	37%

B4. How well did the Reading Professional Development Institutute training prepare you to support your district's adopted reading/language arts program?

a. Not applicable	15	1%
b. It did not prepare me well	43	4%
c. It prepared me adequately	381	37%
d. It prepared me very well	285	28%

B5. How many hours of the 80-hour follow-up to the Reading Professional Development Institute will you have completed by the end of the school year?

a. Not applicable	110	11%
b. Less than 20 hours	6	1%
c. 20 - 39 hours	6	1%
d. 40 - 59 hours	3	0%
e. 60 - 79 hours	5	0%
f. 80 or more hours	590	57%

California Reading First Coach Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 1028

	State-Level	
	# of Responses	Percent
B6. If you completed at least 39 hours of follow-up, how well has it supported you for coaching your district's adopted reading/language arts program?		
a. Not applicable	107	10%
b. It has not supported me well	18	2%
c. It has supported me adequately	227	22%
d. It has supported me very well	361	35%
B7. How many hours of follow-up C-TAC Reading First Coach training have you completed this school year?		
a. Not applicable	86	8%
b. Less than 16 hours (0 - 2 days)	53	5%
c. 17 - 32 hours (3 - 4 days)	203	20%
d. 33 - 48 hours (5 - 6 days)	156	15%
e. 49 - 64 hours (7 - 8 days)	57	6%
f. 65 - 80 hours (9 - 10 days)	173	17%
B8. How much professional development training in reading/language arts have you received this academic year that is not related to your district's adopted reading/language arts program?		
a. None	406	39%
b. 1 - 5 hours	139	13%
c. 6 - 10 hours	126	12%
d. 11 - 15 hours	76	7%
e. 16 - 20 hours	61	6%
f. More than 20 hours	208	20%
B9. Has professional development or your role as a coach led to any of the following (select all that apply)?		
a. An additional certificate or degree	218	21%
b. Additional pay	252	24%
c. No change in professional status	640	62%
C1. To your knowledge, how many times has your district administrative staff made site visits to your school to monitor the level of implementation of the adopted reading/language arts program?		
a. None	37	4%
b. 1-3 times	404	39%
c. 4-6 times	279	27%
d. 7 or more times	301	29%
C2. Has your school leadership established a well-defined school vision aligned with Reading First goals and objectives for student achievement?		
a. We do not have such a vision at this time	78	8%
b. We have such a vision, but it has not been fully communicated to the teachers	216	21%
c. We have such a vision, and it has been fully communicated to the teachers	724	70%

California Reading First Coach Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 1028	**# of Responses**	**Percent**

C3. Does your school leadership promote the belief that all students can read at grade level if adequately taught?

a. We do not believe that all students can read at grade level, even if adequately taught	19	2%
b. We are waiting to see how our adopted program is working before committing to the idea that all students can read at grade level if adequately taught	47	5%
c. We are firmly behind the idea that all students can read at grade level if adequately taught, but it has not been fully communicated to the teachers	161	16%
d. We are firmly behind the idea that all students can read at grade level if adequately taught, and it has been fully communicated to teachers	791	77%

C4. To your knowledge, what percentage of the K-3 Reading First teachers in your school, completed the AB 466 Reading Professional Development Institute 5-day training in

a. Not known	37	4%
b. Less than 25%	124	12%
c. Between 25% and 49%	141	14%
d. Between 50% and 74%	124	12%
e. Between 75% and 99%	349	34%
f. 100 %	240	23%

C5. To your knowledge, what percentage of the K-3 Reading First teachers in your school will have completed the 80-hour follow-up to the AB 466 Reading Professional Development Institute training by the end of the school year?

a. Not known	56	5%
b. Less than 25%	188	18%
c. Between 25% and 49%	132	13%
d. Between 50% and 74%	98	10%
e. Between 75% and 99%	301	29%
f. 100 %	241	23%

C6. To your knowledge, what percentage of the K-3 Reading First teachers in your school completed the 5-day Advanced Training Institute in 2005-06?

a. Not known	66	6%
b. Less than 25%	171	17%
c. Between 25% and 49%	132	13%
d. Between 50% and 74%	124	12%
e. Between 75% and 99%	325	32%
f. 100 %	139	13%

C7. To your knowledge, what percentage of the K-3 Reading First teachers in your school will have completed the 80-hour follow-up to the Advanced Training Institute by the end of the school year?

a. Not known	82	8%
b. Less than 25%	201	19%
c. Between 25% and 49%	109	11%
d. Between 50% and 74%	90	9%
e. Between 75% and 99%	260	25%
f. 100 %	215	21%

California Reading First Coach Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 1028

	State-Level	
	# of Responses	Percent
C8. Does your school leadership require K-3 teachers to fully implement the adopted reading/language arts program?		
a. We do require full implemention	911	88%
b. Some variation from full implementation is permitted	105	10%
C9. On average, how often do your Reading First teachers have uninterrupted instructional time for your district's adopted reading/language arts program of at least one hour for Kindergarten and 2.5 hours for grades 1-3?		
a. Never	23	2%
b. One to two days per week	35	3%
c. Three to four days per week	221	21%
d. Five days per week	740	72%
C10. Has your school leadership ensured that any supplemental materials, technology programs, or staff development programs will be in alignment with the adopted program?		
a. We do permit the use of supplemental materials, technology programs, or staff development programs that are not aligned to the adopted reading/language arts instructional program	284	28%
b. We do not permit the use of supplemental materials, technology programs, or staff development programs that are not aligned to the adopted reading/language arts instructional program	730	71%
D1. How much of the adopted program's instructional materials did your teachers receive by the first day of school this year?		
a. None	0	0%
b. Some	12	1%
c. Most	204	20%
d. All	805	78%
D2. Does each teacher have his or her own full set of Teacher Editions?		
a. No, some or all teachers do not have access to Teacher Editions	0	0%
b. No, some teachers have to share Teacher Editions	15	1%
c. Yes, all teachers have their own set of Teacher Editions	1005	97%
D3. Do you as a Reading First coach have your own full set of Teacher Editions for all the relevant grades?		
a. No	84	8%
b. Yes	931	90%
D4. To your knowledge, does your principal have his or her own full set of Teacher Editions for all grades?		
a. No	316	31%
b. Yes	584	57%
c. I don't know	121	12%
E1. Does your school have a pacing schedule?		
a. My school does not have a pacing schedule	6	1%
b. My school has a pacing schedule based only on the assessment schedule	189	18%
c. My school has a pacing schedule that identifies lessons on a daily or weekly schedule and when to give assessments	827	80%

California Reading First Coach Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 1028

	# of Responses	Percent

E2. How often does your school leadership provide time for teachers to plan collaboratively?

	# of Responses	Percent
a. Hardly ever	45	4%
b. Monthly	217	21%
c. Twice monthly	374	36%
d. Weekly	381	37%
e. Daily	3	0%

E3. How involved is your school principal with the 6-8 Week Skill Assessments?

a. The principal is generally not involved with the skill assessments	141	14%
b. The principal makes sure the skill assessments take place, but does not track results	96	9%
c. The principal makes sure that the skill assessments take place and keeps track of the results	314	30%
d. The principal makes sure that the skill assessments take place, tracks results, and requires that instruction be adjusted as necessary	467	45%

E4. What is the primary purpose of 6-8 Week Skill Assessments in your school? Select only one.

a. The skill assessments are not administered	1	0%
b. To monitor student progress	213	21%
c. To guide instructional decisions	784	76%
d. To challenge students to achieve	9	1%
e. To compute grades for report cards	13	1%

E5. How many of your grade-level meetings specifically related to your district's adopted reading/language arts program does the principal attend?

a. None	95	9%
b. Fewer than half	323	31%
c. Half or more than half	290	28%
d. All or all most	312	30%

E6. What topics are discussed at grade-level meetings? Select all that apply.

a. Not applicable	4	0%
b. Instructional reading/language arts strategies	991	96%
c. School-level administrative issues and announcements	383	37%
d. Students who are having trouble	807	78%
e. Extracurricular activities	248	24%
f. Reading/language arts assessment results	965	94%
g. Intervention strategies	927	90%
h. The school's and district's mission	240	23%
i. Issues in the field of education	240	23%
j. Teacher professional development issues	534	52%
k. Upcoming special events	373	36%
l. Issues related to specific teaching practices that are part of your adopted reading/language arts program	935	91%

California Reading First Coach Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 1028

	# of Responses	Percent
E7. Who takes responsibility for teachers using the district's adopted reading/language arts program?		
a. Neither the principal nor I take much responsibility	7	1%
b. The principal takes primary responsibility	379	37%
c. The principal and I share equal responsibility	483	47%
d. The principal gives me the primary responsibility	147	14%
E8. Do you feel that the district has adequately prepared you to serve as a peer coach for teachers implementing the adopted reading/language arts program?		
a. I do not feel prepared for this role	9	1%
b. I feel somewhat prepared	82	8%
c. I feel adequately prepared	474	46%
d. I feel more than adequately prepared	455	44%
E9. How often does the principal hold meetings with you as a reading coach?		
a. Less than monthly	123	12%
b. Once a month on average	203	20%
c. Once a week on average	460	45%
d. Multiple times during an average week	232	23%
E10. As a reading coach, the conversations you have with your principal focus on what topics? Select all that apply.		
a. My role and responsibilities as a reading coach	669	65%
b. Preparing the principal for what to look for during classroom visits	590	57%
c. Planning grade-level meeting agendas	562	55%
d. Analyzing the 6-8 Week Skill Assessment data	736	71%
e. Addressing instructional needs of teachers	869	84%
f. Planning site professional development programs and services	818	79%
g. Planning classroom walkthroughs together	539	52%
E11. How often do you and your principal conduct joint classroom visits?		
a. Less than monthly	618	60%
b. Once a month on average	275	27%
c. Once a week on average	106	10%
d. Multiple times during an average week	18	2%
E12. How much access do you have to teacher classrooms?		
a. I need teacher or principal permission to visit a classroom	33	3%
b. I have free access to classrooms, but only a few teachers welcome my presence	43	4%
c. I have free access to classrooms, but only about half of the teachers welcome my	135	13%
d. I have free access to classrooms, and almost all of the teachers welcome my presence	808	78%
E13. In general, what level of support are you getting from your principal related to your adopted reading/language arts program?		
a. Little or no support	111	11%
b. Adequate support	327	32%
c. More than adequate support	582	56%

California Reading First Coach Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 1028

	State-Level	
	# of Responses	**Percent**
F1. What kinds of support are the reading coaches in your school expected to provide K-3 teachers in the effective use of the adopted reading/language arts program? Select all that apply.		
a. Be available for teacher consultation only if asked, but otherwise do not interfere	158	15%
b. Conduct demonstration lessons	1006	98%
c. Assist with planning and pacing of the adopted program	940	91%
d. Conduct focused observations and provide specific feedback to teachers	916	89%
e. Assist the classroom teachers in diagnosing reading problems and planning appropriate interventions	868	84%
f. Assist in referring students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	444	43%
g. Provide formal and informal staff development related to both research and practice for classroom teachers	963	93%
h. Facilitate teacher grade-level meetings	852	83%
i. Help write and administer assessments and quizzes for Kindergarten through Grade 3	141	14%
j. Help analyze assessment results	982	95%
k. Assist with formal and informal classroom reading assessments	596	58%
l. Prepare reports for the district's Reading First coordinator regarding work activities	760	74%
F2. What qualifications does your school leadership require of its reading coaches? Select all that apply.		
a. A valid California teaching credential	999	97%
b. Three years or more of successful classroom teaching experience	966	94%
c. Recent, relevant training in scientifically-based reading instruction	773	75%
d. Demonstrated skill in working with adult learners	730	71%
F3. What is your school's coach-to-teacher ratio?		
a. One coach to more than 30 teachers	235	23%
b. One coach to 21-30 teachers	414	40%
c. One coach to 16-20 teachers	199	19%
d. One coach to 10-15 teachers	139	13%
e. One coach to less than 10 teachers	35	3%
F4. How much access do teachers generally have to a reading coach?		
a. Coaches are often unavailable	18	2%
b. Coaches are usually available	317	31%
c. Coaches seek out teachers to assure that they have the support they need	683	66%
F5. How helpful do you feel you are in answering teacher questions about how to teach the program?		
a. I often don't know more than the teachers about how to teach the program	7	1%
b. I am able to give general answers to questions	123	12%
c. I give specific, detailed answers that teachers can use	888	86%

California Reading First Coach Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 1028

	State-Level	
	# of Responses	Percent

F6. If you conduct demonstration lessons, how helpful are they?

	# of Responses	Percent
a. I do not usually conduct demonstrations	48	5%
b. My demonstrations do not seem to help much	16	2%
c. My demonstrations are adequate	360	35%
d. My demonstrations often significantly improve teaching	593	58%

F7. Do you facilitate regular grade-level meetings related to your adopted reading/language arts program?

	# of Responses	Percent
a. I am not involved with the grade-level meetings	120	12%
b. I facilitate the meetings regularly	382	37%
c. In addition to facilitating grade-level meetings regularly, I keep them focused on the instructional needs of the teachers	501	49%

F8. Do you help reinforce your school's pacing schedule?

	# of Responses	Percent
a. Not applicable. Our school does not have a pacing schedule.	2	0%
b. I do not check on teacher locations on the pacing schedule	38	4%
c. I occasionally check in on teacher locations on the pacing schedule	304	29%
d. I take notice and help teachers catch up if they fall behind on the pacing schedule	674	65%

F9. Do you help the teachers with the 6-8 Week Skill Assessments?

	# of Responses	Percent
a. Not applicable. Our school does not administer the 6-8 Week Skill Assessments.	1	0%
b. I am not involved with these assessments	16	2%
c. I make sure the assessments take place, but do not review results	20	2%
d. I help interpret the assessments and review results	984	95%

G1. On average over the last four instructional weeks, how many minutes per day would you say Kindergarten teachers in your school have spent on teaching the district's adopted reading/language arts program?

	# of Responses	Percent
a. Less than 20 minutes	3	0%
b. 20 - 39 minutes	8	1%
c. 40 - 59 minutes	46	4%
d. 60 - 79 minutes	234	23%
e. 80 - 99 minutes	261	25%
f. More than 100 minutes	443	43%

California Reading First Coach Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 1028

<u>**State-Level**</u>

	# of Responses	Percent

G2. On average over the last four instructional weeks, how many minutes per day would you say Grade 1 - 3 teachers in your school have spent on teaching the district's adopted reading/language arts program?

	# of Responses	Percent
a. Less than 20 minutes	1	0%
b. 20 - 39 minutes	0	0%
c. 40 - 59 minutes	2	0%
d. 60 - 79 minutes	8	1%
e. 80 - 99 minutes	29	3%
f. 100 - 119 minutes	43	4%
g. 120 - 139 minutes	139	13%
h. 140 - 159 minutes	327	32%
i. 160 - 179 minutes	161	16%
j. 180 minutes or more	303	29%

G3. On average over the last four instructional weeks, how many minutes per day would you say teachers in your school have spent planning reading/language arts lessons?

a. Less than 20 minutes	69	7%
b. 20 - 59 minutes	519	50%
c. 60 - 89 minutes	217	21%
d. 90 - 120 minutes	96	9%
e. More than 120 minutes	117	11%

G4. What percentage of total reading/language arts instruction would you say relies on materials from your district's adopted reading/language arts program?

a. 0% - 19%	2	0%
b. 20% - 39%	3	0%
c. 40% - 59%	9	1%
d. 60% - 79%	90	9%
e. 80% - 100%	911	88%

G5. To what degree do teachers in your school follow a pacing schedule for reading/language arts?

a. Our school does not have a pacing schedule	2	0%
b. There is a pacing schedule, but teachers do not follow it	4	0%
c. The teachers keep in mind where they want to be and aim for that	24	2%
d. The teachers follow the pacing schedule approximately	291	28%
e. The teachers follow the pacing schedule very closely	698	68%

G6. If teachers assess their students in reading every six to eight weeks, which assessments do they use for this purpose? Select all that apply.

a. Teachers do not assess students in reading every six to eight weeks: (Skip to Section H)	2	0%
b. Teachers use teacher-developed assessments that they or their colleagues have written	176	17%
c. Teachers use assessments that come from the publisher with the adopted program	419	41%
d. Teachers use the 6-8 Week Skill Assessments	976	95%
e. Teachers use district-developed assessments	232	23%
f. Teachers use assessments other than those listed above	95	9%

California Reading First Coach Survey 2006-2007
State-Level Responses

	State-Level	
Number of Surveys received by Evaluator: 1028	**# of Responses**	**Percent**

G7. How do teachers primarily use results of the 6-8 Week Skill Assessments?

a. They don't use the results	9	1%
b. They use the results to monitor student progress	361	35%
c. They use the results to guide their teaching	649	63%

G8. What options are available to teachers when students do poorly on the 6-8 Week Skill Assessments? Select all that apply.

a. Adjust the pacing schedule to match student learning rates	95	9%
b. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	994	96%
c. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	610	59%
d. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	689	67%
e. Call for the assistance of a program coach to help improve teaching	861	84%
f. Call in a reading specialist or resource teacher to assist with students	401	39%
g. Recommend time after school or during the summer to help students practice using adopted material	751	73%
h. Transfer the student to a class more appropriate to the student's skill level	102	10%
i. Use a supplemental intervention program approved by the State Board of Education	391	38%

G9. What options do teachers find most effective when students do poorly on the 6-8 Week Skill Assessments? Select all that apply.

a. Our teachers generally don't use these options	21	2%
b. Adjust the pacing schedule to match student learning rates	73	7%
c. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	904	88%
d. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	508	49%
e. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	429	42%
f. Call for the assistance of a program coach to help improve teaching	670	65%
g. Call in a reading specialist or resource teacher to assist with students	272	26%
h. Recommend time after school or during the summer to help students practice using adopted matrial	595	58%
i. Transfer the student to a class more appropriate to the student's skill level	71	7%
j. Use a supplemental intervention program approved by the State Board of Education	269	26%

H1. Small group instruction offers opportunities for students to:

a. Be involved in a variety of reading/language arts activities related to the content of the unit/theme	597	58%
b. Rotate into a sequence of activities on a variety of topics	152	15%
c. Be assigned to a group with matched abilities	500	48%
d. Work on specific skills or activities designed to meet their needs	986	96%

California Reading First Coach Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 1028

	# of Responses	Percent
H2. The adopted program components that are best delivered to the entire class at the same time are:		
a. Workbook/practice book	699	68%
b. Pre-decodable books	587	57%
c. Reading the Big Book	958	93%
H3. When teaching phonemic awareness, teachers should:		
a. Check for understanding by calling on all students during each lesson	426	41%
b. Make sure students have proficiency in one phonemic awareness skill before proceeding to the next skill	306	30%
c. Clarify meaning of all unknown words	175	17%
d. Make sure students are in close proximity in order to monitor responses	945	92%
H4. Most writing instruction should be focused on:		
a. Introducing the writing process	735	71%
b. Teaching the adopted program's lessons	762	74%
c. Giving students an opportunity to write on self-selected topics	341	33%
d. Having students write on various topics in their journals	354	34%
H5. It is most important for Kindergarten students to be automatic in recognizing:		
a. Their name	605	59%
b. Names of the Alphabet Sounds Cards / Alphafriends	750	73%
c. Upper and lower case letters	917	89%
d. Simple consonant-vowel-consonant words	652	63%
H6. The workbook/practice book should be used to:		
a. Have students complete assignments independently in class	129	13%
b. Provide guided practice by the teacher	993	96%
c. Have students work on the assignment as homework	51	5%
H7. Comprehension and vocabulary development should be taught through the use of:		
a. Decodable text	235	23%
b. Read alouds	784	76%
c. Using strategies and skills	895	87%
H8. The IWT, Workshop, and Universal Access Time should be primarily used to: (Select only one.)		
a. Pre-teach or re-teach material from current core lessons using program support	872	85%
b. Provide guided practice of assigned independent work	48	5%
c. Teach core content more easily in a smaller group setting	85	8%
H9. Most writing instruction time should be focused on:		
a. Teaching the writing process	842	82%
b. Daily lessons or weekly projects as provided in the adopted program	845	82%
c. Weekly writing topics selected by students	212	21%
d. Writing projects the students are to publish, three times a year	193	19%

California Reading First Coach Survey 2006-2007
State-Level Responses

	State-Level # of Responses	Percent
H10. Most spelling instruction should be focused on:		
a. Weekly lessons based on the sound/spelling card patterns	1010	98%
b. Assigning students to write spelling words for practice	57	6%
c. Providing word games to practice spelling	342	33%
d. Memorizing words to prepare for weekly tests	28	3%
H11. When introducing a decodable book, teachers should have their students:		
a. Follow along as the teacher reads the book	120	12%
b. Silently read the book on their own	241	23%
c. Work with the teacher in a small group	276	27%
d. Preview the book first, and then chorally read each page aloud	851	83%
H12. Generally, when students are given an opportunity to practice oral fluency, they should be:		
a. Working in small groups with the teacher	576	56%
b. Working with a student partner	872	85%
c. Working individually	293	28%
H13. To introduce a new reading selection in the anthology, teachers should:		
a. Have students listen to the anthology selection on the audio cassette/CD	150	15%
b. Read the selection aloud	348	34%
c. Select individual students to read parts of the selection aloud	111	11%
d. Have students chorally read the selection	838	81%
H14. After reading an anthology selection, students should generally:		
a. Participate in a whole group discussion	1000	97%
b. Write a summary of the selection	123	12%
c. Complete workbook pages to verify understanding	213	21%
H15. Vocabulary instruction should focus mainly on:		
a. Writing definitions from the glossary	10	1%
b. Completing the vocabulary worksheets	47	5%
c. Applying vocabulary strategies before and during reading	1010	98%
d. Using a graphic organizer to define and compare related words	549	53%
H16. The workbook/practice book should be used to:		
a. Have students complete assignments independently in class	155	15%
b. Provide guided practice by the teacher	993	96%
c. Have students work on the assignment as homework	40	4%
H17. The IWT, Workshop, and Universal Access Time should be primarily used to: (Select only one.)		
a. Pre-teach or re-teach material from current core lessons using program support	874	85%
b. Provide guided practice of assigned independent work	54	5%
c. Teach core content more easily in a smaller group setting	81	8%

California Reading First Coach Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 1028

	# of Responses	Percent
I1. Overall, how would you rate the effectiveness of your district's adopted reading/language arts program in your school?		
a. Poor	4	0%
b. Fair	135	13%
c. Good	613	59%
d. Excellent	264	26%
I2. What percentage of K-3 teachers in your school do you think are implementing the district's adopted reading/language arts program as designed?		
a. Less than 30%	20	2%
b. 30 - 59%	85	8%
c. 60 - 89%	374	36%
d. 90 - 100%	536	52%
I3. In general, our school is satisfied with the student results we are getting with the district's adopted reading/language arts program.		
a. Strongly disagree	17	2%
b. Disagree	196	19%
c. Unsure	155	15%
d. Agree	554	54%
e. Strongly agree	91	9%
I4. As far as you can tell, does your district's adopted reading/language arts program have any unintended negative consequences? For example, is it adversely affecting any other school initiatives or activities?		
a. There are few, if any, negative consequences	490	48%
b. I'm not sure	206	20%
c. There are some negative consequences, but they are minor	282	27%
d. There are severe negative consequences	34	3%
I6. Are any other programs, school initiatives, or activities having an adverse effect on the implementation of your district's adopted reading/language arts program?		
a. No	656	64%
b. I'm not sure	203	20%
c. Yes	153	15%

California Reading First Principal Survey 2006-2007
State-Level Responses

	State-Level	
Number of Surveys received by Evaluator: 1073	**# of Responses**	**Percent**

	# of Responses	Percent
A1. What is your position at the school?		
a. Principal or chief school administrator	793	74%
b. Vice Principal	270	25%
A2. How many years have you been in this position at your current school?		
a. Less than 1 year	144	13%
b. 1 year	156	15%
c. 2 years	238	22%
d. 3 years	149	14%
e. 4 years	110	10%
f. 5 years or more	271	25%
A3. How many years of experience do you have with your district's adopted reading/language arts program?		
a. Less than 1 year	17	2%
b. 1 year	23	2%
c. 2 years	54	5%
d. 3 years	84	8%
e. 4 years	229	21%
f. 5 years or more	656	61%
A4. How many years will you have taught or provided administrative support for the primary grades (K-3) as of July 2006?		
a. Less than 1 year	12	1%
b. 1 year	29	3%
c. 2 years	45	4%
d. 3 - 5 years	201	19%
e. 6 - 10 years	278	26%
f. 11 - 20 years	282	26%
g. 21 - 25 years	82	8%
h. 26 or more years	139	13%
B1. What training in your district's adopted reading/language arts program have you completed? Select all that apply.		
a. No formal training on our district's adopted reading/language arts program	36	3%
b. The AB 75 Principal Training Program, Module 1	884	82%
c. The 40-hour follow-up to the AB 75 Principal Training Program, Module 1	667	62%
d. The AB 466, Year 1 training ordinarily given to teachers	412	38%
e. The Reading First Administrator's Modules (one or more)	673	63%
B2. If you attended the AB 75 Principal Training Program, Module 1, when did this occur?		
a. Not applicable	116	11%
b. Before the district adopted program started being taught in the school	48	4%
c. During the first year the district adopted program was taught in the school	252	23%
d. Some time after the first year that the district adopted program was taught in the school	611	57%

California Reading First Principal Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 1073

<u>State-Level</u>

	# of Responses	Percent
B3. How well did the AB 75, Module 1, prepare you to be an instructional leader with your teachers for your district's adopted reading/language arts program?		
a. Not applicable	112	10%
b. It did not prepare me well	98	9%
c. It prepared me adequately	610	57%
d. It prepared me very well	203	19%
B4. How many hours of the 40-hour follow-up to the AB 75 Principal Training Program, Module 1, will you have completed by the end of the school year?		
a. Not Applicable	262	24%
b. Less than 10 hours	27	3%
c. 10 - 19 hours	27	3%
d. 20 - 29 hours	34	3%
e. 30 - 39 hours	27	3%
f. 40 or more hours	644	60%
B5. How well have the 40-hours of follow-up activities to AB 75, Module 1, supported you for administering the adopted reading/language arts program?		
a. Not applicable	210	20%
b. They have not supported me well	48	4%
c. They have supported me adequately	489	46%
d. They have supported me very well	272	25%
C1. How many times has your district administrative staff made site visits to your school to monitor the implementation of your district's adopted reading/language arts program?		
a. None	22	2%
b. 1-3 times	316	29%
c. 4-6 times	305	28%
d. 7 or more times	418	39%
C2. Has your school leadership established a well-defined school vision aligned with Reading First goals and objectives for student achievement?		
a. We do not have such a vision at this time	52	5%
b. We have such a vision, but it has not been fully communicated to the teachers	155	14%
c. We have such a vision, and it has been fully communicated to the teachers	855	80%
C3. Do you promote the belief that all students can read at grade level if adequately taught?		
a. I do not believe that all students can read at grade level, even if adequately	38	4%
b. I am waiting to see how our adopted program is working before committing to the idea that all students can read at grade level if adequately taught	18	2%
c. I am firmly behind the idea that all students can read at grade level if adequately taught, but I have not fully communicated it to the coaches and	89	8%
d. I am firmly behind the idea that all students can read at grade level if adequately taught, and I have fully communicated this to coaches and teachers	918	86%

California Reading First Principal Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 1073

	State-Level	
	# of Responses	Percent
C4. What percentage of the K-3 Reading First teachers in your school completed the AB 466 Reading Professional Development Institute 5-day training in 2005-06?		
a. Less than 25%	111	10%
b. Between 25% and 49%	95	9%
c. Between 50% and 74%	84	8%
d. Between 75% and 99%	447	42%
e. 100%	318	30%
C5. What percentage of the K-3 Reading First teachers in your school will have completed the 80-hour follow-up to the AB 466 Reading Professional Development Institute training by the end of this school year?		
a. Less than 25%	136	13%
b. Between 25% and 49%	118	11%
c. Between 50% and 74%	131	12%
d. Between 75% and 99%	408	38%
e. 100%	254	24%
C6. What percentage of the K-3 Reading First teachers in your school completed the 5-day Advanced Training Institute in 2005-06?		
a. Less than 25%	161	15%
b. Between 25% and 49%	127	12%
c. Between 50% and 74%	166	15%
d. Between 75% and 99%	360	34%
e. 100%	154	14%
C7. What percentage of the K-3 Reading First teachers in your school will have completed the 80-hour follow-up to the Advanced Training Institute by the end of the school year?		
a. Less than 25%	185	17%
b. Between 25% and 49%	131	12%
c. Between 50% and 74%	149	14%
d. Between 75% and 99%	304	28%
e. 100 %	195	18%
C8. Do you require K-3 teachers to fully implement the adopted reading/language arts program?		
a. I require full implementation	992	92%
b. I permit some variation from full implementation	59	5%
C9. On average, how often do your Reading First teachers have uninterrupted instructional time for your district's adopted reading/language arts program of at least 1 hour for Kindergarten and 2.5 hours for grades 1-3?		
a. Never	19	2%
b. One or two days per week	19	2%
c. Three or four days per week	110	10%
d. Five days per week	913	85%

California Reading First Principal Survey 2006-2007
State-Level Responses

	State-Level	
Number of Surveys received by Evaluator: 1073	**# of Responses**	**Percent**

C10. Have you ensured that any supplemental materials, technology programs, and staff development programs will be in alignment with the adopted program?

a. I permit the use of supplemental materials, technology programs, and staff development programs that are not aligned to the adopted reading/language arts instructional program	172	16%
b. I do not permit the use of supplemental materials, technology programs, and staff development programs that are not aligned to the adopted reading/language arts instructional program	885	82%

C11. Have you assured that the Reading First program is coordinated with staff and advisory committees responsible for Language Acquisition, Title I, School Improvement, and Special Education programs?

a. Not applicable	23	2%
b. Not much progress yet	10	1%
c. Some progress	96	9%
d. Satisfactory progress	496	46%
e. Progress more than satisfactory	436	41%

D1. How much of the adopted program's instructional materials did your teachers receive by the first day of school this school year?

a. None	0	0%
b. Some	10	1%
c. Most	189	18%
d. All	865	81%

D2. Does each teacher have his or her own full set of Teacher Editions?

a. No, some or all teachers do not have access to Teacher Editions	2	0%
b. No, some or all teachers have to share Teacher Editions	4	0%
c. Yes, all teachers have their own sets of Teacher Editions	1055	98%

D3. Does each Reading First coach have his or her own full set of Teacher Editions for all the relevant grades?

a. No	41	4%
b. Yes	1015	95%

D4. Do you yourself have a full set of Teacher Editions for all grades?

a. No	386	36%
b. Yes	674	63%

E1. Does your school have a pacing schedule?

a. My school does not have a pacing schedule	3	0%
b. My school has a pacing schedule based only on the assessment schedule	148	14%
c. My school has a pacing schedule that identifies lessons on a daily or weekly schedule and when to give assessments	912	85%

California Reading First Principal Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 1073

<u>State-Level</u>

	# of Responses	Percent
E2. How often does your school leadership provide time for teachers to plan collaboratively?		
a. Hardly ever	12	1%
b. Monthly	165	15%
c. Twice monthly	388	36%
d. Weekly	487	45%
e. Daily	12	1%
E3. How involved are you with the 6-8 Week Skill Assessments in your school?		
a. I am generally not involved with the skill assessments	50	5%
b. I make sure that the skill assessments take place, but I do not track results	53	5%
c. I make sure that the skill assessments take place and I keep track of the results	323	30%
d. I make sure that the skill assessments take place, I track results, and I require that instruction is adjusted as necessary	638	59%
E4. What is the primary purpose of the 6-8 Week Skill Assessments in your school? Select only one.		
a. Skill assessments are not administered	2	0%
b. To monitor student progress	191	18%
c. To guide instructional decisions	851	79%
d. To challenge students to achieve	15	1%
e. To compute grades for report cards	2	0%
E5. How many of the grade-level meetings specifically related to your district's adopted reading/language arts program do you attend?		
a. None	16	1%
b. Fewer than half	219	20%
c. Half or more than half	432	40%
d. All or almost all	396	37%
E6. What topics are discussed at grade-level meetings? Select all that apply.		
a. Not applicable	4	0%
b. Instructional reading/language arts strategies	1044	97%
c. School-level administrative issues and announcements	271	25%
d. Students who are having trouble	854	80%
e. Extracurricular activities	181	17%
f. Reading/language arts assessment results	1025	96%
g. Intervention strategies	1008	94%
h. The school's and district's mission	323	30%
i. Issues in the field of education	235	22%
j. Teacher professional development issues	630	59%
k. Upcoming special events	268	25%
l. Issues related to specific teaching practices that are part of your adopted reading/language arts program	988	92%

California Reading First Principal Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 1073

	State-Level	
	# of Responses	Percent
E7. Who takes responsibility for teachers using the district's adopted reading/language arts program?		
a. Neither I nor the coach take much responsibility	2	0%
b. I take primary responsibility	384	36%
c. The coach and I share equal responsibility	539	50%
d. I give the coach the primary responsibility	106	10%
E8. Do you feel that the district has adequately prepared coaches to serve as a peer coach to teachers implementing the adopted reading/language arts program?		
a. Not applicable	5	0%
b. The coaches are not adequately prepared for this role	14	1%
c. The coaches are somewhat prepared	69	6%
d. The coaches are adequately prepared	361	34%
e. The coaches are more than adequately prepared	589	55%
E9. How often do you hold meetings with your reading coach?		
a. Not applicable	25	2%
b. Less than monthly	38	4%
c. Once a month on average	182	17%
d. Once a week on average	485	45%
e. Multiple times during an average week	306	29%
E10. How often do you and your coach conduct joint classroom visits?		
a. Not applicable	101	9%
b. Less than monthly	331	31%
c. Once a month on average	384	36%
d. Once a week on average	179	17%
e. Multiple times during an average week	41	4%
E11. How much access do coaches have to teacher classrooms?		
a. Not applicable	1	0%
b. Coaches need teacher or principal permission to visit a classroom	10	1%
c. Coaches have free access to classrooms, but only a few teachers welcome their presence	32	3%
d. Coaches have free access to classrooms, but only about half of the teachers welcome their presence	155	14%
e. Coaches have free access to classrooms, and almost all of the teachers welcome their presence	837	78%
E12. In general, what level of support do you provide the teachers and coach related to your district's adopted reading/language arts program?		
a. Little or no support	8	1%
b. Adequate support	293	27%
c. More than adequate support	732	68%

California Reading First Principal Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 1073

	# of Responses	Percent

F1. What kinds of support are the reading coaches in your school expected to provide K-3 teachers in the effective use of the adopted reading/language arts program? Select all that apply.

	# of Responses	Percent
a. Be available for teacher consultation only if asked, but otherwise do not	179	17%
b. Conduct demonstration lessons	1026	96%
c. Assist with planning and pacing of the adopted program	992	92%
d. Conduct focused observations and provide specific feedback to teachers	952	89%
e. Assist the classroom teachers in diagnosing reading problems and planning appropriate interventions	927	86%
f. Assist in referring students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	518	48%
g. Provide formal and informal staff development related to both research and practice for classroom teachers	985	92%
h. Facilitate teacher grade-level meetings	870	81%
i. Help write and administer assessments and quizzes for Kindergarten through Grade 3	227	21%
j. Help analyze assessment results	1005	94%
k. Assist with formal and informal classroom reading assessments	748	70%
l. Prepare reports for the district's Reading First coordinator regarding work	892	83%
m. Not applicable	0	0%

F2. What qualifications does your district require of its reading coaches? Select all that apply.

	# of Responses	Percent
a. A valid California teaching credential	995	93%
b. Three years or more of successful classroom teaching experience	970	90%
c. Recent, relevant training in scientifically-based reading instruction	833	78%
d. Demonstrated skill in working with adult learners	723	67%
e. Not applicable	4	0%

F3. What is your school's coach-to-teacher ratio?

	# of Responses	Percent
a. One coach to more than 30 teachers	236	22%
b. One coach to 21-30 teachers	375	35%
c. One coach to 16-20 teachers	235	22%
d. One coach to 10-15 teachers	149	14%
e. One coach to less than 10 teachers	38	4%
f. Not applicable	2	0%

F4. How much access do teachers generally have to a reading coach?

	# of Responses	Percent
a. Coaches are often unavailable	16	1%
b. Coaches are usually available	344	32%
c. Coaches seek out teachers to assure that they have the support they need	676	63%

California Reading First Principal Survey 2006-2007
State-Level Responses

	State-Level	
	# of Responses	Percent

F5. How helpful are the coaches in answering teacher questions about how to teach the program?

a. Coaches often don't know more than the teachers about how to teach the	5	0%
b. Coaches are able to give general answers to questions	89	8%
c. Coaches give specific, detailed answers that teachers can use	931	87%

F6. Do the coaches conduct helpful demonstration lessons?

a. Coaches do not usually conduct demonstrations	21	2%
b. Coach demonstrations do not seem to help much	15	1%
c. Coach demonstrations are adequate	268	25%
d. Coach demonstrations often significantly improve teaching	730	68%

F7. Do coaches facilitate regular grade-level meetings related to your adopted reading/language arts program?

a. Coaches are not involved with the grade-level meetings	80	7%
b. Coaches facilitate the meetings regularly	349	33%
c. In addition to facilitating grade-level meetings regularly, the coaches keep them focused on the instructional needs of the teachers	599	56%

F8. Do the coaches help reinforce the school's pacing schedule?

a. Not applicable. Our school does not have a pacing schedule	2	0%
b. Coaches do not check on teacher locations on the pacing schedule	20	2%
c. Coaches occasionally check in on teacher locations on the pacing schedule	217	20%
d. Coaches take notice and help teachers catch up if they fall behind on the pacing schedule	792	74%

F9. Do coaches help the teachers with the 6-8 Week Skill Assessments?

a. Not applicable. Our school does not administer the 6-8 Week Skill	4	0%
b. Coaches are not involved with these assessments	10	1%
c. Coaches make sure the assessments take place, but do not review results	32	3%
d. Coaches help interpret the assessments and review results	988	92%

G1. On average over the last four instructional weeks, how many minutes per day would you say Kindergarten teachers in your school have spent on teaching the district's adopted reading/language arts program?

a. Less than 20 minutes	1	0%
b. 20 - 39 minutes	4	0%
c. 40 - 59 minutes	36	3%
d. 60 - 79 minutes	234	22%
e. 80 - 99 minutes	236	22%
f. More than 100 minutes	528	49%

California Reading First Principal Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 1073

<u>State-Level</u>

	# of Responses	Percent
G2. On average over the last four instructional weeks, how many minutes per day would you say Grade 1 - 3 teachers in your school have spent on teaching the district's adopted reading/language arts program?		
a. Less than 20 minutes	1	0%
b. 20 - 39 minutes	2	0%
c. 40 - 59 minutes	1	0%
d. 60 - 79 minutes	15	1%
e. 80 - 99 minutes	24	2%
f. 100 - 119 minutes	35	3%
g. 120 - 139 minutes	159	15%
h. 140 - 159 minutes	313	29%
i. 160 - 179 minutes	182	17%
j. More than 180 minutes	324	30%
G3. On average over the last four instructional weeks, how many minutes per day would you say teachers in your school have spent planning reading/language arts lessons?		
a. Less than 20 minutes	34	3%
b. 20 - 59 minutes	463	43%
c. 60 - 89 minutes	248	23%
d. 90 - 120 minutes	126	12%
e. More than 120 minutes	189	18%
G4. What percentage of total reading/language arts instruction would you say relies on materials from your district's adopted reading/language art program?		
a. 0% - 19%	1	0%
b. 20% - 39%	2	0%
c. 40% - 59%	9	1%
d. 60% - 79%	76	7%
e. 80% - 100%	972	91%
G5. To what degree do teachers in your school follow a pacing schedule for reading/language arts?		
a. Our school does not have a pacing schedule	3	0%
b. There is a pacing schedule, but the teachers do not follow it	2	0%
c. The teachers keep in mind where they want to be and aim for that	19	2%
d. The teachers follow the pacing schedule approximately	218	20%
e. The teachers follow the pacing schedule quite very closely	816	76%

California Reading First Principal Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 1073

	# of Responses	Percent

G6. If teachers assess their students in reading every six to eight weeks, which assessments do they use for this purpose? Select all that apply.

	# of Responses	Percent
a. Teachers do not assess reading every six to eight weeks (Skip to Section H)	3	0%
b. Teachers use assessments that they or their colleagues have written	134	12%
c. Teachers use assessments that come from the publisher with the adopted program	512	48%
d. Teachers use the 6-8 Week Skill Assessments	978	91%
e. Teachers use district-developed assessments	396	37%
f. Teachers use assessments other than those listed above	164	15%

G7. How do teachers primarily use results of the 6-8 Week Skill Assessments?

	# of Responses	Percent
a. They don't use the results	9	1%
b. They use the results to monitor student progress	312	29%
c. They use the results to guide their teaching	741	69%

G8. What options are available to teachers when students do poorly on the 6-8 Week Skill Assessments? Select all that apply.

	# of Responses	Percent
a. Adjust the pacing schedule to match student learning rates	151	14%
b. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	1044	97%
c. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	724	67%
d. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	799	74%
e. Call for the assistance of a program coach to help improve teaching	875	82%
f. Call in a reading specialist or resource teacher to assist with students	444	41%
g. Recommend time after school or during the summer to help students practice using adopted materials	793	74%
h. Transfer the student to a class more appropriate to the student's skill level	119	11%
i. Use a supplemental intervention program approved by the State Board of Education	445	41%

G9. What options do teachers find to be most effective when students do poorly on the 6-8 Week Skill Assessments? Select all that apply.

	# of Responses	Percent
a. Our teachers generally don't use these options	7	1%
b. Adjust the pacing schedule to match student learning rates	138	13%
c. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	981	91%
d. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	646	60%
e. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	534	50%
f. Call for the assistance of a program coach to help improve teaching	711	66%
g. Call in a reading specialist or resource teacher to assist with students	333	31%
h. Recommend time after school or during the summer to help students practice using adopted material	644	60%
i. Transfer the student to a class more appropriate to the student's skill level	87	8%
j. Use a supplemental intervention program approved by the State Board of Education	344	32%

California Reading First Principal Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 1073

<u>State-Level</u>

	# of Responses	Percent
H1. Small group instruction offers opportunities for students to:		
a. Be involved in a variety of reading/language arts activities related to the content of the unit/theme	596	56%
b. Rotate into a sequence of activities on a variety of topics	282	26%
c. Be assigned to a group with matched abilities	535	50%
d. Work on specific skills or activities designed to meet their needs	998	93%
H2. The adopted program components that are best delivered to the entire class at the same time are:		
a. Workbook/practice book	638	59%
b. Pre-decodable books	523	49%
c. Reading the Big Book	944	88%
H3. When teaching phonemic awareness, teachers should:		
a. Check for understanding by calling on all students during each lesson	496	46%
b. Make sure students have proficiency in one phonemic awareness skill before proceeding to the next skill	400	37%
c. Clarify meaning of all unknown words	256	24%
d. Make sure students are in close proximity in order to monitor responses	882	82%
H4. Most writing instruction should be focused on:		
a. Introducing the writing process	746	70%
b. Teaching the adopted program's lessons	668	62%
c. Giving students an opportunity to write on self-selected topics	394	37%
d. Having students write on various topics in their journals	431	40%
H5. It is most important for Kindergarten students to be automatic in recognizing:		
a. Their name	587	55%
b. Names of the Alphabet Sounds Cards / Alphafriends	848	79%
c. Upper and lower case letters	800	75%
d. Simple consonant-vowel-consonant words	662	62%
H6. The workbook/practice book should be used to:		
a. Have students complete assignments independently in class	231	22%
b. Provide guided practice by the teacher	1004	94%
c. Have students work on the assignment as homework	100	9%
H7. Comprehension and vocabulary development should be taught through the use of:		
a. Decodable text	370	34%
b. Read alouds	708	66%
c. Using strategies and skills	883	82%
H8. The IWT, Workshop, and Universal Access Time should be primarily used to: (Select only one.)		
a. Pre-teach or re-teach material from current core lessons using program support materials	777	72%
b. Provide guided practice of assigned independent work	108	10%
c. Teach core content more easily in a smaller group setting	163	15%

California Reading First Principal Survey 2006-2007
State-Level Responses

	State-Level # of Responses	Percent
H9. Most writing instruction time should be focused on:		
a. Teaching the writing process	802	75%
b. Daily lessons or weekly projects as provided in the adopted program	807	75%
c. Weekly writing topics selected by students	301	28%
d. Writing projects the students are to publish, three times a year	279	26%
H10. Most spelling instruction should be focused on:		
a. Weekly lessons based on the sound/spelling card patterns	1047	98%
b. Assigning students to write spelling words for practice	103	10%
c. Providing word games to practice spelling	328	31%
d. Memorizing words to prepare for weekly tests	54	5%
H11. When introducing a decodable book, teachers should have their students:		
a. Follow along as the teacher reads the book	359	33%
b. Silently read the book on their own	237	22%
c. Work with the teacher in a small group	347	32%
d. Preview the book first, and then chorally read each page aloud	845	79%
H12. Generally, when students are given an opportunity to practice oral fluency, they should be:		
a. Working in small groups with the teacher	548	51%
b. Working with a student partner	875	82%
c. Working individually	280	26%
H13. To introduce a new reading selection in the anthology, teachers should:		
a. Have students listen to the anthology selection on audio cassette/CD	372	35%
b. Read the selection aloud	600	56%
c. Select individual students to read parts of the selection aloud	161	15%
d. Have students chorally read the selection	647	60%
H14. After reading an anthology selection, students should generally:		
a. Participate in a whole group discussion	1027	96%
b. Write a summary of the selection	184	17%
c. Complete workbook pages to verify understanding	267	25%
H15. Vocabulary instruction should focus mainly on:		
a. Writing definitions from the glossary	22	2%
b. Completing the vocabulary worksheets	89	8%
c. Applying vocabulary strategies before and during reading	1024	95%
d. Using a graphic organizer to define and compare related words	573	53%
H16. The workbook/practice book should be used to:		
a. Have students complete assignments independently in class	238	22%
b. Provide guided practice by the teacher	1006	94%
c. Have students work on the assignment as homework	96	9%

California Reading First Principal Survey 2006-2007
State-Level Responses

Number of Surveys received by Evaluator: 1073

	# of Responses	Percent
H17. The IWT, Workshop, and Universal Access Time should be primarily used to: (Select only one.)		
a. Pre-teach or re-teach material from current core lessons using program support materials	238	22%
b. Provide guided practice of assigned independent work	1006	94%
c. Teach core content more easily in a smaller group setting	96	9%
I1. Overall, how would you rate the effectiveness of your district's adopted reading/language arts program in your school?		
a. Poor	4	0%
b. Fair	85	8%
c. Good	659	61%
d. Excellent	316	29%
I2. What percentage of K-3 teachers in your school do you think are implementing the district's adopted reading/language arts program as designed?		
a. Less than 30%	7	1%
b. 30 - 59%	37	3%
c. 60 - 89%	316	29%
d. 90 - 100%	703	66%
I3. In general, our school is satisfied with the student results we are getting with the district's adopted reading/language arts program.		
a. Strongly disagree	20	2%
b. Disagree	166	15%
c. Unsure	128	12%
d. Agree	595	55%
e. Strongly agree	156	15%
I4. As far as you can tell, does your district's adopted reading/language arts program have any unintended negative consequences? For example, is it adversely affecting any other school initiatives or activities?		
a. There are few, if any, negative consequences	496	46%
b. I'm not sure	129	12%
c. There are some negative consequences, but they are minor	382	36%
d. There are severe negative consequences	53	5%
I6. Are any other school programs, initiatives, or activities having an adverse effect on the implementation of your district's adopted reading/language arts program?		
a. No	810	75%
b. I'm not sure	127	12%
c. Yes	123	11%

Appendix D: Achievement Trend-lines 2006-2007

Achievement Trend-lines

This appendix presents tables and trend-line charts showing starting scores, ending (2007) scores, and gains on each of twelve achievement metrics across YIPs 4 and 3 for grades 2 and 3. These tables and charts supplement the same tables and charts from Chapter 2, which includes only YIP 5. Achievement results for Reading First schools are presented in terms of the California Standardized Testing and Reporting (STAR) Program – the California Standards Test (CST) in English-language arts for grades 2 and 3, and the California Achievement Tests, Sixth Edition Survey (CAT/6) in reading, language arts, and spelling for grade 3.

Table D.1: CST Metric, YIP = 4, Grade = 2

Years in Program: 4 **Grade: 2**	Reading First Schools				All Non-Reading First Elementary Schools
	All Reading First Schools	High Implementation Schools (Avg. RFII > 41.4)	Low Implementation Schools (Avg. RFII < 36.0)	Statistical Control Group (RFII = 25.0)	
Number of Schools	366	74	119	N/A	4,136
% Proficient and Above					
2003	20.0	21.0	18.6	20.0	42.7
2007	33.3	35.9	30.8	30.5	52.3
Change Since Starting Year	**13.4**	**14.9**	**12.2**	**10.6**	**9.6**
% Below and Far Below Basic					
2003	47.2	45.0	48.7	47.2	25.7
2007	37.3	34.5	40.1	39.7	23.0
Change Since Starting Year	**-9.9**	**-10.5**	**-8.6**	**-7.4**	**-2.7**
Mean Scale Score Per Student					
2003	309.1	311.4	307.0	309.1	340.9
2007	323.1	327.1	319.1	320.6	350.9
Change Since Starting Year	**14.0**	**15.7**	**12.2**	**11.5**	**10.0**

Figure D.1a: CST % Proficient & Above, YIP = 4, Grade = 2
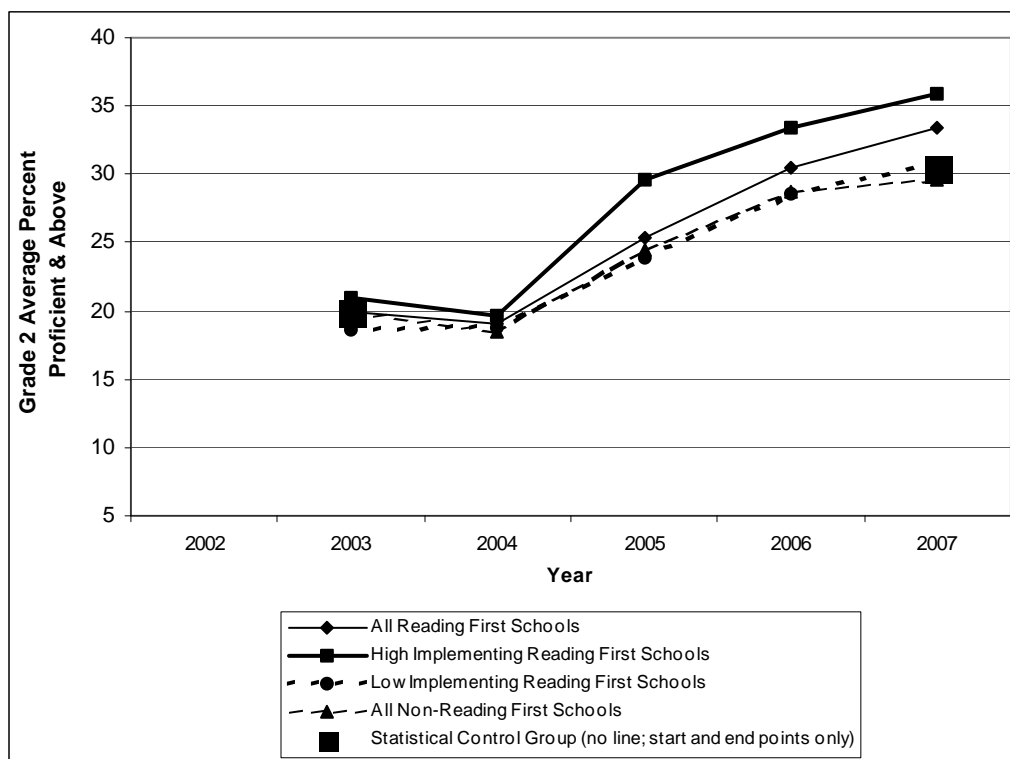
Figure D.1b: CST % Below Basic & Far Below Basic, YIP = 4, Grade = 2
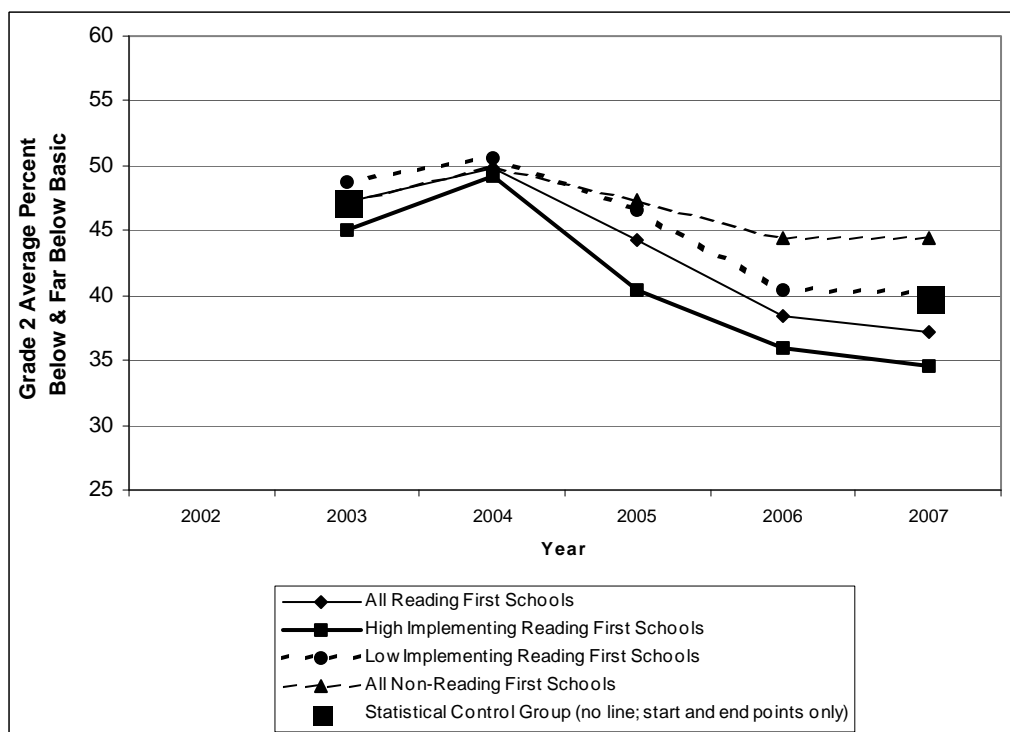
Figure D.1c: CST % Mean Scale Score, YIP = 4, Grade = 2
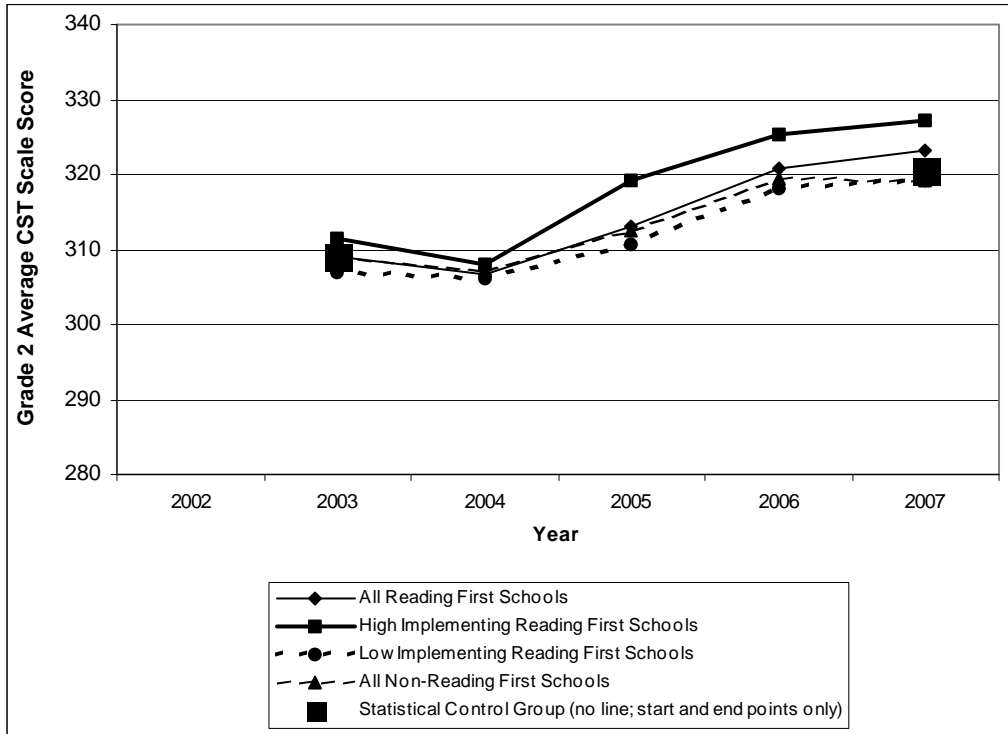
Table D.2: CST and CAT/6 Metrics, YIP = 4, Grade = 3

Years in Program: 4 Grade: 3	Reading First Schools				All Non-Reading First Elementary Schools
	All Reading First Schools	High Implementation Schools (Avg. RFII > 41.4)	Low Implementation Schools (Avg. RFII < 36.0)	Statistical Control Group (RFII = 25.0)	
Number of Schools	366	75	118	N/A	4,131
% Proficient and Above					
2003	15.9	17.5	15.2	15.9	39.6
2007	21.5	22.2	20.0	20.7	41.0
Change Since Starting Year	**5.6**	**4.7**	**4.8**	**4.8**	**1.4**
% Below and Far Below Basic					
2003	55.3	53.5	57.1	55.3	30.0
2007	44.7	44.5	46.6	46.3	27.5
Change Since Starting Year	**-10.6**	**-9.1**	**-10.5**	**-9.0**	**-2.6**
Mean Scale Score Per Student					
2003	296.6	299.1	295.0	296.6	334.0
2007	307.9	308.5	305.7	306.8	336.1
Change Since Starting Year	**11.3**	**9.4**	**10.7**	**10.3**	**2.1**
CAT/6 Mean Percentile Rank Reading					
2003	24.4	25.5	23.6	24.4	45.6
2007	28.6	29.9	27.6	27.5	46.3
Change Since Starting Year	**4.2**	**4.4**	**4.1**	**3.1**	**0.7**
CAT/6 Mean Percentile Rank Language					
2003	25.5	26.6	24.9	25.5	45.5
2007	30.9	32.0	30.0	29.9	47.2
Change Since Starting Year	**5.4**	**5.4**	**5.0**	**4.5**	**1.7**
CAT/6 Mean Percentile Rank Spelling					
2003	36.8	38.4	35.5	36.8	55.2
2007	45.7	47.3	44.4	44.4	57.2
Change Since Starting Year	**9.0**	**8.9**	**8.9**	**7.6**	**2.0**

Figure D.2a: CST % Proficient & Above, YIP = 4, Grade = 3
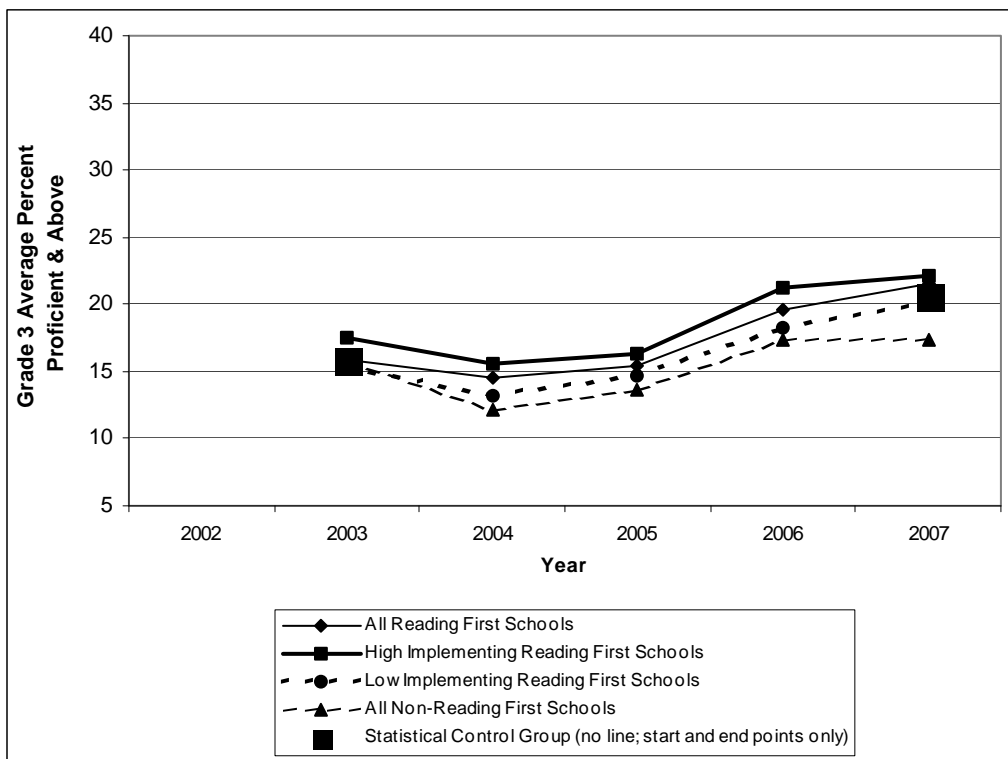
Figure D.2b: CST % Below Basic & Far Below Basic, YIP = 4, Grade = 3
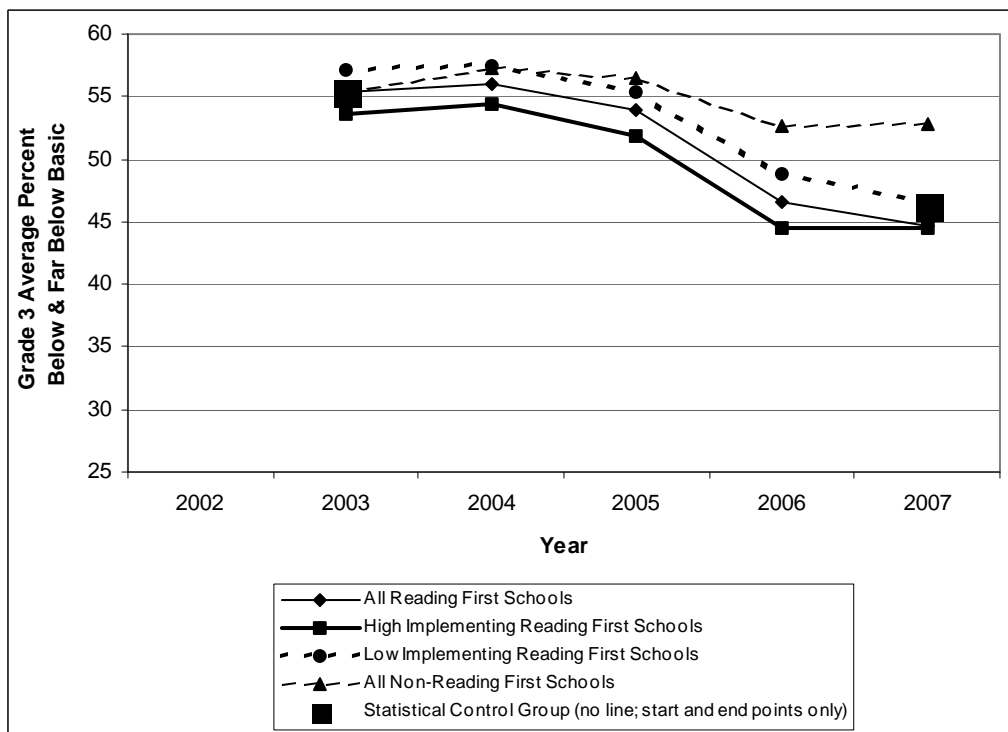
Figure D.2c: CST % Mean Scale Score, YIP = 4, Grade = 3

Legend:
- All Reading First Schools
- High Implementing Reading First Schools
- Low Implementing Reading First Schools
- All Non-Reading First Schools
- Statistical Control Group (no line; start and end points only)
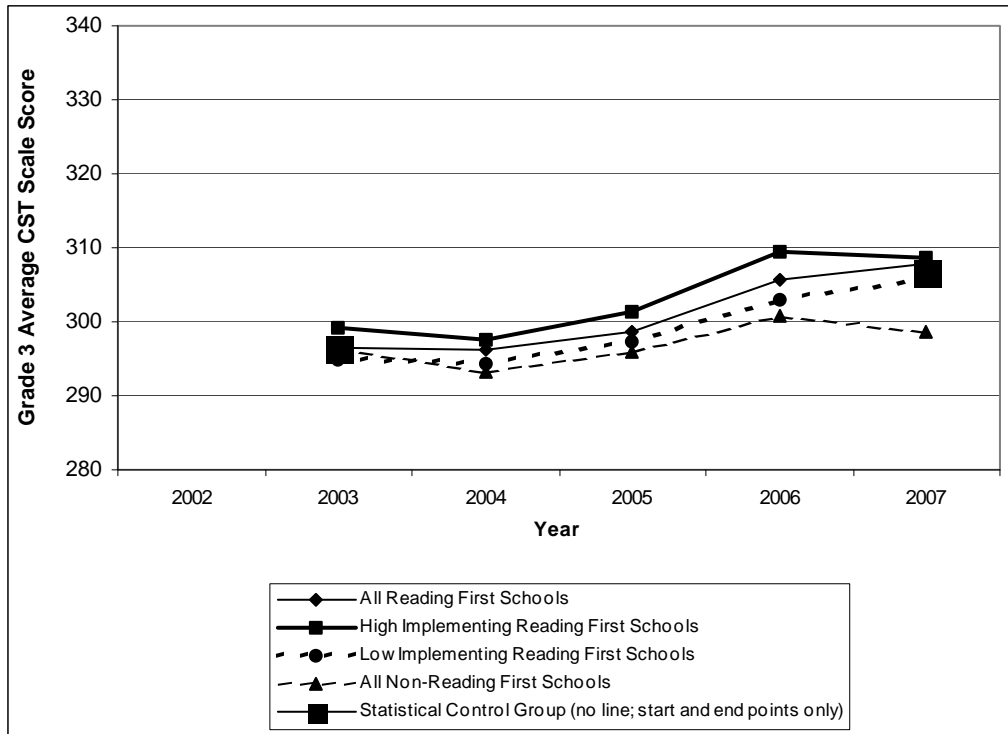
Figure D.2d: CAT/6 Reading, Mean Percentile Rank, YIP = 4, Grade = 3

Legend:
- All Reading First Schools
- High Implementing Reading First Schools
- Low Implementing Reading First Schools
- All Non-Reading First Schools
- Statistical Control Group (no line; start and end points only)
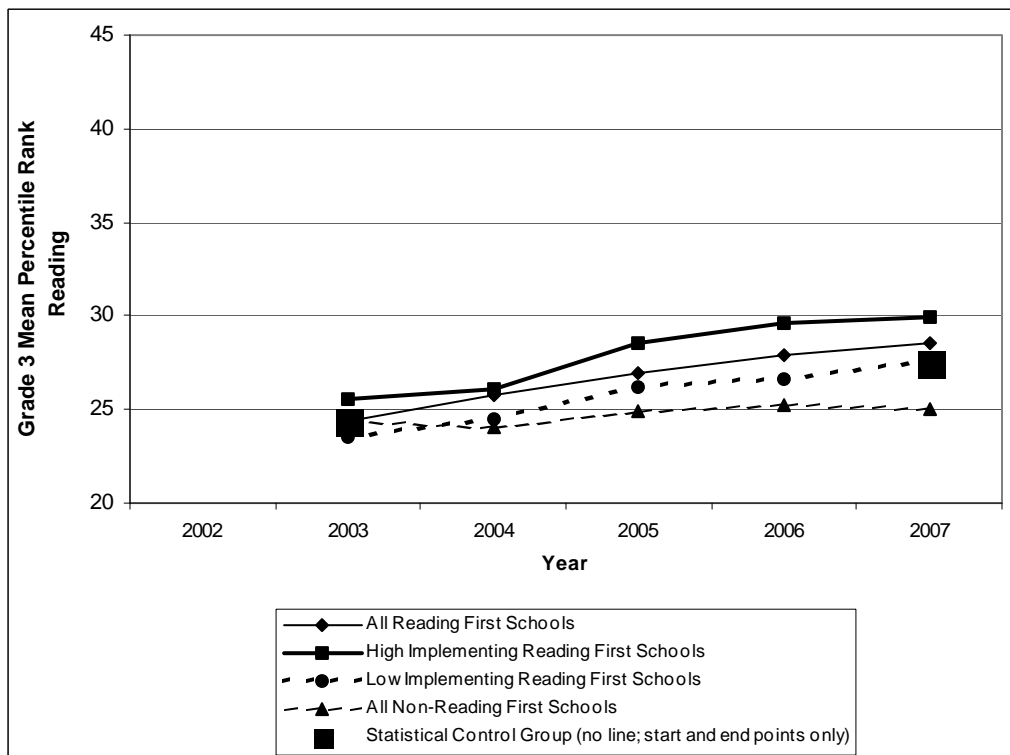
Figure D.2e: CAT/6 Language, Mean Percentile Rank, YIP = 4, Grade = 3
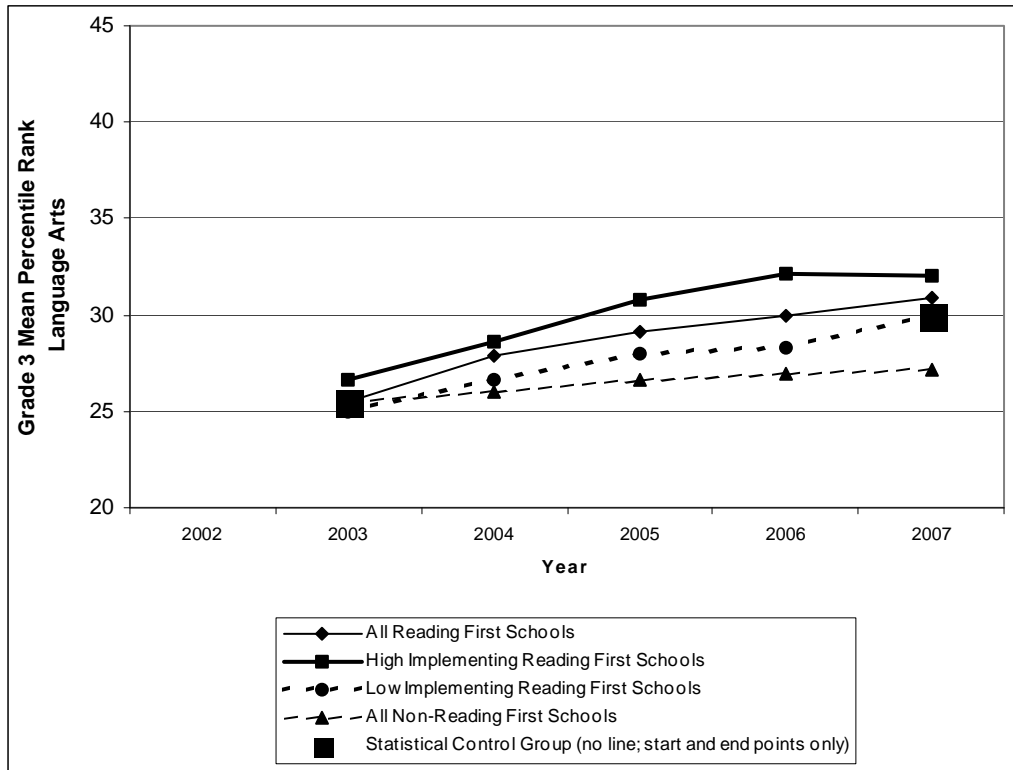
Figure D.2f: CAT/6 Spelling, Mean Percentile Rank, YIP = 4, Grade = 3
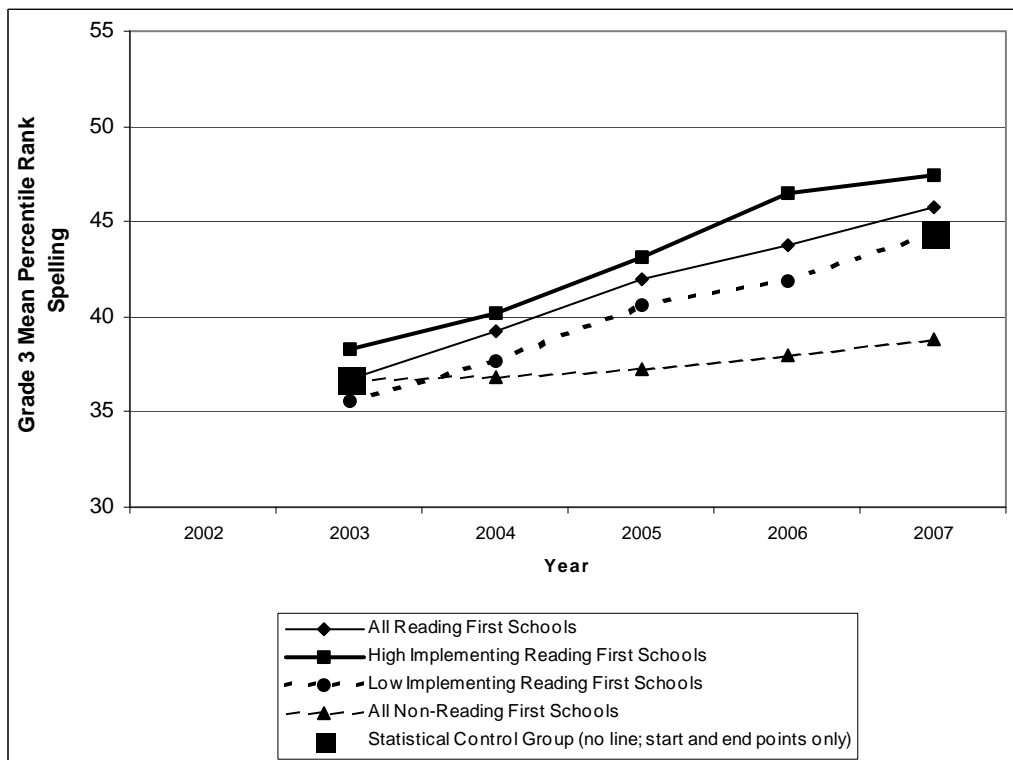
Table D.3: CST Metric, YIP = 3, Grade = 2

Years in Program: 3 Grade: 2	Reading First Schools				All Non-Reading First Elementary Schools
	All Reading First Schools	High Implementation Schools (Avg. RFII > 41.4)	Low Implementation Schools (Avg. RFII < 36.0)	Statistical Control Group (RFII = 25.0)	
Number of Schools	144	25	54	N/A	4,196
% Proficient and Above					
2004	15.7	17.2	13.9	15.8	41.1
2007	30.5	32.3	27.3	26.1	52.3
Change Since Starting Year	**14.8**	**15.1**	**13.4**	**10.3**	**11.2**
% Below and Far Below Basic					
2004	54.7	52.4	58.4	54.7	28.6
2007	39.7	35.8	44.3	44.8	23.0
Change Since Starting Year	**-15.0**	**-16.6**	**-14.1**	**-9.9**	**-5.6**
Mean Scale Score Per Student					
2004	300.8	304.2	296.7	300.9	338.8
2007	319.6	322.9	314.1	313.0	350.9
Change Since Starting Year	**18.8**	**18.7**	**17.3**	**12.1**	**12.0**

Figure D.3a: CST % Proficient & Above, YIP = 3, Grade = 2
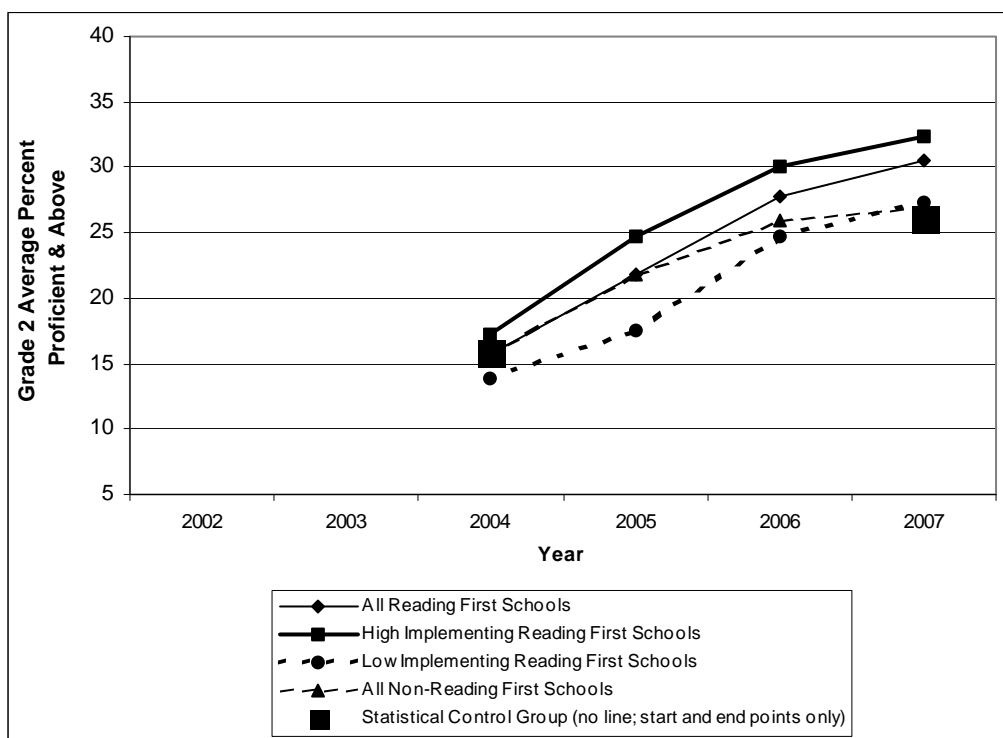
Figure D.3b: CST % Below Basic & Far Below Basic, YIP = 3, Grade = 2
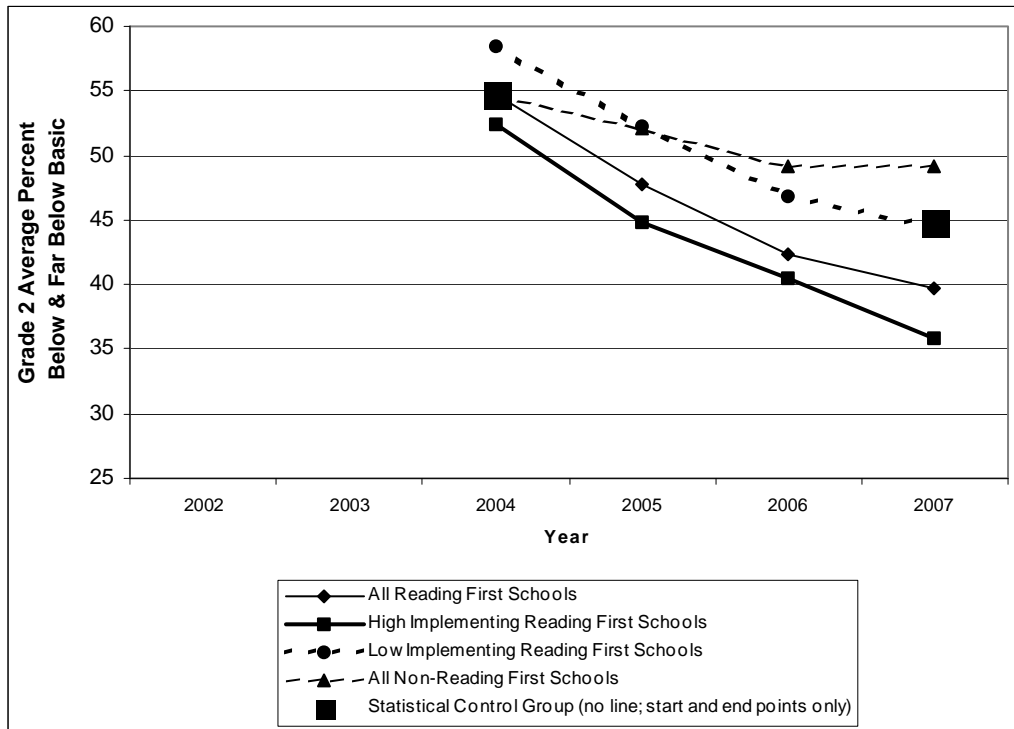
Figure D.3c: CST % Mean Scale Score, YIP = 3, Grade = 2
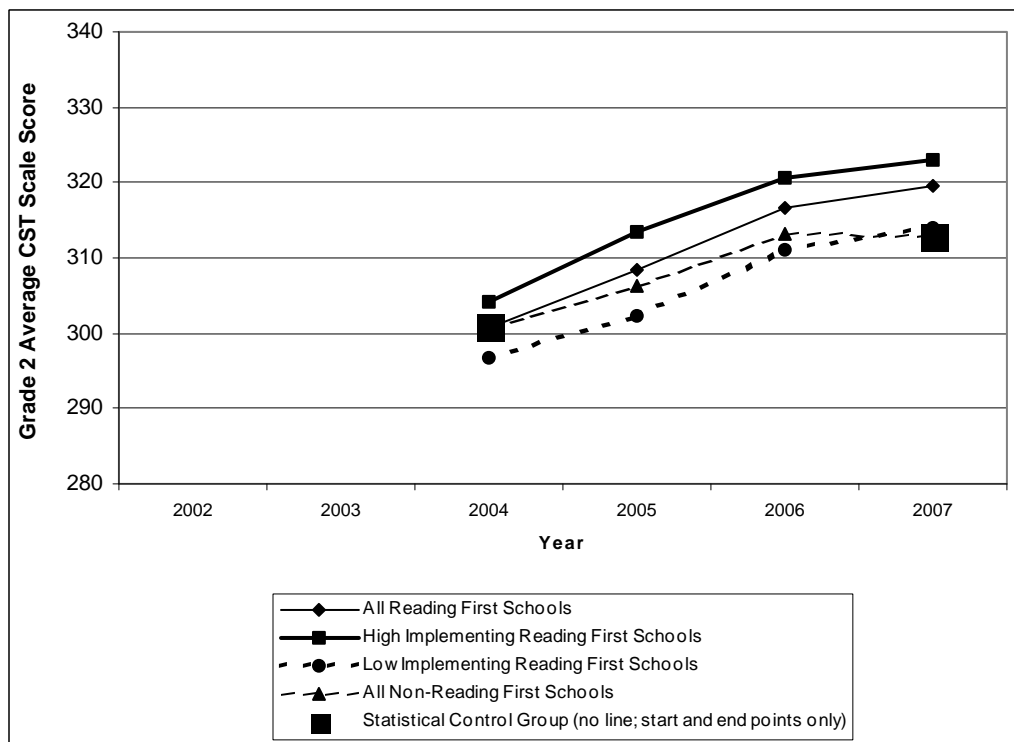
Table D.4: CST and CAT/6 Metrics, YIP = 3, Grade = 3

Years in Program: 3 Grade: 3	Reading First Schools				All Non-Reading First Elementary Schools
	All Reading First Schools	High Implementation Schools (Avg. RFII > 41.4)	Low Implementation Schools (Avg. RFII < 36.0)	Statistical Control Group (RFII = 25.0)	
Number of Schools	145	25	55	N/A	4,194
% Proficient and Above					
2004	12.0	14.2	10.3	12.2	35.9
2007	19.9	19.4	17.3	18.5	41.0
Change Since Starting Year	**7.9**	**5.2**	**6.9**	**6.3**	**5.1**
% Below and Far Below Basic					
2004	59.8	57.8	63.3	59.5	32.1
2007	47.9	45.5	51.7	50.0	27.5
Change Since Starting Year	**-11.9**	**-12.4**	**-11.6**	**-9.5**	**-4.6**
Mean Scale Score Per Student					
2004	291.8	295.9	287.3	292.2	330.7
2007	305.0	307.3	300.3	303.3	336.0
Change Since Starting Year	**13.2**	**11.4**	**12.9**	**11.1**	**5.4**
CAT/6 Mean Percentile Rank Reading					
2004	24.5	27.0	22.4	24.8	45.3
2007	28.0	29.8	25.2	27.2	46.3
Change Since Starting Year	**3.4**	**2.8**	**2.8**	**2.4**	**1.0**
CAT/6 Mean Percentile Rank Language					
2004	26.0	28.0	24.1	26.2	46.1
2007	30.1	31.3	27.5	29.6	47.1
Change Since Starting Year	**4.1**	**3.3**	**3.4**	**3.4**	**1.1**
CAT/6 Mean Percentile Rank Spelling					
2004	34.2	36.3	31.5	34.4	55.2
2007	42.4	45.3	37.7	40.5	57.3
Change Since Starting Year	**8.2**	**9.0**	**6.2**	**6.1**	**2.1**

Figure D.4a: CST % Proficient & Above, YIP = 3, Grade = 3
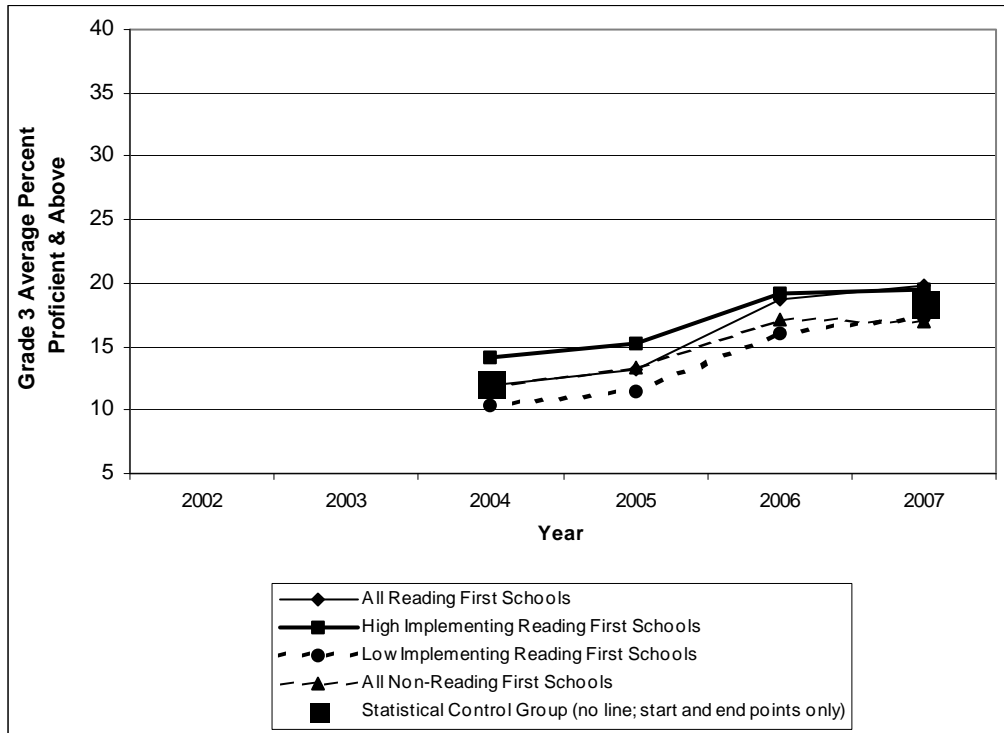
Figure D.4b: CST % Below Basic & Far Below Basic, YIP = 3, Grade = 3
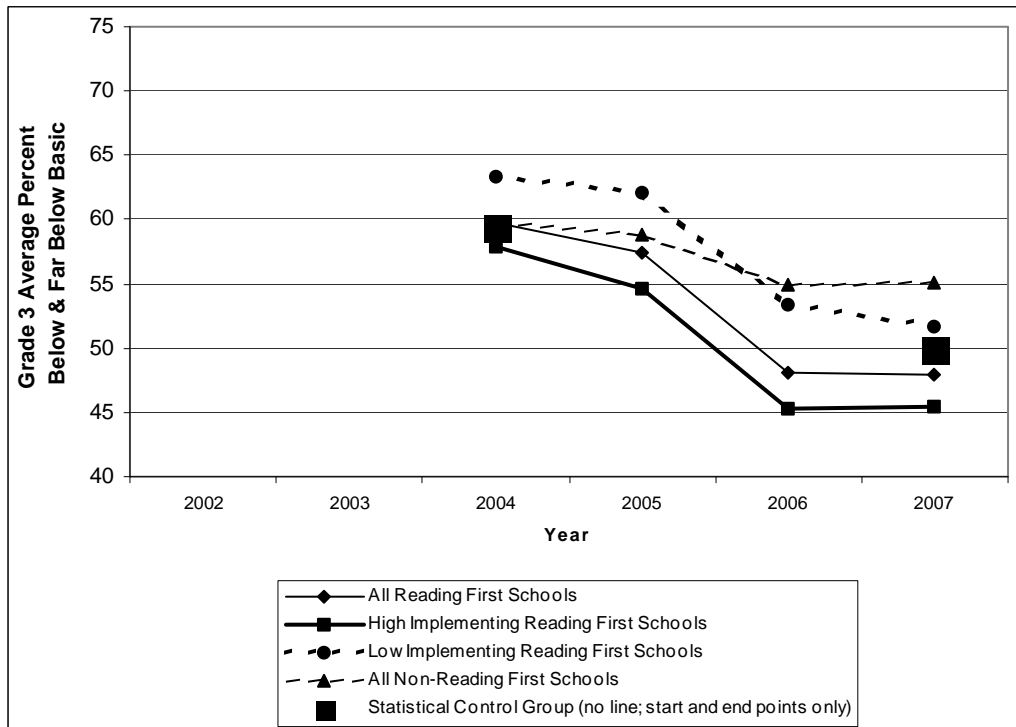
Figure D.4c: CST % Mean Scale Score, YIP = 3, Grade = 3
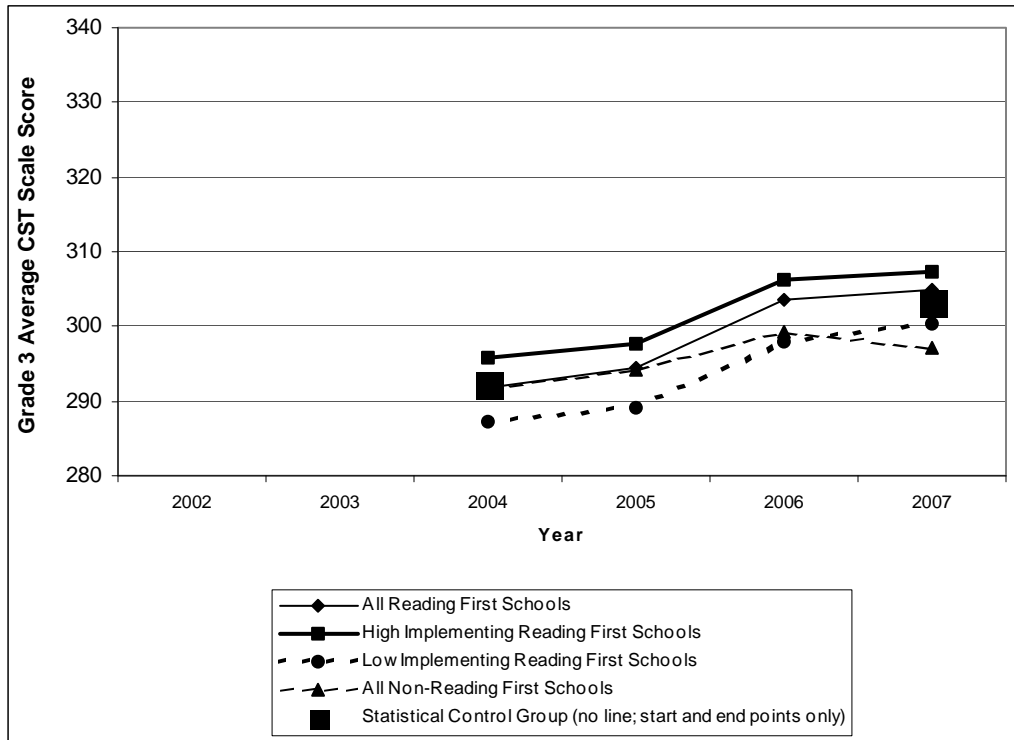
Figure D.4d: CAT/6 Reading, Mean Percentile Rank, YIP = 3, Grade = 3
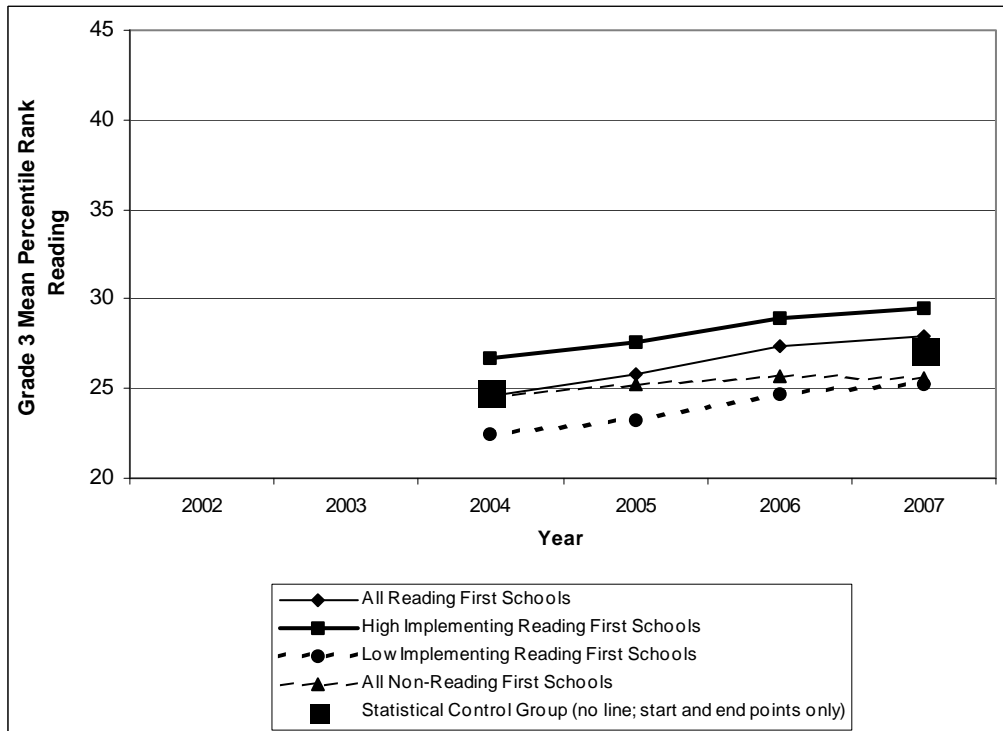
Figure D.4e: CAT/6 Language, Mean Percentile Rank, YIP = 3, Grade = 3
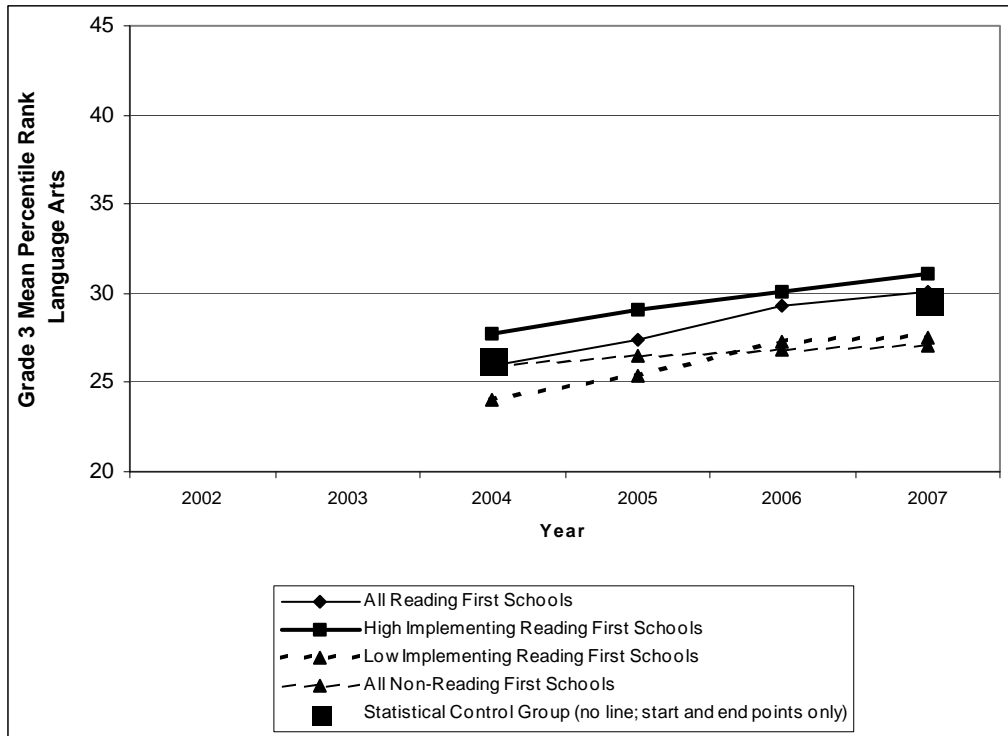
Figure D.4f: CAT/6 Spelling, Mean Percentile Rank, YIP = 3, Grade = 3
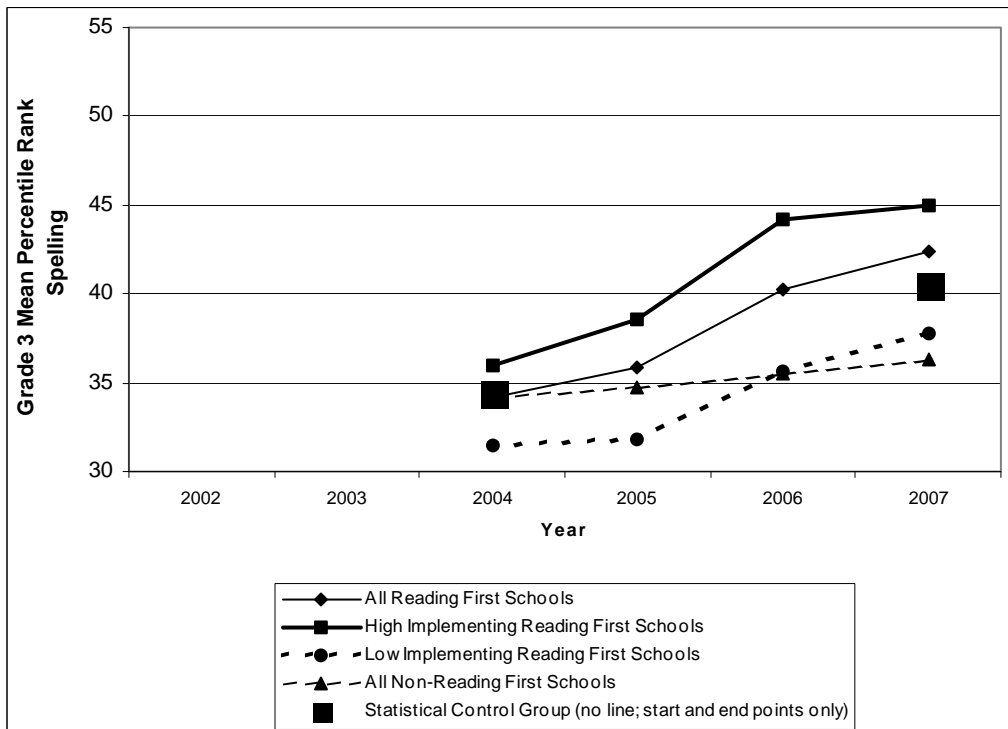
Appendix E: Reading First Achievement Index (RFAI)

Year 5 of the Evaluation study (2007) is the fourth year of RFAI calculation. The rules used to compute this index did not change between Years 2 and 3, but the Year 4 computation included changes in how missing data were handled as well as the addition of a component to the kindergarten calculation and the inclusion of grade 3 End-of-Year (EOY) results for students from "waiver" classrooms testing in Spanish. The Year 5 computation of the RFAI did not change from Year 4.

What follows is a brief history and documentation of the development of the RFAI, its purpose in determining whether schools are making "significant progress" for purposes of making funding renewal decisions, and the current procedure for calculating it.

At the Reading First Evaluation Advisory Group (EAG) meeting in December 2003, the EAG advised the external evaluator to develop an index approach for the "criteria for determining progress" required for the Reading First local educational agencies (LEAs). Three types of achievement data were used to develop this index: (a) grades 2 and 3 Standardized Testing and Reporting Program (STAR) California Standards Tests (CST) in English language arts, (2) grade 3 STAR CAT/6 norm-referenced subtests in reading, language arts, and spelling and (3) The Reading First End-of-Year (EOY) Reading Assessments in either English or Spanish for kindergarten through grade three. At the EAG meeting in February 2004, the EAG recommended weights for each of the available achievement test scores. The weight distributions are provided on the tree diagram of Figure E.1 shown later in this attachment. The CSTs were weighted 60%, the CAT/6 scores were weighted 10%, and the EOY scores were weighted 30%. A computational example for how this achievement index is computed is provided at the end of this document.

There are many instances of missing data in the Reading First schools. For a few schools, the missing data problems were a legitimate outgrowth of current grade configurations (e.g., the school did not enroll students for all grades in the K through 3 sequence) or small enrollments (less than 11 students for a grade). For other schools the missing data problems were not legitimate – schools did not administer required assessments and/or did not submit the results of those assessments. The latter situation occurred only for C-TAC EOY data. For STAR data, no school failed to administer and/or submit the data.

To resolve these missing data issues, EDS developed a set of rules to be applied to the achievement data:

- Minimum of 11 Students. For privacy purposes no school data based on scores for less than 11 students were used, for either STAR or EOY data (this rule is a formal state regulation for STAR data, and to be consistent was also applied to EOY data). Any scores based on less than 11 students were treated as missing data.

- Prorating in kindergarten. For the EOY scores at kindergarten, the total score was based on sub-scores from 7 subtests, and rules were needed to treat potential patterns of missing data within the 7 subtests. For the most part, either all or none of the 7 subtests were administered or reported. However, there were a few schools reporting data for a partial number of subtests. It was decided to compute EOY kindergarten scores for a school provided data were available for a majority (4 or more) of the subtests. For such computations, the missing subtest data were treated as if no students reached benchmark (i.e., zero values were assigned for the missing subtests). If data for less than a majority of the kindergarten subtests were available, then the EOY kindergarten score was treated as missing. These two rules were applied to condition the data before further missing data situations were addressed.

- 45 Percent Minimum RFAI Weight. For a school to receive an RFAI, the combined weights of the non-missing data (see the Tree Diagram below) were required to add to at least 45 percent of 100. Otherwise, it would not receive an RFAI.

- Prorating Overall. If the 45 percent minimum was met but a school still had missing components, and if the missing data were "legitimately missing," then the scores on the remaining components were "prorated." Prorating means that each component for which data are available is multiplied by the appropriate weight for that component, the components are added, and this sum is divided by the sum of the weights of those components. This has the effect of placing the school on the same 100 point scale as those with complete data.

- Assign Zero Values. If the preceding conditions were met, but the school had "non-legitimately missing" components, it was decided to assign zero values for those components. This has the effect of penalizing schools that do not submit data for all the required components.

- While these rules seemed to be reasonable in general, it became apparent by early 2006 in the context of discussions surrounding the definition of "significant progress" that the prorating method can lead to misleading results when the missing components are more or less "difficult" than the non-missing components. For example, kindergarten-only schools tend to show extremely high RFAI scores because the EOY scores for kindergarten students are in general higher than those for other assessments in the higher grades – an unfair advantage for kindergarten-only schools.

- The C-TAC added an eighth subtest to the kindergarten component of the EOY. For 2004-05, EDS opted not to include this component in order to preserve consistency in how the RFAI is computed across years. However, this concern became moot in light of the need for other changes.

- In the context of decisions made regarding the definition of "significant progress" in the summer of 2006, it was agreed that oral fluency data for students in grade 3 "waiver" classrooms (who receive instruction and take the oral fluency test in Spanish) should be included.

- Therefore, based on recommendations made by the EAG subcommittee in April 2006, the following procedure for calculating the RFAI and handling missing data was adopted, to be identical for both C-TAC and the External Evaluator. The steps should proceed in the following order:

1. Minimum of 11 Students. To preserve privacy, those performance components for a given school for which there are less than 11 students will be made "legitimately missing." This applies both to STAR data (already a state regulation) and to the EOY data.

2. Identify "legitimate" and "non-legitimate" missing data components, in which the components are missing at the level of the entire grade. Data missing at the classroom or student level are not addressed by these rules and are handled using the reporting conventions of the relevant testing agencies.

   a. "Legitimate" means:

      i. Data are deliberately made missing because a grade in a school has less than 11 students;

      ii. The missing data correspond to an entire grade for which the school does not offer instruction (e.g., a K-1 school will "legitimately" be missing data for grades 2 and 3);

   b. "Non-legitimate" means:

      i. The missing data correspond to an entire grade for which the school does offer instruction and therefore should have submitted assessment data;

      ii. The missing data correspond to an entire EOY subtest out of the 8 EOY subtests that are administered in kindergarten (i.e., a kindergarten subtest for which no data are available from that school, even though it offers kindergarten instruction).

3. Apply "45 Percent Rule." Taking into account only "legitimately missing" data, assess whether the available non-missing data components have weights that add up to at least 45 percent of the total. This is done using the weights in the bottom tier of the tree diagram in Figure E.1. Any schools that do not meet the 45 Percent Rule do not receive an RFAI.

4. Impute "Legitimately Missing" Data. Assign to each "legitimately missing" component for a given school a value equal to the district mean for that component.

5. Set "Non-legitimately Missing" Data to Zero. Assign to each "non-legitimately missing" component for a given school a value of zero.

6. Compute RFAI. Having assigned data values for all the missing components for each school and removed from consideration all schools with insufficient data, apply the detailed weighting procedure described in Figure E.1 and Steps 1-8 below to compute a final RFAI.

The intention is that the resulting RFAI statistic should be suitable for determining whether a participating LEA has made "significant progress" in meeting its reading achievement goals in accordance with federal requirements that such progress be met as a condition of continued Reading First funding.

Education Code (EC), Section 11991.1 states: (a) In order to continue to receive Reading First Funding, a local educational agency (LEA) must achieve "significant progress" which is defined as having at least half of the LEA's Reading First schools, which have an RFAI, achieve an RFAI that is above one standard deviation below the mean on the RFAI for the LEA's cohort.

Figure E.1: Tree Diagram showing RFAI Weight Distribution

RFAI

- CST — 60%
  - Grade 2 — 30%
  - Grade 3 — 30%
- CAT/6 NPRs (Grade 3 only) — 10%
  - Reading — 6%
  - Language Arts — 2%
  - Spelling — 2%
- EOY Oral Fluency Test plus Kindergarten tests — 30%
  - Grade 3 — 5%
  - Grade 2 — 10%
  - Grade 1 — 10%
  - K — 5%

Performance Level weights within the CSTs:
Weight of 0 to FBB, BB
Weight of 0.5 to Basic
Weight of 1 to Proficient and Above

Weights at each NPR level:
Weight of 1 for percents above 50th NPR
Weight of 0.5 for percents b/w 25th and 50th NPRs
Weight of 0 for below 25th NPR

Weights across Kindergarten tests:
Weight of 0.10 to all except Lower and Upper case, which are weighted as 0.20.

CST: The California Standards Test is administered as part of the California Standardized Testing and Reporting (STAR) test.
CAT/6: CAT/6 is a nationally normed test, version 6, administered as part of the California Standardized Testing and Reporting (STAR) test.
NPRs: National Percentile Ranks are generated by comparing the performance of California students on the CAT/6 against the national norms on CAT/6
EOY: The Reading First End-of –Year tests are administered only to students in Reading First Schools.
FBB: Far Below Basic
BB: Below Basic

Step-by-step demonstration of the RFAI Computation methodology

STEP 1: Compute a Weighted CST Grade 2 score:

A Performance Levels	B CDE Provided Student Percentages In each level	C Weight	D Weighted Score in each level B x C
Advanced	0.00	1.00	0.00 x 1.00 = 0.000
Proficient	20.00	1.00	20.00 x 1.00 = 20.000
Basic	40.00	0.50	40.00 x 0.50 = 20.000
Below Basic	20.00	0.00	20.00 x 0.00 = 0.000
Far Below Basic	20.00	0.00	20.00 x 0.00 = 0.000
Sub-Total Weighted Score			40.000

Multiply the sub-total weighted score computed above with the weight assigned to CST Grade 2

CST Grade 2 Weight	30%
Total CST Grade 2 Weighted Score	**40.0 x 0.30 = 12.000**

STEP 2: Compute a Weighted CST Grade 3 score:

A Performance Levels	B CDE Provided Student Percentages In each level	C Weight	D Weighted Score in each level B x C
Advanced	0.00	1.00	0.00 x 1.00 = 0.000
Proficient	10.00	1.00	10.00 x 1.00 = 10.000
Basic	39.00	0.50	39.00 x 0.50 = 19.500
Below Basic	35.00	0.00	35.00 x 0.00 = 0.000
Far Below Basic	16.00	0.00	16.00 x 0.00 = 0.000
Sub-Total Weighted Score			29.500

Multiply the sub-total weighted score computed above with the weight assigned to CST Grade 3

CST Grade 3 Weight	30%
Total CST Grade 3 Weighted Score	**29.5 x 0.30 = 8.85**

STEP 3: Compute a Weighted CAT 6 Reading Grade 3 score:

A	B	C	D	E
Performance Levels	**CDE Provided Student Percentages**	**Computed Student Percentages**	**Weight**	**Weighted Score C x D**
At or above 50th NPR	19.00	19.00	1.00	19.00 x 1.00 = 19.000
Above 25th NPR	47.00	Subtract 25th and the 50th NPRs: 47-19 = 28.00	0.50	28.00 x 0.50 = 14.000
At or below 25th NPR	NA	Percentage below the 25th NPR: 100-47 = 53.00	0.00	53.00 x 0.00 = 0.000
Sub-Total Weighted Score				33.000

Multiply the sub-total weighted score computed above with the weight assigned to CAT 6 Reading grade 3

CAT 6 Reading Grade 3 Weight	6%
Total CAT 6 Reading Grade 3 Weighted Score	**33.0 x 0.06 = 1.98**

STEP 4: Compute a Weighted CAT 6 Language Grade 3 score:

A	B	C	D	E
Performance Levels	**CDE Provided Student Percentages**	**Computed Student Percentages**	**Weight**	**Weighted Score C x D**
At or above 50th NPR	19.00	19.00	1.00	19.00 x 1.00 = 19.000
Above 25th NPR	50.00	Subtract 25th and the 50th NPRs: 50 – 19 = 31.00	0.50	31.00 x 0.50 = 15.500
At or below 25th NPR	NA	Percentage below the 25th NPR: 100-50 = 50.00	0.00	20.00 x 0.00 = 0.000
Sub-Total Weighted Score				34.500

Multiply the sub-total weighted score computed above with the weight assigned to CAT 6 Reading grade 3

CAT 6 Language Grade 3 Weight	2%
Total CAT 6 Language Grade 3 Weighted Score	**34.5 x 0.02= 0.69**

STEP 5: Compute a Weighted CAT 6 Spelling Grade 3 score:

A	B	C	D	E
Performance Levels	CDE Provided Student Percentages	Computed Student Percentages	Weight	Weighted Score C x D
At or above 50th NPR	68.00	68.00	1.00	68.00 x 1.00 = 68.000
Above 25th NPR	77.00	Subtract 25th and the 50th NPRs: 77 – 68 = 9.00	0.50	9.00 x 0.50 = 4.500
At or below 25th NPR	NA	Percentage below the 25th NPR: 100-77 = 23.00	0.00	33.00 x 0.00 = 0.000
Sub-Total Weighted Score				72.500

Multiply the sub-total weighted score computed above with the weight assigned to CAT 6 Reading grade 3

CAT 6 Spelling Grade 3 Weight	2%
Total CAT 6 Spelling Grade 3 Weighted Score	**72.5 x 0.02= 1.45**

STEP 6: Compute a Weighted End of Year Kindergarten Score

A	B	C	D
Test Categories	Percent Students at Benchmark	Weight	Weighted Score at Benchmark B x C
Consonants	67.5	0.10	67.50 x 0.10 = 6.75
Lower Case	87.18	0.20	87.18 x 0.20 = 17.436
Phonics	65.79	0.10	65.79 x 0.10 = 6.579
Rhyming	95	0.10	95.00 x 0.10 = 9.50
Syllables	76.19	0.10	76.19 x 0.10 = 7.619
Upper Case	90	0.20	90.00 x 0.20 = 18.00
Vowels	54.76	0.10	54.76 x 0.10 = 5.476
CVC Words	71.36	0.10	71.36 x 0.10 = 7.136
Sub-Total Weighted Score			78.496

End of Year Kindergarten Weight	5%
Total End of Year Kindergarten Weighted Score	**78.496 x 0.05 = 3.925**

STEP 7: Compute a Weighted End of Year Oral Fluency Score for Grades 1 through 3

A	B	C	D
Grade Level Benchmarks	Percent Students at Benchmark	Weight	Weighted Score at Benchmark B x C
Word Count Per Minute: Grade 1	21.05	0.10	21.05 x 0.10 = 2.105
Word Count Per Minute: Grade 2	35.71	0.10	35.71 x 0.10 = 3.571
Word Count Per Minute: Grade 3	55.17	0.05	55.17 x 0.05 = 2.7585
Total End of Year Oral Fluency Grades 1 through 3 Weighted Score			**8.435**

STEP 8: Sum the final results obtained in Steps 1 through 7 to obtain the RFAI score.

Total CST Grade 2 Weighted Score	12.000

.... **+**

Total CST Grade 3 Weighted Score	8.850

.... **+**

Total CAT 6 Reading Grade 3 Weighted Score	1.980

.... **+**

Total CAT 6 Language Grade 3 Weighted Score	0.690

.... **+**

Total CAT 6 Spelling Grade 3 Weighted Score	1.450

.... **+**

Total End of Year Oral Fluency Kindergarten Weighted Score	3.925

.... **+**

Total End of Year Oral Fluency Grades 1 through 3 Weighted Score	8.435

....

Final RFAI = 37.3

Appendix F: Reading First Schools

Reading First School Listings

Tables F.1.1 – F.1.4 include the top ranked 20 schools from each cohort (Cohorts 1 – 4) sorted by their Reading First Achievement Index (RFAI) in 2007. Note that Cohort 4 includes data for only 20 schools so the top and the bottom 20 are the same list and included in this appendix as one listing – Table F.1.4.

Tables F.2.1 – F.2.3 include the bottom 20 ranked schools from each cohort sorted by their RFAI in 2007. Note that Cohort 4 includes data for only 21 schools so all of the schools are displayed in the order of their 2007 RFAI.

Table F.3.1 includes all Reading First schools sorted alphabetically by district name, and within district by school name. Each record shows the school's RFAI and Reading First Implementation Index (RFII) for program years 2005, 2006 and 2007. (If data are missing it is due to missing survey data or other components of the RFII or RFAI, or it is because the school was not in the program for that year.)

Table F.1.1: Reading First Schools, Cohort 1, Top 20 Schools, Ranked by RFAI 2007[1]

#	Cohort	County	District	School	RFAI			RFII		
					2005	2006	2007	2005	2006	2007
1	1	Los Angeles	Pasadena Unified School District	Longfellow Elementary (Pasadena)	48	54	65	48	49	51
2	1	Santa Clara	Alum Rock Union ESD	Arbuckle (Clyde) Elementary	44	59	64	36	37	40
3	1	Los Angeles	Los Angeles USD	Sierra Vista	53	64	63	41	40	39
4	1	Santa Clara	Paramount Unified School District	Gaines (Wesley) School	46	60	62	43	52	51
5	1	Los Angeles	Los Angeles USD	Nueva Vista	57	61	61	35	35	35
6	1	Los Angeles	Paramount Unified School District	Alondra School	47	55	61	42	43	43
7	1	Los Angeles	Los Angeles USD	Hawaiian Avenue Elementary	48	50	61	36	38	37
8	1	Alameda	Oakland USD	Franklin Elementary	58	63	60	38	58	52
9	1	Los Angeles	Paramount Unified School District	Lincoln School	61	63	59	46	47	47
10	1	Los Angeles	Los Angeles USD	Newcastle	42	53	59	38	39	42
11	1	Santa Clara	Alum Rock Union ESD	Ryan (Thomas P). Elementary	48	65	58	38	35	37
12	1	Los Angeles	Los Angeles USD	Parthenia	50	57	58	44	44	44
13	1	Los Angeles	Los Angeles USD	Sterry	56	62	58	25	34	34
14	1	Los Angeles	Los Angeles USD	Hobart Blvd.	51	55	57	34	35	33
15	1	Los Angeles	Los Angeles USD	Harvard Elementary		52	57		43	39
16	1	Los Angeles	Los Angeles USD	Seventy-Fourth Street	52	57	57	31	36	38
17	1	Los Angeles	Los Angeles USD	Fourth Street	49	56	57	40	40	38
18	1	Los Angeles	Los Angeles USD	Glassell Park	51	57	57	38	40	38
19	1	Los Angeles	Los Angeles USD	Lexington Avenue Primary Center			57		37	40
20	1	Los Angeles	Los Angeles USD	Wilmington Park	52	53	56	37	41	40

[1]This list is produced for only those schools that had no missing grades.

Note: A blank cell under the RFII column implies no data. The RFII may be missing because the school did not turn in one or more of the Teacher, Coach and Principal surveys.

Table F.1.2: Reading First Schools, Cohort 2, Top 20 Schools, Ranked by RFAI 2007[1]

#	Cohort	County	District	School	RFAI 2005	2006	2007	RFII 2005	2006	2007
1	2	Orange	Orange Unified School District	West Orange Elementary	59	59	68	36	43	41
2	2	Los Angeles	Hacienda La Puente USD	Kwis Elementary	56	64	67	33	41	38
3	2	Los Angeles	Glendale Unified School District	Jefferson (Thomas) Elementary	69	69	66	34	35	34
4	2	Los Angeles	East Palo Alto Charter School/Ravenswood	East Palo Alto Charter School	62	65	65	41	39	45
5	2	Lassen	Johnstonville Elementary School District	Johnstonville Elementary	62	72	65	37	31	32
6	2	San Francisco	San Francisco Unified School District	Sheridan Elementary	72	68	64	43	41	44
7	2	Santa Clara	Luther Burbank ESD	Burbank (Luther)	50	63	64	44	41	40
8	2	Imperial	El Centro Elementary	De Anza	63	56	63	41	42	45
9	2	Los Angeles	Mountain View Elementary School District	Monte Vista Elementary	44	54	62	34	49	43
10	2	San Francisco	San Francisco Unified School District	McKinley Elementary	54	62	61	43	35	34
11	2	San Francisco	San Francisco Unified School District	Carmichael (Bessie)	52	62	61	35	38	32
12	2	Merced	Merced City Elementary School District	Wright Elementary	50	56	61	39	37	38
13	2	Los Angeles	Mountain View Elementary School District	La Primaria Elementary	60	59	61	35	34	34
14	2	San Joaquin	New Hope Elementary School District	New Hope Elementary	56	54	61	40	40	44
15	2	San Francisco	San Francisco Unified School District	Glen Park Elementary	54	58	60	35	36	37
16	2	Los Angeles	Hacienda La Puente USD	Baldwin	47	53	60	39	38	37
17	2	San Francisco	San Francisco Unified School District	Milk (Harvey) Civil Rights Academy	59	58	60	40	42	40
18	2	Los Angeles	Glendale Unified School District	Muir (John) Elementary	51	60	60	41	43	47
19	2	Los Angeles	Hacienda La Puente USD	Shadybend Elementary	51	56	60	38	34	39
20	2	Orange	Orange Unified School District	California Elementary	51	55	60	33	30	33

[1]This list is produced for only those schools that had no missing grades.
Note: A blank cell under the RFII column implies no data. The RFII may be missing because the school did not turn in one or more of the Teacher, Coach and Principal surveys.

Table F.1.3: Reading First Schools, Cohort 3, Top 20 Schools, Ranked by RFAI 2007[1]

#	Cohort	County	District	School	RFAI			RFII		
					2005	2006	2007	2005	2006	2007
1	3	Los Angeles	El Rancho Unified School District	Selby Grove	49	51	64	32	31	34
2	3	Los Angeles	El Rancho Unified School District	North Ranchito	45	58	63	28	32	33
3	3	Los Angeles	El Rancho Unified School District	Rivera	46	56	60	31	38	40
4	3	Los Angeles	Banning Unified School District	Central	48	53	59	36	42	42
5	3	Tehama	Corning Union Elementary School District	Olive View	44	51	59	49	49	46
6	3	Los Angeles	El Rancho Unified School District	Birney	52	62	58	33	41	43
7	3	Riverside	Alvord Unified School District	Myra Linn	43	55	58	30	37	39
8	3	Los Angeles	Lynwood Unified School District	Abbott Elementary			58			38
9	3	Los Angeles	El Rancho Unified School District	Magee	39	53	56	23	37	38
10	3	Riverside	Desert Sands Unified School District	John Adams	46	51	55	35	34	37
11	3	Monterey	Alisal Union School District	Creekside	42	52	55	30	37	34
12	3	San Bernardino	Oro Grande School District	Oro Grande	23	45	55	31	32	31
13	3	Kern	Taft City School District	Taft Primary	43	52	54	39	45	45
14	3	Los Angeles	Lynwood Unified School District	Mark Twain	38	49	54	37	37	36
15	3	Yolo	Washington Unified School District	Evergreen	46	45	54	42	39	39
16	3	Los Angeles	Compton Unified School District	Ronald E. McNair	48	53	54	30	43	41
17	3	Riverside	Banning Unified School District	Hemmerling	45	50	54	32	40	40
18	3	Tehama	Corning Union Elementary School District	Woodson	55	61	53	33	36	36
19	3	Los Angeles	Palmdale School District	Chaparral Elementary		52	53		35	35
20	3	Lake	Konocti Unified School District	East Lake	45	54	52	34	42	40

[1]This list is produced for only those schools that had no missing grades.
Note: A blank cell under the RFII column implies no data. The RFII may be missing because the school did not turn in one or more of the Teacher, Coach and Principal surveys.

Table F.1.4: Reading First Schools, Cohort 4, All 21 Schools, Ranked by RFAI 2007

#	Cohort	County	District	School	RFAI			RFII		
					2005	2006	2007	2005	2006	2007
1	4	Colusa	Colusa Unified School District	Burchfield Primary School			54			32
2	4	Solano	Vallejo City Unified School District	Johnston Cooper Elementary			51			41
3	4	Riverside	Hemet Unified School District	Winchester Elementary School			51			42
4	4	Kings	Corcoran Joint Unified School District	Bret Harte Elementary			51			40
5	4	Riverside	Corcoran Joint Unified School District	Fremont Elementary			51			46
6	4	Tulare	Pleasant View Elementary School District	Pleasant View West			50			39
7	4	Tulare	Pleasant View Elementary School District	Pleasant View			50			
8	4	Riverside	Hemet Unified School District	Whittier Elementary School			49			35
9	4	Riverside	Hemet Unified School District	Hamilton Elementary School			48			41
10	4	Solano	Vallejo City Unified School District	Lincoln Elementary			47			35
11	4	Riverside	Hemet Unified School District	McSweeny Elementary School			46			37
12	4	Solano	Vallejo City Unified School District	Highland Elementary			46			34
13	4	Riverside	Hemet Unified School District	Ramona Elementary School			44			39
14	4	Tulare	Stone Corral Elementary School District	Stone Corral Elementary			39			34
15	4	Solano	Vallejo City Unified School District	John Davidson Elementary			39			29
16	4	Sonoma	Healdsburg Unified	Healdsburg Elementary			39			35
17	4	Imperial	San Pasqual Valley USD	San Pasqual Valley Elementary			39			37
18	4	Solano	Vallejo City Unified School District	Loma Vista Elementary			36			44
19	4	Solano	Vallejo City Unified School District	Grace Patterson Elementary			34			39
20	4	Fresno	West Fresno School District	West Fresno Elementary			32			39
21	4	Mendocino	Round Valley Unified School District	Round Valley Elementary			29			41

Note: Cohort 4 includes data for only 21 schools, which are listed here ranked by their 2007 RFAI. A blank cell under the RFII column implies no data. The RFII may be missing because the school did not turn in one or more of the Teacher, Coach and Principal surveys.

Table F.2.1: Reading First Schools, Cohort 1, Bottom 20 Schools, Ranked by RFAI 2007[1]

#	Cohort	County	District	School	RFAI			RFII		
					2005	2006	2007	2005	2006	2007
1	1	Riverside	Coachella Valley Unified School District	Kelley (John) Elementary	30	32	32	35	31	33
2	1	Los Angeles	Los Angeles USD	Gratts	36	37	32	38	40	39
3	1	Santa Clara	Alum Rock Union ESD	Chavez (Cesar) Elementary	33	35	32	36	35	36
4	1	Los Angeles	Sacramento City Unified School District	Smith (Jedediah) Elementary	35	44	32	38	34	36
5	1	Contra Costa	West Contra Costa Unified School District	Verde Elementary	25	30	31	43	40	40
6	1	Sacramento	Sacramento City Unified School District	Oak Ridge Elementary	40	38	31	36	33	38
7	1	Alameda	Oakland USD	Webster	23	25	31	35	39	39
8	1	Los Angeles	Los Angeles USD	Woodcrest	27	30	31	34	34	36
9	1	Los Angeles	Los Angeles USD	Forty-Ninth Street Elementary	30	34	31	30	35	34
10	1	Alameda	Oakland USD	Stonehurst	40	38	30	37	44	41
11	1	Los Angeles	Los Angeles USD	West Vernon	26	30	30	31	33	33
12	1	Los Angeles	Los Angeles USD	Hillcrest Drive Elementary	32	33	30	35	38	39
13	1	Riverside	Coachella Valley Unified School District	Valley View Elementary	32	37	30	43	31	33
14	1	Alameda	Oakland USD	Jefferson	30	29	30	37	42	40
15	1	Riverside	Coachella Valley Unified School District	Duke (Bobby) Elementary	21	26	29	36	35	36
16	1	Riverside	Coachella Valley Unified School District	Pendleton (Peter) Elementary	20	27	27	38	40	36
17	1	Los Angeles	Los Angeles USD	Ninth Street	28	32	27	34	37	37
18	1	Riverside	Coachella Valley Unified School District	Martinez (Saul) Elementary	20	22	26	60	51	47
19	1	Alameda	Oakland USD	Lockwood	28	24	26	43	46	44
20	1	Riverside	Coachella Valley Unified School District	Mecca Elementary	14	17	22	44	36	36

[1]This list is produced for only those schools that had no missing grades.
Note: A blank cell under the RFII column implies no data. The RFII may be missing because the school did not turn in one or more of the Teacher, Coach and Principal surveys.

Table F.2.2: Reading First Schools, Cohort 2, Bottom 20 Schools, Ranked by RFAI 2007[1]

#	Cohort	County	District	School	RFAI			RFII		
					2005	2006	2007	2005	2006	2007
1	2	Fresno	Fresno Unified School District	Lowell Elementary	23	33	31	38	41	39
2	2	Contra Costa	Mt. Diablo Unified School District	Shore Acres Elementary	33	32	31	30	35	34
3	2	Contra Costa	Mt. Diablo Unified School District	Cambridge Elementary	19	23	31	46	42	43
4	2	Contra Costa	Salinas City Elementary School District	Los Padres Elementary	24	28	31	29	33	35
5	2	San Bernardino	San Bernardino City USD	Lincoln Elementary	24	31	31	38	46	46
6	2	Fresno	Fresno Unified School District	Calwa Elementary		25	31		37	36
7	2	Fresno	Fresno Unified School District	Susan B Anthony Elementary		35	31		38	37
8	2	Fresno	Fresno Unified School District	Lincoln Elementary	23	24	30	36	38	40
9	2	Orange	Santa Ana Unified School District	Lowell Elementary	22	25	30	34	36	37
10	2	Riverside	San Jacinto Unified School District	San Jacinto Elementary	29	33	30	36	35	40
11	2	San Francisco	San Francisco Unified School District	Revere (Paul) Elementary	31	27	30	34	37	32
12	2	Alameda	Hayward Unified School District	Shepherd Elementary	28	32	30	32	36	39
13	2	San Bernardino	San Bernardino City USD	Riley Elementary	22	27	29	36	45	43
14	2	Orange	Santa Ana Unified School District	Wilson Elementary		26	29		35	40
15	2	San Bernardino	San Bernardino City USD	Inghram Elementary	25	32	29	41	43	43
16	2	San Francisco	San Francisco Unified School District	Malcolm X Academy Elementary	36	37	28	45	45	38
17	2	Fresno	Fresno Unified School District	David L Greenberg Elementary		25	28		36	39
18	2	San Bernardino	San Bernardino City USD	Warm Springs Elementary	28	28	28	34	37	36
19	2	San Francisco	San Francisco Unified School District	John Muir Elementary			26			37
20	2	Monterey	Salinas City Elementary School District	Sherwood Elementary	28	24	26	28	36	37

[1]This list is produced for only those schools that had no missing grades.

Note: A blank cell under the RFII column implies no data. The RFII may be missing because the school did not turn in one or more of the Teacher, Coach and Principal surveys.

Table F.2.3: Reading First Schools, Cohort 3, Bottom 20 Schools, Ranked by RFAI 2007[1]

#	Cohort	County	District	School	RFAI 2005	RFAI 2006	RFAI 2007	RFII 2005	RFII 2006	RFII 2007
1	3	Los Angeles	Compton Unified School District	Foster	26	31	34	30	32	32
2	3	San Mateo	Ravenswood City School District	Willow Oaks Elementary	18	36	34	29	25	26
3	3	Ventura	Rio Elementary School District	El Rio	29	35	33	29	29	30
4	3	San Mateo	Oxnard Unified School District	Kamala	23	32	33	32	36	35
5	3	San Mateo	Ravenswood City School District	Belle Haven	19	30	33	31	40	36
6	3	Riverside	Desert Sands Unified School District	Dwight Eisenhower	22	24	33	29	35	37
7	3	Monterey	Greenfield Union School District	Oak Avenue	27	30	33	40	47	47
8	3	Riverside	Alvord Unified School District	La Granada	31	33	33	34	44	40
9	3	Monterey	Alisal Union School District	Fremont	25	33	32	26	36	36
10	3	Ventura	Rio Elementary School District	Rio Real	22	32	32	28	35	34
11	3	Santa Cruz	Pajaro Valley Unified School District	Radcliff Elementary		22	31		28	29
12	3	Santa Cruz	Pajaro Valley Unified School District	Mintie White Elementary		27	31		36	37
13	3	Los Angeles	Palmdale School District	Yucca	21	29	30	34	40	41
14	3	Ventura	Rio Elementary School District	Rio Plaza	29	31	29		31	33
15	3	Santa Cruz	Pajaro Valley Unified School District	Landmark	22	31	29	37	44	42
16	3	Santa Cruz	Pajaro Valley Unified School District	Starlight	23	29	28	25	33	34
17	3	Ventura	Oxnard Unified School District	Elm Street	17	25	27	27	38	37
18	3	Monterey	Greenfield Union School District	Greenfield Elementary	19	28	27	33	36	37
19	3	Santa Cruz	Pajaro Valley Unified School District	Ohlone	20	22	24	29	31	32
20	3	San Mateo	Ravenswood City School District	Green Oaks	10	17	24	24	28	28

[1]This list is produced for only those schools that had no missing grades.
Note: A blank cell under the RFII column implies no data. The RFII may be missing because the school did not turn in one or more of the Teacher, Coach and Principal surveys.

Table F.3.1 All Reading First Schools, Listed Alphabetically by District Name and School Name

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
1	Monterey	Alisal Union School District	Alisal Community	29	38	45	27	34	35
2	Monterey	Alisal Union School District	Barton	29	36	36	29	35	36
3	Monterey	Alisal Union School District	Chavez	34	41	43	28	36	34
4	Monterey	Alisal Union School District	Creekside	42	52	55	30	37	34
5	Monterey	Alisal Union School District	Fremont	25	33	32	26	36	36
6	Monterey	Alisal Union School District	Loya	37	47	39	29	37	37
7	Monterey	Alisal Union School District	Sanchez	29	36	39	31	38	35
8	Santa Clara	Alum Rock Union ESD	Adelante Dual Language Academy			37			37
9	Santa Clara	Alum Rock Union ESD	Arbuckle (Clyde) Elementary	44	59	64	36	37	40
10	Santa Clara	Alum Rock Union ESD	Chavez (Cesar) Elementary	33	35	32	36	35	36
11	Santa Clara	Alum Rock Union ESD	Dorsa (A.J.) Elementary	35	39	46	40	40	43
12	Santa Clara	Alum Rock Union ESD	Goss (Mildred) Elementary	31	44	41	43	41	44
13	Santa Clara	Alum Rock Union ESD	Hubbard (O.S.) Elementary	42	42	45	46	44	45
14	Santa Clara	Alum Rock Union ESD	Ryan (Thomas P). Elementary	48	65	58	38	35	37
15	Santa Clara	Alum Rock Union ESD	San Antonio Elementary	47	44	47	37	36	36
16	Santa Clara	Alum Rock Union ESD	Shields (Lester W.) Elementary	41	47	51	38	37	37
17	Santa Clara	Alum Rock Union ESD	Slonaker (Harry) Elementary	33	44	45	38	36	41
18	Riverside	Alvord Unified School District	Arlanza	30	36	39	38	40	42
19	Riverside	Alvord Unified School District	Collett	40	50	50	28	36	36
20	Riverside	Alvord Unified School District	Foothill	32	42	38	27	35	38
21	Riverside	Alvord Unified School District	La Granada	31	33	33	34	44	40
22	Riverside	Alvord Unified School District	Myra Linn	43	55	58	30	37	39
23	Riverside	Alvord Unified School District	Rosemary Kennedy	40	43	44	32	38	38
24	Riverside	Alvord Unified School District	Terrace	40	46	44	36	43	43

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
25	Orange	Anaheim Elementary School District	Franklin (Benjamin) Elementary	48	51	53	58	46	46
26	Orange	Anaheim Elementary School District	Gauer (Melbourne A.) Elementary	40	40	36	43	44	47
27	Orange	Anaheim Elementary School District	Guinn (James) Elementary	44	46	47	35	38	40
28	Orange	Anaheim Elementary School District	Henry (Patrick) Elementary	34	39	36	35	41	40
29	Orange	Anaheim Elementary School District	Juarez (Benito) Elementary	42	42	44	40	38	42
30	Orange	Anaheim Elementary School District	Loara Elementary	49	53	50	39	38	41
31	Orange	Anaheim Elementary School District	Madison (James) Elementary	41	40	46	31	38	38
32	Orange	Anaheim Elementary School District	Marshall (John) Elementary	37	40	39	37	36	37
33	Orange	Anaheim Elementary School District	Olive Street Elementary, formerly Jeffer	41	41	42	60	67	66
34	Orange	Anaheim Elementary School District	Palm Lane Elementary	30	37	42	37	38	37
35	Orange	Anaheim Elementary School District	Price (Adelaide) Elementary	45	46	48	44	42	42
36	Orange	Anaheim Elementary School District	Revere (Paul)	33	39	43	41	37	39
37	Orange	Anaheim Elementary School District	Roosevelt Elementary	44	43	50	33	32	34
38	Orange	Anaheim Elementary School District	Ross (Betsy) Elementary	45	49	48	32	34	34
39	Orange	Anaheim Elementary School District	Sunkist Elementary	37	40	43	36	40	41
40	Orange	Anaheim Elementary School District	Westmont Elementary	35	43	43	41	43	44
41	Mendocino	Arena Union Elementary School District	Arena Union	44	56	45		50	48
42	Kern	Arvin Union Elementary School District	Bear Mountain Elementary	25	29	33	34	43	42
43	Kern	Arvin Union Elementary School District	Sierra Vista Elementary	33	36	39	33	36	39
44	Merced	Atwater Elementary School District	Bellevue	44	45	52	35	39	38
45	Merced	Atwater Elementary School District	Mitchell Elementary	48	43	45	38	39	38
46	Merced	Atwater Elementary School District	Olaeta (Thomas) Elementary	54	56	51	41	38	38
47	Kern	Bakersfield City ESD	College Heights Elementary	34	38	41	46	45	42
48	Kern	Bakersfield City ESD	Evergreen Elementary	45	48	51	32	38	39

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
49	Kern	Bakersfield City ESD	Fremont Elementary	40	42	40	37	35	37
50	Kern	Bakersfield City ESD	Garza (Ramon) Elementary	36	40	42	44	34	36
51	Kern	Bakersfield City ESD	Harris (Caroline) Elementary	50	47	54	28	50	46
52	Kern	Bakersfield City ESD	Hort Elementary	42	48	43	36	40	41
53	Kern	Bakersfield City ESD	Jefferson Elementary (Bakersfield)	33	43	44	49	51	49
54	Kern	Bakersfield City ESD	Longfellow Elementary (Bakersfield)	30	31	34	33	28	32
55	Kern	Bakersfield City ESD	Mann (Horace) Elementary	34	39	38	34	31	37
56	Kern	Bakersfield City ESD	Mt. Vernon Elementary	34	39	39	36	42	40
57	Kern	Bakersfield City ESD	Munsey Elementary	44	43	47	36	30	35
58	Kern	Bakersfield City ESD	Owens (Bessie E.) Primary	46	39	44	43	38	39
59	Kern	Bakersfield City ESD	Pioneer Drive Elementary	34	40	35	46	41	41
60	Kern	Bakersfield City ESD	Roosevelt Elementary	44	45	46	44	41	45
61	Kern	Bakersfield City ESD	Williams Elementary	29	30	33	37	42	45
62	Riverside	Banning Unified School District	Central	48	53	59	36	42	42
63	Riverside	Banning Unified School District	Hemmerling	45	50	54	32	40	40
64	Riverside	Banning Unified School District	Hoffer	48	45	50	40	46	46
65	San Diego	Cajon Valley Union Elementary	Anza Elementary	48	53	52	47	53	54
66	San Diego	Cajon Valley Union Elementary	Lexington Elementary	42	43	37	41	47	49
67	San Diego	Cajon Valley Union Elementary	Naranca Elementary	50	53	55	42	49	49
68	Imperial	Calexico Unified School District	Dool Elementary	36	45	52		55	50
69	Imperial	Calexico Unified School District	Jefferson Elementary	30	32	35		40	39
70	Imperial	Calexico Unified School District	Kennedy Garden	33	40	39		44	42
71	Imperial	Calexico Unified School District	Mains Elementary	29	44	38		41	40
72	Imperial	Calexico Unified School District	Rockwood Elementary	36	35	40		48	45

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
73	Stanislaus	Chatom Union Elementary	Chatom Elementary	48	49	46	39	41	39
74	Monterey	Chualar Union School District	Chualar Union	30	36	41	35	38	35
75	San Diego	Chula Vista Elementary School District	Lauderbach (J. Calvin) Elementary	32	46	47	39	40	39
76	San Diego	Chula Vista Elementary School District	Castle Park Elementary	43	46	47	27	36	33
77	San Diego	Chula Vista Elementary School District	Harborside Elementary	35	42	41	41	52	50
78	San Diego	Chula Vista Elementary School District	Juarez-Lincoln Accelerated Elementary	49	53	56	44	51	50
79	San Diego	Chula Vista Elementary School District	Loma Verde Elementary	47	52	57	39	36	35
80	San Diego	Chula Vista Elementary School District	Los Altos Elementary	40	48	47	41	47	47
81	San Diego	Chula Vista Elementary School District	Montgomery Elementary	41	45	43	31	34	34
82	San Diego	Chula Vista Elementary School District	Otay Elementary			51			37
83	San Diego	Chula Vista Elementary School District	Rice Comer Elementary	38	42	47	27	38	35
84	San Diego	Chula Vista Elementary School District	Silver Wing Elementary			48			49
85	San Diego	Chula Vista Elementary School District	Vista Square Elementary	35	49	53	40	43	44
86	Riverside	Coachella Valley Unified School District	Chavez (Cesar) Elementary	37	43	44	44	31	32
87	Riverside	Coachella Valley Unified School District	Coral Mountain Academy			36			36
88	Riverside	Coachella Valley Unified School District	Duke (Bobby) Elementary	21	26	29	36	35	36
89	Riverside	Coachella Valley Unified School District	Kelley (John) Elementary	30	32	32	35	31	33
90	Riverside	Coachella Valley Unified School District	Martinez (Saul) Elementary	20	22	26	60	51	47
91	Riverside	Coachella Valley Unified School District	Mecca Elementary	14	17	22	44	36	36
92	Riverside	Coachella Valley Unified School District	Mountain Vista Elementary	37	43	45	43	36	38
93	Riverside	Coachella Valley Unified School District	Palm View Elementary	28	40	44	36	38	39
94	Riverside	Coachella Valley Unified School District	Pendleton (Peter) Elementary	20	27	27	38	40	36
95	Riverside	Coachella Valley Unified School District	Valley View Elementary	32	37	30	43	31	33
96	Riverside	Coachella Valley Unified School District	Westside Elementary	28	34	43	34	45	43

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
97	Colusa	Colusa Unified School District	Burchfield Primary School			54			32
98	Los Angeles	Compton Unified School District	Anderson	23	30	39	32	32	36
99	Los Angeles	Compton Unified School District	Emerson	47	50	39	34	38	35
100	Los Angeles	Compton Unified School District	Foster	26	31	34	30	32	32
101	Los Angeles	Compton Unified School District	George Washington	24	29	42	30	33	35
102	Los Angeles	Compton Unified School District	George Washington Carver	36	38	43	35	41	42
103	Los Angeles	Compton Unified School District	Jefferson	33	37	50	33	38	39
104	Los Angeles	Compton Unified School District	Lincoln Drew Magnet	27	34	36	32	34	36
105	Los Angeles	Compton Unified School District	Robert F. Kennedy	39	54	52	36	34	37
106	Los Angeles	Compton Unified School District	Ronald E. McNair	48	53	54	30	43	41
107	Los Angeles	Compton Unified School District	Roosevelt	26	41	38	30	41	42
108	Los Angeles	Compton Unified School District	Tibby	38	51	46		30	32
109	Kings	Corcoran Joint Unified School District	Bret Harte Elementary			51			40
110	Kings	Corcoran Joint Unified School District	Fremont Elementary			51			46
111	Tehama	Corning Union Elementary School District	Olive View	44	51	59	49	49	46
112	Tehama	Corning Union Elementary School District	Rancho Tehama	46	47	41		35	41
113	Tehama	Corning Union Elementary School District	Woodson	55	61	53	33	36	36
114	Del Norte	Del Norte County Unified School District	Hamilton (Joe)	39	36	41	39	38	41
115	Del Norte	Del Norte County Unified School District	Keating (Margaret) Elementary	24	42	49	37	31	40
116	Sacramento	Del Paso Heights ESD	Del Paso Heights Elementary	39	40	43	29	34	36
117	Sacramento	Del Paso Heights ESD	Fairbanks Elementary	27	33	37	34	37	36
118	Sacramento	Del Paso Heights ESD	Garden Valley Elementary	32	36	36	34	36	35
119	Sacramento	Del Paso Heights ESD	North Avenue Elementary	33	31	35	26	33	32
120	Kern	Delano Union School District	Del Vista	34	35	39	28	33	35

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
121	Kern	Delano Union School District	Fremont	39	42	43	36	37	39
122	Kern	Delano Union School District	Terrace	30	37	41	34	40	40
123	Kern	Delano Union School District	Valle Vista	23	34	37	34	40	41
124	Merced	Delhi Unified School District	Harmony Elementary		40	42			37
125	Merced	Delhi Unified School District	Schendel	41	45	51	43	42	43
126	Riverside	Desert Sands Unified School District	Andrew Jackson	34	40	41	42	42	42
127	Riverside	Desert Sands Unified School District	Dwight Eisenhower	22	24	33	29	35	37
128	Riverside	Desert Sands Unified School District	Herbert Hoover	24	36	43	40	41	44
129	Riverside	Desert Sands Unified School District	John Adams	46	51	55	35	34	37
130	Riverside	Desert Sands Unified School District	John F. Kennedy	31	37	41	34	45	45
131	Riverside	Desert Sands Unified School District	Lyndon B. Johnson	41	45	45	36	40	43
132	Tulare	Dinuba Unified School District	Jefferson Elementary	31	37	39	49	46	43
133	San Mateo	East Palo Alto Charter School/Ravenswood	East Palo Alto Charter School	62	65	65	41	39	45
134	Imperial	El Centro Elementary	De Anza	63	56	63	41	42	45
135	Imperial	El Centro Elementary	Desert Garden	45	49	53	40	39	37
136	Imperial	El Centro Elementary	Harding Elementary	51	55	55	39	38	40
137	Imperial	El Centro Elementary	Washington	38	38	46	39	37	38
138	Los Angeles	El Rancho Unified School District	Birney	52	62	58	33	41	43
139	Los Angeles	El Rancho Unified School District	Magee	39	53	56	23	37	38
140	Los Angeles	El Rancho Unified School District	North Ranchito	45	58	63	28	32	33
141	Los Angeles	El Rancho Unified School District	Rivera	46	56	60	31	38	40
142	Los Angeles	El Rancho Unified School District	Selby Grove	49	51	64	32	31	34
143	Los Angeles	El Rancho Unified School District	South Ranchito	37	42	52	25	31	33
144	Sacramento	Elk Grove Unified School District	Kennedy (Samuel) Elementary	43	46	49	33	35	34

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
145	Sacramento	Elk Grove Unified School District	Mack (Charles E.) Elementary	37	42	42	32	32	30
146	Sacramento	Elk Grove Unified School District	Prairie Elementary	45	51	56	32	37	36
147	San Diego	Escondido Union School District	Farr Avenue	29	31	37	37	44	43
148	San Diego	Escondido Union School District	Felicita	31	36	36	37	40	38
149	San Diego	Escondido Union School District	Glen View	41	48	43	35	39	39
150	San Diego	Escondido Union School District	Lincoln	33	41	42	40	44	46
151	San Diego	Escondido Union School District	Pioneer School	34	40	36	39	41	44
152	San Diego	Escondido Union School District	Rose School	36	44	49	36	45	47
153	San Bernardino	Fontana Unified School District	Citrus Elementary	38	42	41	36	40	39
154	San Bernardino	Fontana Unified School District	Date Elementary	35	39	42	39	35	35
155	San Bernardino	Fontana Unified School District	Hemlock Elementary	49	54	57	40	45	42
156	San Bernardino	Fontana Unified School District	Juniper Elementary	41	46	45	40	38	39
157	San Bernardino	Fontana Unified School District	Live Oak Elementary	34	42	45	39	39	39
158	San Bernardino	Fontana Unified School District	Locust Elementary	46	48	51	39	41	42
159	San Bernardino	Fontana Unified School District	Maple Elementary	33	45	47	41	43	42
160	San Bernardino	Fontana Unified School District	North Tamarind Elementary	41	45	47	37	40	39
161	San Bernardino	Fontana Unified School District	Oleander Elementary	33	36	45	38	40	41
162	San Bernardino	Fontana Unified School District	Palmetto Elementary	42	48	43	35	38	37
163	San Bernardino	Fontana Unified School District	Poplar Elementary	33	46	41	39	39	41
164	San Bernardino	Fontana Unified School District	Randall Pepper Elementary	39	44	44	35	37	37
165	San Bernardino	Fontana Unified School District	Redwood Elementary	46	57	55	36	36	36
166	San Bernardino	Fontana Unified School District	South Tamarind Elementary	39	48	48	34	37	37
167	San Bernardino	Fontana Unified School District	Virginia Primrose Elementary	32	41	46	35	43	43
168	San Bernardino	Fontana Unified School District	West Randall Elementary	32	38	40	38	38	39

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
169	Fresno	Fowler Unified School District	Malaga Elementary	40	48	40	33	43	45
170	Fresno	Fresno Unified School District	Ayer Elementary	48	56	53	36	44	39
171	Fresno	Fresno Unified School District	Aynesworth Elementary	40	49	49	37	37	39
172	Fresno	Fresno Unified School District	Burroughs Elementary	32	38	45	41	38	38
173	Fresno	Fresno Unified School District	Calwa Elementary		25	31		37	36
174	Fresno	Fresno Unified School District	Centennial Elementary		37	38		32	33
175	Fresno	Fresno Unified School District	Columbia Elementary		32	33		41	40
176	Fresno	Fresno Unified School District	Dailey Elementary	32	39	38	35	33	34
177	Fresno	Fresno Unified School District	David L Greenberg Elementary		25	28		36	39
178	Fresno	Fresno Unified School District	Del Mar Elementary	35	45	42	36	41	38
179	Fresno	Fresno Unified School District	Ericson Elementary		48	41		38	39
180	Fresno	Fresno Unified School District	Ewing Elementary		32	37		36	37
181	Fresno	Fresno Unified School District	Fremont Elementary	37	53	53	38	45	42
182	Fresno	Fresno Unified School District	Heaton Elementary	25	36	39	32	38	36
183	Fresno	Fresno Unified School District	Hidalgo Elementary	25	32	34	48	42	44
184	Fresno	Fresno Unified School District	Holland Elementary	51	56	54	43	43	42
185	Fresno	Fresno Unified School District	Jefferson Elementary	32	35	35	40	42	39
186	Fresno	Fresno Unified School District	King Elementary	25	30	31	38	41	39
187	Fresno	Fresno Unified School District	Kirk Elementary	23	32	40	42	38	39
188	Fresno	Fresno Unified School District	Lane Elementary	31	36	33	36	40	40
189	Fresno	Fresno Unified School District	Lincoln Elementary	23	24	30	36	38	40
190	Fresno	Fresno Unified School District	Lowell Elementary	23	33	31	38	41	39
191	Fresno	Fresno Unified School District	Mayfair Elementary		30	32		36	35
192	Fresno	Fresno Unified School District	Muir Elementary		25	32		40	41

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
193	Fresno	Fresno Unified School District	Pyle Elementary	32	38	35	57	39	40
194	Fresno	Fresno Unified School District	Roeding Elementary	44	49	48	36	42	39
195	Fresno	Fresno Unified School District	Rowell (Chester)	27	30	41	35	39	42
196	Fresno	Fresno Unified School District	Slater Elementary		36	41		36	35
197	Fresno	Fresno Unified School District	Sunset Elementary	34	41	35	36	39	37
198	Fresno	Fresno Unified School District	Susan B Anthony Elementary		35	31		38	37
199	Fresno	Fresno Unified School District	Turner Elementary		35	41		40	37
200	Fresno	Fresno Unified School District	Webster Elementary	37	41	42	46	45	40
201	Fresno	Fresno Unified School District	Wilson Elementary	38	42	42	30	36	34
202	Fresno	Fresno Unified School District	Wishon Elementary	42	49	50	36	44	40
203	Fresno	Fresno Unified School District	Wolters Elementary	46	49	44	35	36	36
204	Los Angeles	Glendale Unified School District	Jefferson (Thomas) Elementary	69	69	66	34	35	34
205	Los Angeles	Glendale Unified School District	Mann (Horace) Elementary	45	55	54	37	45	44
206	Los Angeles	Glendale Unified School District	Muir (John) Elementary	51	60	60	41	43	47
207	Monterey	Gonzales Unified School District	La Gloria Elementary	35	45	43	40	42	42
208	Monterey	Greenfield Union School District	Cesar Chavez Elementary	25	34	36	35	39	41
209	Monterey	Greenfield Union School District	Greenfield Elementary	19	28	27	33	36	37
210	Monterey	Greenfield Union School District	Oak Avenue	27	30	33	40	47	47
211	Santa Barbara	Guadalupe Union ESD	Mary Buren	47	45	49	36	33	33
212	Merced	Gustine Unified School District	Romero	29	39	48	39	48	48
213	Los Angeles	Hacienda La Puente USD	Baldwin	47	53	60	39	38	37
214	Los Angeles	Hacienda La Puente USD	California Elementary	45	52	50	40	35	37
215	Los Angeles	Hacienda La Puente USD	Del Valle Elementary	47	46	42	41	38	39
216	Los Angeles	Hacienda La Puente USD	Glenelder Elementary	38	43	47	42	42	44

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
217	Los Angeles	Hacienda La Puente USD	Kwis Elementary	56	64	67	33	41	38
218	Los Angeles	Hacienda La Puente USD	Lassalette Elementary	49	53	55	38	38	38
219	Los Angeles	Hacienda La Puente USD	Shadybend Elementary	51	56	60	38	34	39
220	Los Angeles	Hacienda La Puente USD	Temple Academy	42	40	52	30	34	36
221	Los Angeles	Hacienda La Puente USD	Valinda School of Academics		50	53		35	36
222	Los Angeles	Hacienda La Puente USD	Wing Lane Elementary		44	45		33	35
223	Los Angeles	Hacienda La Puente USD	Workman Elementary	50	58	49	41	42	44
224	Alameda	Hayward Unified School District	Bowman Elementary	40	50	37	31	39	36
225	Alameda	Hayward Unified School District	Cherryland Elementary	37	41	39	36	37	37
226	Alameda	Hayward Unified School District	Glassbrook Elementary	33	36	40	31	24	25
227	Alameda	Hayward Unified School District	Markham Elementary	53	56	46	29	40	37
228	Alameda	Hayward Unified School District	Muir Elementary	43	45	42	34	34	36
229	Alameda	Hayward Unified School District	Park Elementary	40	43	45	35	37	37
230	Alameda	Hayward Unified School District	Shepherd Elementary	28	32	30	32	36	39
231	Sonoma	Healdsburg Unified	Healdsburg Elementary			39			35
232	Imperial	Heber School District	Heber	40	50	47	42	52	51
233	Riverside	Hemet Unified School District	Hamilton Elementary School			48			41
234	Riverside	Hemet Unified School District	McSweeny Elementary School			46			37
235	Riverside	Hemet Unified School District	Ramona Elementary School			44			39
236	Riverside	Hemet Unified School District	Whittier Elementary School			49			35
237	Riverside	Hemet Unified School District	Winchester Elementary School			51			42
238	Lassen	Johnstonville Elementary School District	Johnstonville Elementary	62	72	65	37	31	32
239	Siskiyou	Junction Elementary School District	Junction Elementary				23	45	42
240	Los Angeles	Keppel Union Elementary	Antelope Elementary	29	43	45	44	49	43

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
241	Los Angeles	Keppel Union Elementary	Daisy Gibson Elementary	40	44	46	46	46	47
242	Los Angeles	Keppel Union Elementary	Lake Los Angeles Elementary	40	40	39	44	45	45
243	Stanislaus	Keyes Union Elementary School District	Keyes	32	41	42	39	45	45
244	Monterey	King City Union Elementary	Del Ray Elementary	34	38	41	38	38	39
245	Monterey	King City Union Elementary	Santa Lucia Elementary	40	47	46	31	32	32
246	Lake	Konocti Unified School District	Burns Valley	41	44	43	34	39	38
247	Lake	Konocti Unified School District	East Lake	45	54	52	34	42	40
248	lake	Konocti Unified School District	Lower Lake	46	57	50	37	39	38
249	Kern	Lamont Elementary School District	Alicante	34	39	42	31	35	36
250	Los Angeles	Lancaster School District	Desert View	37	47	40	33	41	42
251	Los Angeles	Lancaster School District	El Dorado	35	42	48	29	36	35
252	Los Angeles	Lancaster School District	Joshua	38	42	45	36	38	37
253	Los Angeles	Lancaster School District	Lincoln Elementary	38	43	40		39	39
254	Los Angeles	Lancaster School District	Mariposa	31	37	38	30	40	38
255	Los Angeles	Lancaster School District	Sierra	35	43	44	31	36	37
256	Merced	Le Grand Union ESD	Le Grand Elementary	35	44	48	43	37	43
257	Trinity	Lewiston Elementary School District	Lewiston				30	31	34
258	Merced	Livingston Union ESD	Herndon (Selma) Elementary	41	52	54	41	45	43
259	Merced	Livingston Union ESD	Yamato Colony Elementary	56	62	55	37	46	43
260	Los Angeles	Long Beach Unified School District	Barton Elementary	52	57	56	36	54	46
261	Los Angeles	Long Beach Unified School District	Burbank Elementary	41	48	46	38	33	34
262	Los Angeles	Long Beach Unified School District	Burnett Elementary	33	42	45	35	35	35
263	Los Angeles	Long Beach Unified School District	Harte Elementary	55	55	55	40	42	39
264	Los Angeles	Long Beach Unified School District	Lafayette Elementary	43	48	51	39	34	34

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
265	Los Angeles	Long Beach Unified School District	Lee Elementary	50	54	54	40	43	42
266	Los Angeles	Long Beach Unified School District	Lincoln Elementary	41	39	43	41	39	37
267	Los Angeles	Long Beach Unified School District	McKinley Elementary	43	49	48	43	58	51
268	Los Angeles	Long Beach Unified School District	Muir Elementary	55	65	58	44	47	42
269	Los Angeles	Long Beach Unified School District	Powell	48	54	49	38	33	35
270	Los Angeles	Long Beach Unified School District	Roosevelt Elementary	48	52	49	41	47	42
271	Los Angeles	Long Beach Unified School District	Sutter Elementary	46	54	55	38	53	48
272	Los Angeles	Long Beach Unified School District	Webster Elementary		59	60		38	41
273	Los Angeles	Long Beach Unified School District	Whittier Elementary	52	54	54	42	58	48
274	Los Angeles	Los Angeles USD	Alexandria	38	42	46	35	36	35
275	Los Angeles	Los Angeles USD	Alta Loma	47	55	52	37	40	41
276	Los Angeles	Los Angeles USD	Amestoy	45	49	52	42	39	39
277	Los Angeles	Los Angeles USD	Angeles Mesa	42	38	40	36	36	37
278	Los Angeles	Los Angeles USD	Aragon	40	43	45	30	34	34
279	Los Angeles	Los Angeles USD	Arco Iris Primary			46	30	33	35
280	Los Angeles	Los Angeles USD	Arlington Heights	45	49	45	41	42	40
281	Los Angeles	Los Angeles USD	Arminta	39	44	50	39	37	37
282	Los Angeles	Los Angeles USD	Avalon Gardens Elementary	43	35	50	42	35	32
283	Los Angeles	Los Angeles USD	Bakewell Primary Center			46		46	45
284	Los Angeles	Los Angeles USD	Banning New Elementary School #1			47			35
285	Los Angeles	Los Angeles USD	Barrett	41	50	49	35	38	37
286	Los Angeles	Los Angeles USD	Barton Hill	51	54	50	41	46	42
287	Los Angeles	Los Angeles USD	Beachy Elementary School	45	46	50	39	37	37
288	Los Angeles	Los Angeles USD	Bellingham Primary Center			46	39	36	39

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
289	Los Angeles	Los Angeles USD	Belvedere	45	47	44	31	34	34
290	Los Angeles	Los Angeles USD	Braddock Drive	53	57	55	33	36	34
291	Los Angeles	Los Angeles USD	Budlong	30	38	42	34	34	34
292	Los Angeles	Los Angeles USD	Burton	47	48	48	35	39	38
293	Los Angeles	Los Angeles USD	Camellia	33	40	43	31	35	31
294	Los Angeles	Los Angeles USD	Canoga Park	40	40	46	37	39	39
295	Los Angeles	Los Angeles USD	Cantara	52	52	54	39	39	39
296	Los Angeles	Los Angeles USD	Canterbury	55	58	56	37	36	33
297	Los Angeles	Los Angeles USD	Catskill	53	57	55	39	41	41
298	Los Angeles	Los Angeles USD	Century Park Elementary	37	42	49	36	36	36
299	Los Angeles	Los Angeles USD	Cienega	45	49	48	36	35	36
300	Los Angeles	Los Angeles USD	Cimarron	52	44	50	40	39	40
301	Los Angeles	Los Angeles USD	City Terrace	39	44	40	36	36	39
302	Los Angeles	Los Angeles USD	Cohasset	50	50	47	42	37	35
303	Los Angeles	Los Angeles USD	Coliseum Street Elementary	39	36	42	39	43	41
304	Los Angeles	Los Angeles USD	Columbus Avenue			40			41
305	Los Angeles	Los Angeles USD	Compton Avenue Elementary	34	40	47	36	35	36
306	Los Angeles	Los Angeles USD	Corona	39	44	45	34	35	36
307	Los Angeles	Los Angeles USD	Dayton Heights	51	55	52	40	38	38
308	Los Angeles	Los Angeles USD	Dena (Christopher) Elementary	34	43	46	34	35	33
309	Los Angeles	Los Angeles USD	Dena New Primary Center			43		48	44
310	Los Angeles	Los Angeles USD	Dyer	46	48	49	32	37	37
311	Los Angeles	Los Angeles USD	El Dorado	42	48	52	49	45	44
312	Los Angeles	Los Angeles USD	El Sereno	46	53	52	39	29	29

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
313	Los Angeles	Los Angeles USD	Elizabeth LC	38	36	35	38	40	36
314	Los Angeles	Los Angeles USD	Escutia Primary Center			46		46	42
315	Los Angeles	Los Angeles USD	Esperanza Elementary	28	33	33	38	35	35
316	Los Angeles	Los Angeles USD	Euclid	45	46	46	37	37	37
317	Los Angeles	Los Angeles USD	Evergreen Avenue Elementary	33	45	44	34	39	40
318	Los Angeles	Los Angeles USD	Farmdale	42	45	45	32	36	35
319	Los Angeles	Los Angeles USD	Fernangeles Elementary	35	41	42	34	33	32
320	Los Angeles	Los Angeles USD	Fifteenth Street	53	53	55	48	56	47
321	Los Angeles	Los Angeles USD	Fifty-Ninth Street	35	38	35	34	36	37
322	Los Angeles	Los Angeles USD	Fifty-Second Street	32	33	37	31	31	33
323	Los Angeles	Los Angeles USD	Figueroa Street Elementary	38	39	45	34	38	35
324	Los Angeles	Los Angeles USD	First Street Elementary	42	48	43	32	31	32
325	Los Angeles	Los Angeles USD	Fishburn	51	47	51	35	41	39
326	Los Angeles	Los Angeles USD	Fletcher Drive	36	41	41	34	38	36
327	Los Angeles	Los Angeles USD	Florence	42	53	49	36	41	36
328	Los Angeles	Los Angeles USD	Flournoy (Lovelia P.) Elementary	33	44	44	34	40	39
329	Los Angeles	Los Angeles USD	Ford Blvd	41	42	46	33	32	32
330	Los Angeles	Los Angeles USD	Forty-Ninth Street Elementary	30	34	31	30	35	34
331	Los Angeles	Los Angeles USD	Forty-Second Street	37	45	39	33	35	36
332	Los Angeles	Los Angeles USD	Fourth Street	49	56	57	40	40	38
333	Los Angeles	Los Angeles USD	Fries Avenue Elementary	33	38	43	30	35	36
334	Los Angeles	Los Angeles USD	Gardena	53	54	52	41	40	37
335	Los Angeles	Los Angeles USD	Gates	42	51	51	31	38	37
336	Los Angeles	Los Angeles USD	Glassell Park	51	57	57	38	40	38

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
337	Los Angeles	Los Angeles USD	Glen Alta	44	51	52	27	28	30
338	Los Angeles	Los Angeles USD	Glenwood	51	45	45	31	31	31
339	Los Angeles	Los Angeles USD	Graham Elementary	31	37	40	33	33	34
340	Los Angeles	Los Angeles USD	Grand View Boulevard Elementary			47			35
341	Los Angeles	Los Angeles USD	Grape	50	44	45	38	36	38
342	Los Angeles	Los Angeles USD	Gratts	36	37	32	38	40	39
343	Los Angeles	Los Angeles USD	Gridley Elementary	39	45	49	37	35	35
344	Los Angeles	Los Angeles USD	Griffith-Joyner	27	32	36	38	39	37
345	Los Angeles	Los Angeles USD	Gulf	38	43	45	38	35	36
346	Los Angeles	Los Angeles USD	Hamasaki	34	46	47	37	33	37
347	Los Angeles	Los Angeles USD	Hammel	36	45	44	36	34	35
348	Los Angeles	Los Angeles USD	Harmony Elementary	33	37	45	31	32	33
349	Los Angeles	Los Angeles USD	Harrison Elementary	31	33	37	32	38	38
350	Los Angeles	Los Angeles USD	Harvard Elementary		52	57		43	39
351	Los Angeles	Los Angeles USD	Hawaiian Avenue Elementary	48	50	61	36	38	37
352	Los Angeles	Los Angeles USD	Hazeltine Avenue Elementary	39	41	45	38	36	38
353	Los Angeles	Los Angeles USD	Heliotrope	40	48	50	36	43	45
354	Los Angeles	Los Angeles USD	Hillcrest Drive Elementary	32	33	30	35	38	39
355	Los Angeles	Los Angeles USD	Hillside	41	45	49	36	41	41
356	Los Angeles	Los Angeles USD	Hobart Blvd.	51	55	57	34	35	33
357	Los Angeles	Los Angeles USD	Holmes	33	36	51	31	32	33
358	Los Angeles	Los Angeles USD	Hooper Elementary	26	33	34	33	36	36
359	Los Angeles	Los Angeles USD	Hooper New Primary Center			46		42	43
360	Los Angeles	Los Angeles USD	Hughes	41	47	49	37	37	36

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
361	Los Angeles	Los Angeles USD	Humphreys Elementary	38	46	44	30	36	37
362	Los Angeles	Los Angeles USD	Hyde Park	33	34	36	38	40	41
363	Los Angeles	Los Angeles USD	Jefferson New #1		40	41		39	41
364	Los Angeles	Los Angeles USD	Jefferson New #7		43	45		36	37
365	Los Angeles	Los Angeles USD	Jefferson New Primary Center 6			47		40	37
366	Los Angeles	Los Angeles USD	Kennedy	37	43	45	33	36	36
367	Los Angeles	Los Angeles USD	Kittridge	37	43	44	36	43	42
368	Los Angeles	Los Angeles USD	La Salle	42	42	45	34	36	35
369	Los Angeles	Los Angeles USD	Langdon	33	37	39	37	37	37
370	Los Angeles	Los Angeles USD	Lankershim	46	50	49	31	36	36
371	Los Angeles	Los Angeles USD	Lexington Avenue Primary Center			57		37	40
372	Los Angeles	Los Angeles USD	Liberty	37	43	50	32	38	38
373	Los Angeles	Los Angeles USD	Liggett	46	47	50	40	39	39
374	Los Angeles	Los Angeles USD	Lillian	41	49	49	33	40	37
375	Los Angeles	Los Angeles USD	Limerick	45	45	46	37	37	38
376	Los Angeles	Los Angeles USD	Lockwood	44	45	48	38	34	35
377	Los Angeles	Los Angeles USD	Loma Vista	39	44	46	36	38	37
378	Los Angeles	Los Angeles USD	Lorena	37	41	41	35	38	36
379	Los Angeles	Los Angeles USD	Los Angeles Elementary	44	46	46	41	44	44
380	Los Angeles	Los Angeles USD	Los Angeles New Primary Center #5			49		42	41
381	Los Angeles	Los Angeles USD	Mack Elementary		36	34		41	37
382	Los Angeles	Los Angeles USD	Main Street Elementary	31	32	38	31	34	35
383	Los Angeles	Los Angeles USD	Malabar	36	38	40	31	33	34
384	Los Angeles	Los Angeles USD	Manchester Elementary	32	34	36	39	44	41

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
385	Los Angeles	Los Angeles USD	Manhatten	45	46	45	35	41	41
386	Los Angeles	Los Angeles USD	Marianna	50	50	52	38	36	37
387	Los Angeles	Los Angeles USD	Maywood New #5		44	43		44	42
388	Los Angeles	Los Angeles USD	McKinley	41	46	47	35	40	38
389	Los Angeles	Los Angeles USD	Menlo Elementary	30	37	34	34	40	38
390	Los Angeles	Los Angeles USD	Micheltorena	41	50	49	32	31	33
391	Los Angeles	Los Angeles USD	Middleton	39	46	50	33	36	36
392	Los Angeles	Los Angeles USD	Middleton New Primary Center			46		38	41
393	Los Angeles	Los Angeles USD	Miles	42	47	47	32	33	33
394	Los Angeles	Los Angeles USD	Miller (Loren) Elementary	36	39	44	41	44	43
395	Los Angeles	Los Angeles USD	Miramonte Elementary	35	37	36	36	33	32
396	Los Angeles	Los Angeles USD	Murchison	34	46	47	37	36	36
397	Los Angeles	Los Angeles USD	Napa Elementary	33	38	48	37	43	46
398	Los Angeles	Los Angeles USD	Nevin	37	40	42	31	32	32
399	Los Angeles	Los Angeles USD	Newcastle	42	53	59	38	39	42
400	Los Angeles	Los Angeles USD	Ninety-Fifth Street Elementary	36	39	41	38	44	42
401	Los Angeles	Los Angeles USD	Ninety-Ninth Street	38	38	40	34	40	39
402	Los Angeles	Los Angeles USD	Ninety-Second Street	32	44	47	38	40	39
403	Los Angeles	Los Angeles USD	Ninety-Sixth Street	50	54	49	38	40	42
404	Los Angeles	Los Angeles USD	Ninety-Third Street	38	44	52	38	40	37
405	Los Angeles	Los Angeles USD	Ninth Street	28	32	27	34	37	37
406	Los Angeles	Los Angeles USD	Noble	42	45	48	33	41	41
407	Los Angeles	Los Angeles USD	Noble new Elementary School #1		42	44		45	41
408	Los Angeles	Los Angeles USD	Normandie Avenue Elementary	29	37	38	38	38	37

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
409	Los Angeles	Los Angeles USD	Nueva Vista	57	61	61	35	35	35
410	Los Angeles	Los Angeles USD	Olympic Primary Center			46		41	44
411	Los Angeles	Los Angeles USD	One Hundred Ninth Street School			39			33
412	Los Angeles	Los Angeles USD	One Hundred Sixteenth Street Elementary	37	32	38	35	37	37
413	Los Angeles	Los Angeles USD	One-Hundred Eighteenth Street	39	38	37	34	38	36
414	Los Angeles	Los Angeles USD	One-Hundred Fifty-Third Street	40	47	48	34	38	35
415	Los Angeles	Los Angeles USD	One-Hundred Seventh Street	35	31	34	32	32	35
416	Los Angeles	Los Angeles USD	One-Hundred Thirty-Fifth Street	41	45	43	40	45	43
417	Los Angeles	Los Angeles USD	One-Hundred Twelfth Street	35	42	39	33	33	36
418	Los Angeles	Los Angeles USD	One-Hundred Twenty-Second Street	38	41	50	36	38	36
419	Los Angeles	Los Angeles USD	Oxnard	44	52	50	35	43	41
420	Los Angeles	Los Angeles USD	Pacific Boulevard		48	52		34	35
421	Los Angeles	Los Angeles USD	Parmelee Avenue Elementary	32	39	41	41	43	41
422	Los Angeles	Los Angeles USD	Parthenia	50	57	58	44	44	44
423	Los Angeles	Los Angeles USD	Pio Pico	41	46	47	38	39	37
424	Los Angeles	Los Angeles USD	Plasencia	45	51	50	31	30	31
425	Los Angeles	Los Angeles USD	Plummer Elementary			46			42
426	Los Angeles	Los Angeles USD	Politi	33	43	40	29	36	35
427	Los Angeles	Los Angeles USD	Queen Anne Place Elementary			53			36
428	Los Angeles	Los Angeles USD	Ranchito	47	47	53	37	38	36
429	Los Angeles	Los Angeles USD	Raymond Avenue Elementary	36	42	41	35	41	41
430	Los Angeles	Los Angeles USD	Ritter	39	36	33	31	33	35
431	Los Angeles	Los Angeles USD	Roscoe	42	49	45	35	39	37
432	Los Angeles	Los Angeles USD	Rowan	36	42	42	33	39	39

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
433	Los Angeles	Los Angeles USD	Rowan New Primary Center			48		47	42
434	Los Angeles	Los Angeles USD	Russell Elementary	33	37	40	32	37	37
435	Los Angeles	Los Angeles USD	San Fernando	41	46	43	39	35	34
436	Los Angeles	Los Angeles USD	San Miguel	41	47	51	40	41	40
437	Los Angeles	Los Angeles USD	San Pedro	47	58	53	38	38	35
438	Los Angeles	Los Angeles USD	Santa Monica Boulevard Community Charter	39	47	50	32	36	38
439	Los Angeles	Los Angeles USD	Saticoy	44	48	46	33	34	34
440	Los Angeles	Los Angeles USD	Saturn	49	46	50	33	39	39
441	Los Angeles	Los Angeles USD	Sendak Elementary		48	52		35	35
442	Los Angeles	Los Angeles USD	Seventy-Fifth Street Elementary	33	34	34	37	36	37
443	Los Angeles	Los Angeles USD	Seventy-Fourth Street	52	57	57	31	36	38
444	Los Angeles	Los Angeles USD	Sharp Elementary School	34	43	52	35	43	43
445	Los Angeles	Los Angeles USD	Shenandoah	47	55	56	36	36	37
446	Los Angeles	Los Angeles USD	Sheridan Street	37	47	46	31	36	35
447	Los Angeles	Los Angeles USD	Sierra Park	40	46	55	31	30	30
448	Los Angeles	Los Angeles USD	Sierra Vista	53	64	63	41	40	39
449	Los Angeles	Los Angeles USD	Sixth Avenue Elementary			43			36
450	Los Angeles	Los Angeles USD	Sixty-Eighth Street Elementary	40	45	41	41	40	41
451	Los Angeles	Los Angeles USD	Sixty-First Street Elementary	41	48	46	39	41	38
452	Los Angeles	Los Angeles USD	Sixty-Sixth Street Elementary	37	45	44	37	40	41
453	Los Angeles	Los Angeles USD	Soto	40	42	44	40	40	37
454	Los Angeles	Los Angeles USD	South Gate New #6		48	53		43	42
455	Los Angeles	Los Angeles USD	South Park	36	40	41	42	36	36
456	Los Angeles	Los Angeles USD	Stanford	44	52	50	35	36	35

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
457	Los Angeles	Los Angeles USD	Stanford New Primary Center			46	32	38	37
458	Los Angeles	Los Angeles USD	State	40	45	49	34	36	37
459	Los Angeles	Los Angeles USD	State Street New #1		47	52		37	37
460	Los Angeles	Los Angeles USD	Sterry	56	62	58	25	34	34
461	Los Angeles	Los Angeles USD	Stonehurst	50	49	52	35	37	38
462	Los Angeles	Los Angeles USD	Sunny Brae Avenue Elementary	40	46	47	41	40	40
463	Los Angeles	Los Angeles USD	Sylmar	40	43	45	36	38	38
464	Los Angeles	Los Angeles USD	Sylvan Park Elementary	34	41	48	38	40	39
465	Los Angeles	Los Angeles USD	Telfair Elementary	44	46	46	37	42	41
466	Los Angeles	Los Angeles USD	Tenth Street	32	33	37	34	34	36
467	Los Angeles	Los Angeles USD	Trinity	33	34	39	30	34	39
468	Los Angeles	Los Angeles USD	Tweedy	39	47	46	30	37	37
469	Los Angeles	Los Angeles USD	Twentieth Street	36	46	50	29	38	37
470	Los Angeles	Los Angeles USD	Union Elementary	38	47	51	38	39	40
471	Los Angeles	Los Angeles USD	Utah Elementary	34	43	54	30	35	35
472	Los Angeles	Los Angeles USD	Valerio Elementary	44	54	52	38	42	39
473	Los Angeles	Los Angeles USD	Van Nuys	37	50	46	39	39	38
474	Los Angeles	Los Angeles USD	Vernon City	42	35	48	39	31	37
475	Los Angeles	Los Angeles USD	Victoria	42	50	49	38	35	35
476	Los Angeles	Los Angeles USD	Victory	46	49	52	33	32	32
477	Los Angeles	Los Angeles USD	Vinedale Elementary	42	45	43	35	38	36
478	Los Angeles	Los Angeles USD	Wadsworth	34	38	36	34	33	33
479	Los Angeles	Los Angeles USD	Walnut Park	45	47	47	37	35	34
480	Los Angeles	Los Angeles USD	Washington New Primary Center #1			46		32	34

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
481	Los Angeles	Los Angeles USD	Weigand	28	36	37	37	36	38
482	Los Angeles	Los Angeles USD	West Athens	38	42	39	37	40	41
483	Los Angeles	Los Angeles USD	West Vernon	26	30	30	31	33	33
484	Los Angeles	Los Angeles USD	Western	40	41	39	36	39	39
485	Los Angeles	Los Angeles USD	White House Place	46	42	46	34	36	36
486	Los Angeles	Los Angeles USD	Wilmington Park	52	53	56	37	41	40
487	Los Angeles	Los Angeles USD	Wilson #1		43	39		36	35
488	Los Angeles	Los Angeles USD	Woodcrest	27	30	31	34	34	36
489	Santa Clara	Luther Burbank ESD	Burbank (Luther)	50	63	64	44	41	40
490	Los Angeles	Lynwood Unified School District	Abbott Elementary			58			38
491	Los Angeles	Lynwood Unified School District	Helen Keller Elementary		30	48		38	40
492	Los Angeles	Lynwood Unified School District	Mark Twain	38	49	54	37	37	36
493	Los Angeles	Lynwood Unified School District	Roosevelt	35	41	49	38	43	39
494	Los Angeles	Lynwood Unified School District	Rosa Parks School, was Agnes School	28	54	49	29	44	43
495	Los Angeles	Lynwood Unified School District	Wilson	34	41	50	33	40	40
496	Orange	Magnolia Elementary School District	Lord Baden-Powell Elementary	52	54	59	42	58	57
497	Orange	Magnolia Elementary School District	Maxwell (Mattie Lou) Elementary	42	46	48	36	42	42
498	Orange	Magnolia Elementary School District	Pyles (Robert M.) Elementary	38	40	44	42	49	45
499	Orange	Magnolia Elementary School District	Sweitzer (Dr. Albert) Elementary	45	52	47	37	37	38
500	Orange	Magnolia Elementary School District	Walter (Esther L.) Elementary	34	38	40	36	40	41
501	San Joaquin	Manteca Unified School District	French Camp Elementary	39	40	50	50	53	51
502	San Joaquin	Manteca Unified School District	Lincoln Elementary	48	49	56	50	58	57
503	San Joaquin	Manteca Unified School District	Sequoia Elementary	46	49	50	42	45	48
504	Kern	McFarland Unified School District	Browning Road Elementary	36	43	45	41	40	38

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
505	Kern	McFarland Unified School District	Kern Avenue Elementary	37	41	43	34	36	37
506	Imperial	Meadows Union Elementary School District	Meadows Elementary	44	45	40	50	47	48
507	Merced	Merced City Elementary School District	Fremont Charter	47	52	54	42	40	41
508	Merced	Merced City Elementary School District	Gracey Elementary	44	48	56	44	45	43
509	Merced	Merced City Elementary School District	Muir (John) Elementary	41	47	52	39	38	42
510	Merced	Merced City Elementary School District	Reyes Elementary	43	49	45	38	45	45
511	Merced	Merced City Elementary School District	Sheehy Elementary	49	50	49	39	44	43
512	Merced	Merced City Elementary School District	Stowell Elementary	36	44	49	39	47	45
513	Merced	Merced City Elementary School District	Wright Elementary	50	56	61	39	37	38
514	Los Angeles	Montebello Unified School District	Bell Gardens Elementary	33	40	45	28	28	29
515	Los Angeles	Montebello Unified School District	Chavez (Ceasar E.) Elementary	32	40	48	24	27	27
516	Los Angeles	Montebello Unified School District	Garfield Elementary	46	40	38	31	30	34
517	Los Angeles	Montebello Unified School District	Gascon (Joseph A.) Elementary	44	45	50	34	33	33
518	Los Angeles	Montebello Unified School District	La Merced Elementary	44	49	49	26	34	33
519	Los Angeles	Montebello Unified School District	Laguna Nueva Elementary	30	37	36	25	26	25
520	Los Angeles	Montebello Unified School District	Montebello Gardens Elementary	42	59	53	29	29	27
521	Los Angeles	Montebello Unified School District	Montebello Park	40	46	45	30	30	31
522	Los Angeles	Montebello Unified School District	Rosewood Park	35	40	43	26	29	29
523	Los Angeles	Montebello Unified School District	Suva Elementary	34	35	41	26	28	29
524	Los Angeles	Montebello Unified School District	Wilcox Elementary	52	49	46	31	33	32
525	Los Angeles	Montebello Unified School District	Winter Gardens Elementary	32	35	43	26	29	28
526	Los Angeles	Mountain View Elementary School District	Cogswell Elementary	45	49	57	36	55	47
527	Los Angeles	Mountain View Elementary School District	La Primaria Elementary	60	59	61	35	34	34
528	Los Angeles	Mountain View Elementary School District	Maxson Elementary	41	53	54	38	53	48

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
529	Los Angeles	Mountain View Elementary School District	Miramonte Elementary	42	50	47	44	57	53
530	Los Angeles	Mountain View Elementary School District	Monte Vista Elementary	44	54	62	34	49	43
531	Los Angeles	Mountain View Elementary School District	Parkview Elementary	40	50	54	41	66	58
532	Los Angeles	Mountain View Elementary School District	Payne Elementary	36	44	41	45	43	48
533	Los Angeles	Mountain View Elementary School District	Twin Lakes	50	55	54	34	47	44
534	Contra Costa	Mt. Diablo Unified School District	Cambridge Elementary	19	23	31	46	42	43
535	Contra Costa	Mt. Diablo Unified School District	Meadow Homes Elementary	28	31	34	36	38	38
536	Contra Costa	Mt. Diablo Unified School District	Rio Vista Elementary	46	42	42	44	46	44
537	Contra Costa	Mt. Diablo Unified School District	Shore Acres Elementary	33	32	31	30	35	34
538	Contra Costa	Mt. Diablo Unified School District	Ygnacio Valley Elementary	35	34	42	43	50	45
539	San Joaquin	New Hope Elementary School District	New Hope Elementary	56	54	61	40	40	44
540	Orange	Newport-Mesa Unified School District	Adams Elementary	47	53	51	48	48	46
541	Orange	Newport-Mesa Unified School District	Pomona Elementary	38	39	43	40	43	43
542	Orange	Newport-Mesa Unified School District	Whittier Elementary	42	47	45	39	42	41
543	Sacramento	North Sacramento ESD	Castori (Michael J.) Elementary	39	49	49	52	43	43
544	Sacramento	North Sacramento ESD	Johnson (Harmon) Elementary	38	38	40	37	41	42
545	Sacramento	North Sacramento ESD	Noralto Elementary	41	41	40	43	39	40
546	Sacramento	North Sacramento ESD	Northwood Elementary	45	41	45	36	37	38
547	Sacramento	North Sacramento ESD	Woodlake Elementary	53	49	50	46	39	40
548	Alameda	Oakland USD	Belle Vista Elementary	57	52	55	39	36	39
549	Alameda	Oakland USD	Brookfield Village Elementary	39	42	44	38	39	40
550	Alameda	Oakland USD	Cox	28	31	34	34	54	50
551	Alameda	Oakland USD	Education for Change East Oakland Commun		37	37		43	44
552	Alameda	Oakland USD	Emerson Elementary	50	47	46	39	41	37

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
553	Alameda	Oakland USD	Franklin Elementary	58	63	60	38	58	52
554	Alameda	Oakland USD	Garfield	39	46	49	38	40	42
555	Alameda	Oakland USD	Highland	25	26	35	36	39	33
556	Alameda	Oakland USD	Hoover Elementary	35	39	43	40		48
557	Alameda	Oakland USD	Jefferson	30	29	30	37	42	40
558	Alameda	Oakland USD	King, Jr. (Martin Luther) Elementary	41	47	45	42	45	42
559	Alameda	Oakland USD	Lafayette Elementary	34	36	44	34	39	38
560	Alameda	Oakland USD	Lockwood	28	24	26	43	46	44
561	Alameda	Oakland USD	Mann (Horace)	36	38	40	45	46	51
562	Alameda	Oakland USD	Manzanita	40	43	34	35	41	39
563	Alameda	Oakland USD	Markham Elementary	33	41	40	51	46	44
564	Alameda	Oakland USD	Marshall (Thurgood) Elementary	50	56	50	54	48	46
565	Alameda	Oakland USD	Maxwell Park Elementary	28	35	34	40	45	45
566	Alameda	Oakland USD	Parker Elementary	41	52	55	43	41	42
567	Alameda	Oakland USD	Prescott Elementary	48	41	43	38	34	34
568	Alameda	Oakland USD	Sherman (Elisabeth) Elementary	47	40	38	46	51	43
569	Alameda	Oakland USD	Stonehurst	40	38	30	37	44	41
570	Alameda	Oakland USD	Webster	23	25	31	35	39	39
571	San Bernardino	Ontario-Montclair Elementary School Dist	Berlyn Elementary	28	39	45	39	43	44
572	San Bernardino	Ontario-Montclair Elementary School Dist	Bernt Elementary			44	38	46	44
573	San Bernardino	Ontario-Montclair Elementary School Dist	Bon View Elementary	34	36	43	40	41	41
574	San Bernardino	Ontario-Montclair Elementary School Dist	Corona Elementary	30	37	40	49	45	42
575	San Bernardino	Ontario-Montclair Elementary School Dist	Edison Elementary	49	51	56	38	41	42
576	San Bernardino	Ontario-Montclair Elementary School Dist	Elderberry Elementary	34	44	42	34	38	38

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
577	San Bernardino	Ontario-Montclair Elementary School Dist	Euclid Elementary	19	32	38	37	40	42
578	San Bernardino	Ontario-Montclair Elementary School Dist	Hawthorne Elementary	47	51	48	35	34	36
579	San Bernardino	Ontario-Montclair Elementary School Dist	Haynes Elementary	33	40	42	36	40	38
580	San Bernardino	Ontario-Montclair Elementary School Dist	Howard Elementary	50	52	51	39	42	43
581	San Bernardino	Ontario-Montclair Elementary School Dist	Kingsley Elementary	36	42	39	38	42	42
582	San Bernardino	Ontario-Montclair Elementary School Dist	Lehigh Elementary	26	30	44	36	36	36
583	San Bernardino	Ontario-Montclair Elementary School Dist	Linda Vista Elementary			44	50	41	42
584	San Bernardino	Ontario-Montclair Elementary School Dist	Mariposa Elementary	24	31	35	35	36	38
585	San Bernardino	Ontario-Montclair Elementary School Dist	Mission Elementary	23	29	40	39	39	38
586	San Bernardino	Ontario-Montclair Elementary School Dist	Monte Vista Elementary	41	47	44	43	41	40
587	San Bernardino	Ontario-Montclair Elementary School Dist	Montera	26	39	48	38	38	38
588	San Bernardino	Ontario-Montclair Elementary School Dist	Ramona Elementary	37	45	43	37	47	44
589	San Bernardino	Ontario-Montclair Elementary School Dist	Sultana Elementary	32	37	38	33	34	39
590	San Bernardino	Ontario-Montclair Elementary School Dist	Vista Grande Elementary	44	48	52	44	43	44
591	Orange	Orange Unified School District	California Elementary	51	55	60	33	30	33
592	Orange	Orange Unified School District	Cambridge Elementary	49	52	42	32	31	33
593	Orange	Orange Unified School District	Esplanade Elementary	35	42	50	45	48	47
594	Orange	Orange Unified School District	Fairhaven Elementary	34	37	36	48	41	42
595	Orange	Orange Unified School District	Handy Elementary	44	43	43	34	34	37
596	Orange	Orange Unified School District	Sycamore Elementary	38	42	42	34	39	39
597	Orange	Orange Unified School District	West Orange Elementary	59	59	68	36	43	41
598	San Bernardino	Oro Grande School District	Oro Grande	23	45	55	31	32	31
599	Ventura	Oxnard Unified School District	Chavez	24	29	36	32	35	36
600	Ventura	Oxnard Unified School District	Curren	34	51	49	28	41	41

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
601	Ventura	Oxnard Unified School District	Driffill	29	35	39	27	35	36
602	Ventura	Oxnard Unified School District	Elm Street	17	25	27	27	38	37
603	Ventura	Oxnard Unified School District	Harrington	29	35	40	34	34	32
604	Ventura	Oxnard Unified School District	Kamala	23	32	33	32	36	35
605	Ventura	Oxnard Unified School District	Lemonwood	35	44	49	26	34	32
606	Ventura	Oxnard Unified School District	Marina West	33	43	47	27	32	36
607	Ventura	Oxnard Unified School District	McKinna	27	35	36	27	32	33
608	Ventura	Oxnard Unified School District	Ramona	19	34	36	30	35	35
609	Ventura	Oxnard Unified School District	Sierra Linda	31	37	41	28	39	39
610	Santa Cruz	Pajaro Valley Unified School District	Amesti	30	32	36	30	36	36
611	Santa Cruz	Pajaro Valley Unified School District	Freedom	31	35	35	31	40	41
612	Santa Cruz	Pajaro Valley Unified School District	Hall	30	33	38	34	38	37
613	Santa Cruz	Pajaro Valley Unified School District	Landmark	22	31	29	37	44	42
614	Santa Cruz	Pajaro Valley Unified School District	MacQuiddy	27	32	38	30	35	36
615	Santa Cruz	Pajaro Valley Unified School District	Mintie White Elementary		27	31		36	37
616	Santa Cruz	Pajaro Valley Unified School District	Ohlone	20	22	24	29	31	32
617	Santa Cruz	Pajaro Valley Unified School District	Radcliff Elementary		22	31		28	29
618	Santa Cruz	Pajaro Valley Unified School District	Starlight	23	29	28	25	33	34
619	Riverside	Palm Springs Unified School District	Wenzlaff (Edward) Elementary	34	42	43	33	37	40
620	Riverside	Palm Springs Unified School District	Cahuilla Elementary	40	47	54	38	39	37
621	Riverside	Palm Springs Unified School District	Cathedral City Elementry	33	41	52	34	36	34
622	Riverside	Palm Springs Unified School District	Corsini (Julius) Elementary	32	42	39	33	39	40
623	Riverside	Palm Springs Unified School District	Lindley (Della S.) Elementary	48	53	45	37	37	38
624	Riverside	Palm Springs Unified School District	Two Bunch Palms Elementary	35	36	37	35	39	39

#	County	District	School	RFAI 2005	RFAI 2006	RFAI 2007	RFII 2005	RFII 2006	RFII 2007
625	Riverside	Palm Springs Unified School District	Vista del Monte Elementary	41	44	41	33	32	33
626	Los Angeles	Palmdale School District	Chaparral Elementary		52	53		35	35
627	Los Angeles	Palmdale School District	Golden Poppy		44	43		33	36
628	Los Angeles	Palmdale School District	Los Amigos	38	46	49	29	39	43
629	Los Angeles	Palmdale School District	Manzanita Elementary		34	38		30	32
630	Los Angeles	Palmdale School District	Palm Tree	39	46	47	37	37	40
631	Los Angeles	Palmdale School District	Summerwind	41	47	46	29	37	36
632	Los Angeles	Palmdale School District	Tamarisk	39	44	43	36	46	46
633	Los Angeles	Palmdale School District	Tumbleweed	35	42	39	40	42	43
634	Los Angeles	Palmdale School District	Yucca	21	29	30	34	40	41
635	Los Angeles	Paramount Unified School District	Alondra School	47	55	61	42	43	43
636	Los Angeles	Paramount Unified School District	Collins (Captain Raymond) School	42	49	50	39	38	40
637	Los Angeles	Paramount Unified School District	Frank J Zamboni	35	48	56	41	53	51
638	Los Angeles	Paramount Unified School District	Gaines (Wesley) School	46	60	62	43	52	51
639	Los Angeles	Paramount Unified School District	Hollydale School	46	50	49	44	43	43
640	Los Angeles	Paramount Unified School District	Howard Tanner			47			47
641	Los Angeles	Paramount Unified School District	Jefferson Elementary (Paramount)	51	55	53	45	40	43
642	Los Angeles	Paramount Unified School District	Lakewood School	49	48	50	36	38	40
643	Los Angeles	Paramount Unified School District	Lincoln School	61	63	59	46	47	47
644	Los Angeles	Paramount Unified School District	Los Cerritos School	34	45	46	43	45	48
645	Los Angeles	Paramount Unified School District	Mokler (Major Lynn) School	48	50	54	42	53	51
646	Los Angeles	Paramount Unified School District	Wirtz (Harry) School	40	43	44	44	45	46
647	Los Angeles	Pasadena Unified School District	Altadena Elementary	45	54	41	46	39	37
648	Los Angeles	Pasadena Unified School District	Cleveland Elementary			46			38

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
649	Los Angeles	Pasadena Unified School District	Jackson Elementary	42	49	50	38	40	41
650	Los Angeles	Pasadena Unified School District	Jefferson Elementary			47			37
651	Los Angeles	Pasadena Unified School District	Loma Alta Elementary	47	47	46	29	32	36
652	Los Angeles	Pasadena Unified School District	Longfellow Elementary (Pasadena)	48	54	65	48	49	51
653	Los Angeles	Pasadena Unified School District	Madison Elementary	45	50	49	37	42	44
654	Los Angeles	Pasadena Unified School District	San Rafael Elementary	53	50	48		38	38
655	Los Angeles	Pasadena Unified School District	Washington Accelerated Elementary	49	64	53	44	42	40
656	Riverside	Perris Elementary School District	Enchanted Hills Elementary	41	41	45	37	42	42
657	Riverside	Perris Elementary School District	Good Hope Elementary	27	33	32	36	40	43
658	Riverside	Perris Elementary School District	Palms Elementary	42	42	46	32	36	36
659	Riverside	Perris Elementary School District	Park Avenue Elementary	33	41	43	36	43	43
660	Riverside	Perris Elementary School District	Perris Elementary	30	32	33	43	38	39
661	Contra Costa	Pittsburg Unified School District	Foothill Elementary	35	46	45	39	40	37
662	Contra Costa	Pittsburg Unified School District	Heights Elementary	50	53	51	42	45	44
663	Contra Costa	Pittsburg Unified School District	Highlands Elementary	42	50	47	36	38	36
664	Contra Costa	Pittsburg Unified School District	Willow Cove	47	47	45	40	38	39
665	Tulare	Pleasant View Elementary School District	Pleasant View			50			
666	Tulare	Pleasant View Elementary School District	Pleasant View West			50			39
667	Los Angeles	Pomona Unified School District	Alcott Elementary	36	43	48	24	28	28
668	Los Angeles	Pomona Unified School District	Arroyo Elementary	36	37	38	27	32	31
669	Los Angeles	Pomona Unified School District	Barfield Elementary	43	43	42	29	28	31
670	Los Angeles	Pomona Unified School District	Kellogg Polytechnic Elementary	42	53	52	30	27	29
671	Los Angeles	Pomona Unified School District	Lexington Elementary	29	37	47	29	28	30
672	Los Angeles	Pomona Unified School District	Lincoln Elementary	37	47	48	30	31	30

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
673	Los Angeles	Pomona Unified School District	Madison Elementary	34	36	48	33	36	38
674	Los Angeles	Pomona Unified School District	Mendoza Elementary	34	37	38	33	34	32
675	Los Angeles	Pomona Unified School District	Montvue	30	35	40	27	32	33
676	Los Angeles	Pomona Unified School District	Pueblo Elementary	32	44	42	39	43	42
677	Los Angeles	Pomona Unified School District	Roosevelt Elementary	33	43	46	31	31	30
678	Los Angeles	Pomona Unified School District	San Antonio Elementary	31	42	41	33	30	34
679	Los Angeles	Pomona Unified School District	Vejar Elementary	52	46	51	28	30	30
680	Los Angeles	Pomona Unified School District	Washington Elementary	34	40	36	28	30	30
681	Fresno	Raisin City School District	Raisin City	34	30	38	34	37	38
682	San Mateo	Ravenswood City School District	Belle Haven	19	30	33	31	40	36
683	San Mateo	Ravenswood City School District	Green Oaks	10	17	24	24	28	28
684	San Mateo	Ravenswood City School District	Willow Oaks Elementary	18	36	34	29	25	26
685	San Bernardino	Rialto Unified School District	Bemis Elementary	41	43	44	34	37	38
686	San Bernardino	Rialto Unified School District	Boyd Elementary	36	45	46	33	54	51
687	San Bernardino	Rialto Unified School District	Casey Elementary	38	44	44	38	41	42
688	San Bernardino	Rialto Unified School District	Curtis Elementary	45	43	43	31	43	45
689	San Bernardino	Rialto Unified School District	Dr. Ernest Garcia	46	51	53	32	42	40
690	San Bernardino	Rialto Unified School District	Dunn Elementary	42	44	42	42	44	43
691	San Bernardino	Rialto Unified School District	Henry Elementary	35	37	36	37	42	41
692	San Bernardino	Rialto Unified School District	Kelley Elementary	37	46	45	37	52	49
693	San Bernardino	Rialto Unified School District	Morgan Elementary	38	44	39	33	43	43
694	San Bernardino	Rialto Unified School District	Morris Elementary	45	47	45	40	42	40
695	San Bernardino	Rialto Unified School District	Preston	41	48	41	39	45	42
696	Tulare	Richgrove School District	Richgrove	33	38	36	36	42	41

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
697	Ventura	Rio Elementary School District	El Rio	29	35	33	29	29	30
698	Ventura	Rio Elementary School District	Rio Plaza	29	31	29		31	33
699	Ventura	Rio Elementary School District	Rio Real	22	32	32	28	35	34
700	Sacramento	Robla Elementary School District	Glenwood Elementary	44	48	47	38	38	38
701	Sacramento	Robla Elementary School District	Main Avenue Elementary	40	54	44	43	41	41
702	Sonoma	Roseland Elementary	Roseland Elementary	32	36	34	32	32	33
703	Sonoma	Roseland Elementary	Sheppard Elementary	45	46	45	37	36	36
704	Mendocino	Round Valley Unified School District	Round Valley Elementary			29			41
705	Sacramento	Sacramento City Unified School District	Anthony (Susan B.) Elementary	34	34	39	38	35	34
706	Sacramento	Sacramento City Unified School District	Baker (Ethel I.) Elementary	46	45	44	36	40	40
707	Sacramento	Sacramento City Unified School District	Edward Kemble Elementary			45			44
708	Sacramento	Sacramento City Unified School District	Freeport Elementary	33	32	32	30	37	37
709	Sacramento	Sacramento City Unified School District	Harkness (H. W.) Elementary	47	46	44	34	32	31
710	Sacramento	Sacramento City Unified School District	Harte (Bret) Elementary	52	56	53	38	36	37
711	Sacramento	Sacramento City Unified School District	Huntington (Collis P.) Elementary	34	36	42	36	36	33
712	Sacramento	Sacramento City Unified School District	Kenny (Father Keith B) Elementary	34	32	37	30	36	32
713	Sacramento	Sacramento City Unified School District	Maple Elementary	47	51	49	40	39	39
714	Sacramento	Sacramento City Unified School District	Oak Ridge Elementary	40	38	31	36	33	38
715	Sacramento	Sacramento City Unified School District	Pacific Elementary	34	36	39	42	43	41
716	Sacramento	Sacramento City Unified School District	Parkway Elementary	43	43	51	36	39	38
717	Sacramento	Sacramento City Unified School District	Phillips (Ethel) Elementary	33	43	43	47	43	43
718	Sacramento	Sacramento City Unified School District	Smith (Jedediah) Elementary	35	44	32	38	34	36
719	Sacramento	Sacramento City Unified School District	Still (John H.) Elementary	37	39	45	39	35	35
720	Sacramento	Sacramento City Unified School District	Tahoe Elementary	48	59	54	41	44	42

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
721	Sacramento	Sacramento City Unified School District	Warren (Earl) Elementary	45	46	51	37	37	35
722	Sacramento	Sacramento City Unified School District	Washington Elementary	36	47	42	39	41	40
723	Sacramento	Sacramento City Unified School District	Winn (A. M.) Elementary	50	53	53	36	33	34
724	Monterey	Salinas City Elementary School District	Boranda Meadows		39	46		33	33
725	Monterey	Salinas City Elementary School District	El Gabilan Elementary		36	38		38	35
726	Monterey	Salinas City Elementary School District	Loma Vista Elementary	40	39	39	39	40	40
727	Monterey	Salinas City Elementary School District	Los Padres Elementary	24	28	31	29	33	35
728	Monterey	Salinas City Elementary School District	Natividad Elementary	36	35	35	33	36	34
729	Monterey	Salinas City Elementary School District	Sherwood Elementary	28	24	26	28	36	37
730	San Bernardino	San Bernardino City USD	Bradley Elementary	32	31	36	32	42	41
731	San Bernardino	San Bernardino City USD	Burbank Elementary	32	35	40	43	42	46
732	San Bernardino	San Bernardino City USD	Cole Elementary	37	36	49	41	49	52
733	San Bernardino	San Bernardino City USD	Davidson Elementary	31	38	43	38	42	41
734	San Bernardino	San Bernardino City USD	E. Neal Roberts Elementary		33	34		44	46
735	San Bernardino	San Bernardino City USD	Emmerton Elementary	31	39	36	43	40	39
736	San Bernardino	San Bernardino City USD	Inghram Elementary	25	32	29	41	43	43
737	San Bernardino	San Bernardino City USD	Juanita Blakely Jones Elementary			33			47
738	San Bernardino	San Bernardino City USD	Lincoln Elementary	24	31	31	38	46	46
739	San Bernardino	San Bernardino City USD	Lytle Creek Elementary	27	33	31	38	38	37
740	San Bernardino	San Bernardino City USD	Manuel A Salinas Creative Arts Elementar		41	41		43	47
741	San Bernardino	San Bernardino City USD	Marshall Elementary	35	36	39	49	42	45
742	San Bernardino	San Bernardino City USD	Monterey Elementary	28	34	38	43	41	48
743	San Bernardino	San Bernardino City USD	Mt. Vernon Elementary	29	33	34	42	47	43
744	San Bernardino	San Bernardino City USD	Muscoy Elementary	33	36	40	48	49	52

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
745	San Bernardino	San Bernardino City USD	Newmark Elementary	47	48	51	35	39	39
746	San Bernardino	San Bernardino City USD	Oehl Elementary	37	45	44	45	61	57
747	San Bernardino	San Bernardino City USD	Ramona-Alessandro Elementary	39	42	43	39	44	43
748	San Bernardino	San Bernardino City USD	Riley Elementary	22	27	29	36	45	43
749	San Bernardino	San Bernardino City USD	Rio Vista Elementary		44	38		37	38
750	San Bernardino	San Bernardino City USD	Roosevelt Elementary	35	41	39	35	40	41
751	San Bernardino	San Bernardino City USD	Urbita Elementary	34	42	41	35	44	44
752	San Bernardino	San Bernardino City USD	Vermont Elementary	31	39	34	36	38	39
753	San Bernardino	San Bernardino City USD	Warm Springs Elementary	28	28	28	34	37	36
754	San Bernardino	San Bernardino City USD	Wilson Elementary	31	36	35	39	43	41
755	San Francisco	San Francisco Unified School District	Bryant Elementary	38	36	32	28	26	27
756	San Francisco	San Francisco Unified School District	Carmichael (Bessie)	52	62	61	35	38	32
757	San Francisco	San Francisco Unified School District	Chavez (Cesar) Elementary	47	55	33	33	37	35
758	San Francisco	San Francisco Unified School District	Drew (Charles) Elementary	37	47	40	35	29	25
759	San Francisco	San Francisco Unified School District	Flynn (Leonard R.) Elementary	31	36	45	32	30	31
760	San Francisco	San Francisco Unified School District	Glen Park Elementary	54	58	60	35	36	37
761	San Francisco	San Francisco Unified School District	Harte (Bret)	44	52	57	33	40	36
762	San Francisco	San Francisco Unified School District	Hillcrest Elementary	35	48	41	31	40	38
763	San Francisco	San Francisco Unified School District	John Muir Elementary			26			37
764	San Francisco	San Francisco Unified School District	King (Starr) Elementary	37	39	37	37		22
765	San Francisco	San Francisco Unified School District	Malcolm X Academy Elementary	36	37	28	45	45	38
766	San Francisco	San Francisco Unified School District	Marshall Elementary	35	45	49	34	35	43
767	San Francisco	San Francisco Unified School District	McKinley Elementary	54	62	61	43	35	34
768	San Francisco	San Francisco Unified School District	Milk (Harvey) Civil Rights Academy	59	58	60	40	42	40

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
769	San Francisco	San Francisco Unified School District	Ortega (Jose) Elementary	56	61	46	44	48	47
770	San Francisco	San Francisco Unified School District	Parks (Rosa) Elementary	35	44	43	46	31	31
771	San Francisco	San Francisco Unified School District	Revere (Paul) Elementary	31	27	30	34	37	32
772	San Francisco	San Francisco Unified School District	Sanchez Elementary	38	40	37	32	33	34
773	San Francisco	San Francisco Unified School District	Serra (Junipero) Elementary	43	56	52	38	36	38
774	San Francisco	San Francisco Unified School District	Sheridan Elementary	72	68	64	43	41	44
775	Riverside	San Jacinto Unified School District	Clayton A Record, Jr Elementary		44	42		32	36
776	Riverside	San Jacinto Unified School District	DeAnza Elementary	44	51	52	36	40	41
777	Riverside	San Jacinto Unified School District	Estudillo Elementary		52	59		31	36
778	Riverside	San Jacinto Unified School District	Park Hill Elementary	38	40	41	32	40	39
779	Riverside	San Jacinto Unified School District	San Jacinto Elementary	29	33	30	36	35	40
780	Santa Clara	San Jose Unified School District	Almaden Elementary	38	43	48	39	41	42
781	Santa Clara	San Jose Unified School District	Darling Elementary	43	42	42	35	39	39
782	Santa Clara	San Jose Unified School District	Gardner Elementary	27	32	35	36	29	32
783	Santa Clara	San Jose Unified School District	Merritt Trace Elementary		48	50		33	36
784	Santa Clara	San Jose Unified School District	Washington Elementary	30	37	42	33	38	39
785	Sacramento	San Juan Unified School District	Dyer-Kelley Elementary	21	32	36	38	37	38
786	Sacramento	San Juan Unified School District	Greer Elementary	41	43	41	35	40	42
787	Sacramento	San Juan Unified School District	Howe Avenue Elementary	28	35	38	36	39	44
788	Sacramento	San Juan Unified School District	Skycrest Elementary	55	44	47	33	40	41
789	Imperial	San Pasqual Valley USD	San Pasqual Valley Elementary			39			37
790	San Diego	San Ysidro Elementary School District	Beyer Elementary	32	38	41	32	39	38
791	San Diego	San Ysidro Elementary School District	La Mirada Elementary	39	43	47	36	42	43
792	San Diego	San Ysidro Elementary School District	Smythe Elementary	39	38	42	35	37	40

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
793	San Diego	San Ysidro Elementary School District	Sunset Elementary	46	52	52	42	37	41
794	Orange	Santa Ana Unified School District	Carver Elementary	31	39	46	36	40	38
795	Orange	Santa Ana Unified School District	Diamond Elementary	31	29	43	36	38	38
796	Orange	Santa Ana Unified School District	Edison Elementary	30	35	43	34	39	40
797	Orange	Santa Ana Unified School District	Franklin Elementary	27	36	40	37	39	41
798	Orange	Santa Ana Unified School District	Fremont Elementary	29	34	41	31	33	35
799	Orange	Santa Ana Unified School District	Garfield Elementary	27	32	32	37	38	37
800	Orange	Santa Ana Unified School District	Harvey Elementary	41	44	47	43	55	47
801	Orange	Santa Ana Unified School District	Heninger Elementary	37	43	48	34	40	41
802	Orange	Santa Ana Unified School District	Hoover Elementary	30	37	43	35	42	40
803	Orange	Santa Ana Unified School District	Jackson Elementary	33	41	44	30	34	35
804	Orange	Santa Ana Unified School District	Kennedy Elementary	24	32	39	36	49	47
805	Orange	Santa Ana Unified School District	King Elementary	25	36	41	39	43	43
806	Orange	Santa Ana Unified School District	Lincoln Elementary	32	38	38	34	40	38
807	Orange	Santa Ana Unified School District	Lowell Elementary	22	25	30	34	36	37
808	Orange	Santa Ana Unified School District	Madison Elementary	49	50	58	36	41	39
809	Orange	Santa Ana Unified School District	Martin Elementary	30	34	43	45	37	38
810	Orange	Santa Ana Unified School District	Monte Vista Elementary	30	35	48	36	75	64
811	Orange	Santa Ana Unified School District	Pio Pico Elementary	30	33	39	43	48	47
812	Orange	Santa Ana Unified School District	Remington Elementary	44	42	49	31	39	36
813	Orange	Santa Ana Unified School District	Romero-Cruz Elementary			42	45	49	46
814	Orange	Santa Ana Unified School District	Roosevelt Elementary	27	38	34	41	41	41
815	Orange	Santa Ana Unified School District	Sepulveda Elementary	29	40	34	40	41	39
816	Orange	Santa Ana Unified School District	Wilson Elementary		26	29		35	40

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
817	Santa Barbara	Santa Maria-Bonita ESD	Alvin Elementary	37	39	36	38	40	39
818	Santa Barbara	Santa Maria-Bonita ESD	Bonita Elementary	38	37	40	46	41	39
819	Santa Barbara	Santa Maria-Bonita ESD	Bruce (Robert) Elementary	39	40	43	33	38	39
820	Santa Barbara	Santa Maria-Bonita ESD	Oakley Elementary	33	39	42	39	43	41
821	Santa Barbara	Santa Maria-Bonita ESD	Rice Elementary	35	43	41	39	41	41
822	Ventura	Santa Paula Elementary School District	Blanchard Elementary	43	42	47	32	28	32
823	Ventura	Santa Paula Elementary School District	Glen City Elementary	33	43	52	33	30	35
824	Ventura	Santa Paula Elementary School District	Thille (Grace S.) Elementary	45	51	56	35	35	37
825	Ventura	Santa Paula Elementary School District	Webster (Barbara) Elementary	34	40	43	35	27	29
826	Sonoma	Santa Rosa City Schools	Abraham Lincoln	30	40	38	35	39	41
827	Sonoma	Santa Rosa City Schools	Brook Hill	36	45	45	35	42	42
828	Sonoma	Santa Rosa City Schools	Helen Lehman	48	49	45	32	37	33
829	Sonoma	Santa Rosa City Schools	James Monroe	29	38	43	36	40	42
830	Sonoma	Santa Rosa City Schools	Luther Burbank	39	44	45	29	40	38
831	Sonoma	Santa Rosa City Schools	Steele Lane	32	41	49	33	39	39
832	Imperial	Seeley Union Elementary School District	Seeley Elementary	45	46	50	43	50	49
833	San Diego	South Bay Union School District	Berry	38	36	38	29	35	35
834	San Diego	South Bay Union School District	Central	40	42	38	34	41	39
835	San Diego	South Bay Union School District	Mendoza	44	50	49	38	36	38
836	San Diego	South Bay Union School District	Nestor	33	39	41	34	37	37
837	San Diego	South Bay Union School District	Nicoloff	32	38	37	32	34	36
838	San Diego	South Bay Union School District	Sunnyslope	42	40	49	34	38	39
839	Los Angeles	South Whittier Elementary School District	Carmela Elementary	40	43	43	36	42	41
840	Los Angeles	South Whittier Elementary School District	Los Altos Elementary	49	43	48	31	28	30

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
841	Tulare	Stone Corral Elementary School District	Stone Corral Elementary			39			34
842	Kern	Taft City School District	Conley	38	49	45	40	41	40
843	Kern	Taft City School District	Jefferson	45	50	48	38	39	40
844	Kern	Taft City School District	Taft Primary	43	52	54	39	45	45
845	Solano	Vallejo City Unified School District	Grace Patterson Elementary			34			39
846	Solano	Vallejo City Unified School District	Highland Elementary			46			34
847	Solano	Vallejo City Unified School District	John Davidson Elementary			39			29
848	Solano	Vallejo City Unified School District	Johnston Cooper Elementary			51			41
849	Solano	Vallejo City Unified School District	Lincoln Elementary			47			35
850	Solano	Vallejo City Unified School District	Loma Vista Elementary			36			44
851	San Diego	Vista Unified School District	Bobier	32	33	41	29	40	44
852	San Diego	Vista Unified School District	Crestview	41	46	48	44	44	46
853	San Diego	Vista Unified School District	Grapevine	46	45	47	38	44	45
854	San Diego	Vista Unified School District	Maryland Elementary			38			44
855	San Diego	Vista Unified School District	Olive	42	40	41	36	40	44
856	Kern	Wasco Union School District	John L. Prueitt			37	37	37	37
857	Kern	Wasco Union School District	Karl F. Clemens	25	30	37	28	28	33
858	Yolo	Washington Unified School District	Elkhorn Village	35	40	40	36	41	42
859	Yolo	Washington Unified School District	Evergreen	46	45	54	42	39	39
860	Yolo	Washington Unified School District	Westfield Village	31	40	38	43	43	43
861	Contra Costa	West Contra Costa Unified School District	Bayview Elementary	30	33	41	30	38	38
862	Contra Costa	West Contra Costa Unified School District	Chavez (Ceasar E.) Elementary	38	47	48	34	36	35
863	Contra Costa	West Contra Costa Unified School District	Dover Elementary	24	31	34	34	38	37
864	Contra Costa	West Contra Costa Unified School District	Downer (Edward M.) Elementary	28	33	36	32	31	32

#	County	District	School	RFAI			RFII		
				2005	2006	2007	2005	2006	2007
865	Contra Costa	West Contra Costa Unified School District	Ford Elementary	41	47	49	38	37	37
866	Contra Costa	West Contra Costa Unified School District	Grant Elementary	31	36	45	40	43	39
867	Contra Costa	West Contra Costa Unified School District	Lake Elementary	25	31	35	39	37	34
868	Contra Costa	West Contra Costa Unified School District	Lincoln Elementary	29	24	34	32	34	37
869	Contra Costa	West Contra Costa Unified School District	Montalvin Elementary	31	40	37	28	33	32
870	Contra Costa	West Contra Costa Unified School District	Nystrom Elementary	30	33	37	41	42	41
871	Contra Costa	West Contra Costa Unified School District	Peres Elementary	43	42	41	39	44	42
872	Contra Costa	West Contra Costa Unified School District	Riverside Elementary	51	50	53	31	37	39
873	Contra Costa	West Contra Costa Unified School District	Verde Elementary	25	30	31	43	40	40
874	Contra Costa	West Contra Costa Unified School District	Wilson Elementary	46	51	53	31	32	32
875	Fresno	West Fresno School District	West Fresno Elementary			32			39
876	Imperial	Westmorland Union Elementary School Dist	Westmorland	42	38	40	39	51	52
877	Los Angeles	Whittier City Elementary School District	Hoover Elementary	48	55	49	51	46	45
878	Los Angeles	Whittier City Elementary School District	Lincoln Elementary	45	39	38	36	47	42
879	Los Angeles	Whittier City Elementary School District	Longfellow Elementary	42	54	53	42	46	45
880	Los Angeles	Whittier City Elementary School District	Orange Grove Elementary	51	56	56	46	38	40
881	Los Angeles	Whittier City Elementary School District	Phelan (Daniel) Elementary	49	57	57	50	55	51
882	Los Angeles	Whittier City Elementary School District	Sorensen Elementary	40	46	47	36	38	36
883	Los Angeles	Wilsona School District	Vista San Gabriel	47	44	49	35	52	50
884	Los Angeles	Wilsona School District	Wilsona	43	48	52	38	52	51
885	Merced	Winton Elementary School District	Crookham Elementary	36	45	47	31	36	39
886	Merced	Winton Elementary School District	Sparkes Elementary	40	41	49	35	42	40