

The California Reading First

Year 6

Evaluation Report

2007 – 2008

Appendices

List of Appendices

Appendix A1:	California Reading First Teacher Survey 2007-08	A1-1
Appendix A2:	California Reading First Special Education Teacher Survey 2007-08	A2-1
Appendix B:	California Reading First Coach Survey 2007-08.....	B-1
Appendix C:	California Reading First Principal Survey 2007-08.....	C-1
Appendix D:	Achievement Trend-lines 2007-08 – YIPs 5 and 4.....	D-1
Appendix E:	Reading First Achievement Index (RFAI).....	E-1
Appendix F:	Reading First Schools Listings	F-1

Appendix A1: California Reading First Teacher Survey 2007-2008

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 -- 16,442, 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 – 16,442. For those questions where only one response was permitted, the total across the categories should approximately equal 16,442, though this is not always the case due to missing responses. Other questions allow multiple responses and may total more than 16,442.

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Responses Percent Responses

A0. Are you a general education teacher or a special education teacher?

a. General education	15138	92%
b. Special education	0	0%

A1. What grade do you teach?

a. Grade K	3897	24%
b. Grade 1	4207	26%
c. Grade 2	4093	25%
d. Grade 3	3927	24%
e. I teach a split grade combination (answer questions A4 and A5)	316	2%

A2. How many years have you been teaching your district's adopted reading/language arts program?

a. Less than 1 year	561	3%
b. 1 year	690	4%
c. 2 years	1044	6%
d. 3 years	1101	7%
e. 4 years	1520	9%
f. 5 years	3519	21%
g. 6 years or more	8005	49%

A3. How many years will you have taught in the primary grades (K-3) as of July 2008?

a. Less than 1 year	352	2%
b. 1 year	924	6%
c. 2 years	1015	6%
d. 3 - 5 years	2861	17%
e. 6 - 10 years	4387	27%
f. 11 - 20 years	4787	29%
g. 21 - 25 years	1115	7%
h. 26 or more years	999	6%

A4. If you teach a split grade combination, please indicate which grades:

a. Kindergarten and Grade 1	266	2%
b. Grade 1 and Grade 2	249	2%
c. Grade 2 and Grade 3	257	2%
d. Grade 3 and Grade 4	79	0%

A5. If you teach a split grade combination, are you teaching two program levels at once?

a. Yes, I teach both program levels	410	2%
b. No, I teach the lower program level	283	2%
c. No, I teach the higher program level	194	1%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

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	8333	51%
b. SRA/McGraw-Hill's Foro abierto para la lectura program	368	2%
c. Houghton-Mifflin's Reading: A Legacy of Literacy, 2003 program	6695	41%
d. Houghton-Mifflin's Lectura program	971	6%
e. I teach another reading program not listed here (Special Ed Only -- answer question	73	0%

A8. If you are a special education teacher, what type of special education program do you have?

a. Special Day Class	13	0%
b. Resource, pull-out	36	0%
c. Resource, inclusion	10	0%
d. Resource, some pull-out and some inclusion	12	0%

B1. What type of 5-day Reading Professional Development Institute did you complete most recently this academic year, if any?

a. SB 472 / AB 466, Year 1, Kindergarten	698	4%
b. SB 472 / AB 466, Year 1, Grade 1	791	5%
c. SB 472 / AB 466, Year 1, Grade 2	586	4%
d. SB 472 / AB 466, Year 1, Grade 3	558	3%
e. Advanced, Year 2, Kindergarten	480	3%
f. Advanced, Year 2, Grade 1	652	4%
g. Advanced, Year 2, Grade 2	748	5%
h. Advanced, Year 2, Grade 3	646	4%
i. Advanced or Mastery, Year 3, Year 4, Year 5 or Year 6, Kindergarten or Grades 1, 2,	5390	33%
j. Coach training	280	2%
k. None of the above. Skip to Question B7.	5200	32%

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

a. Not applicable	636	4%
b. My own time	7604	46%
c. Instructional day time	3003	18%

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

a. Not applicable	735	4%
b. Before I began teaching the district-adopted program	2756	17%
c. During my first year of teaching the district adopted program	2785	17%
d. After my first year of teaching the program	4840	29%

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	440	3%
b. It did not prepare me well	1117	7%
c. It prepared me adequately	7090	43%
d. It prepared me very well	2454	15%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

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	1648	10%
b. Less than 20 hours	337	2%
c. 20 - 39 hours	309	2%
d. 40 - 59 hours	480	3%
e. 60 - 79 hours	307	2%
f. 80 or more hours	7980	49%

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	1764	11%
b. It has not supported me well	963	6%
c. It has supported me adequately	5345	33%
d. It has supported me very well	2610	16%

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	4547	28%
b. 1 - 5 hours	3073	19%
c. 6 - 10 hours	2318	14%
d. 11 -15 hours	1438	9%
e. 16 - 20 hours	1374	8%
f. More than 20 hours	3302	20%

C1. Open Court, Kindergarten, Teacher Materials

a. Open Court Reading Teacher Editions

Received?	1922	100%
Did not receive?	5	0%
Used	1311	68%
Effective	1109	85%

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

Received?	1858	98%
Did not receive?	36	2%
Used	1206	65%
Effective	991	82%

c. English Learner Support Guide (2005)

Received?	1796	95%
Did not receive?	87	5%
Used	929	52%
Effective	537	58%

California Reading First Teacher Survey 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

d. Big Books

Received?	1877	99%
Did not receive?	14	1%
Used	1260	67%
Effective	1057	84%

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

Received?	1567	84%
Did not receive?	292	16%
Used	934	60%
Effective	715	77%

f. Alphabet /Sound Wall Cards

Received?	1918	100%
Did not receive?	9	0%
Used	1301	68%
Effective	1149	88%

g. Intervention Guide

Received?	1728	92%
Did not receive?	152	8%
Used	867	50%
Effective	503	58%

C2. Open Court, Kindergarten, Student Materials

a. Level A Pre-Decodable Books

Received?	1901	99%
Did not receive?	19	1%
Used	1294	68%
Effective	1104	85%

b. Decodable Books

Received?	1559	88%
Did not receive?	218	12%
Used	1009	65%
Effective	834	83%

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

Received?	1689	89%
Did not receive?	199	11%
Used	1057	63%
Effective	831	79%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

C3. Open Court, Grade 1, Teacher Materials

a. Open Court Reading Teacher Editions

Received?	2147	100%
Did not receive?	1	0%
Used	1651	77%
Effective	1421	86%

b. Reading/Writing Workbook Teacher Editions (2000) or Phonics Skills Workbook (2002)

Received?	2093	98%
Did not receive?	42	2%
Used	1551	74%
Effective	1273	82%

c. English Learner Support Guide (2005)

Received?	2011	95%
Did not receive?	110	5%
Used	1223	61%
Effective	820	67%

d. Intervention Guide

Received?	1916	91%
Did not receive?	195	9%
Used	1191	62%
Effective	821	69%

e. Big Books

Received?	2109	98%
Did not receive?	37	2%
Used	1603	76%
Effective	1321	82%

f. Sound/Spelling Wall Cards

Received?	2147	100%
Did not receive?	2	0%
Used	1641	76%
Effective	1458	89%

g. Language Arts Big Book (2002)

Received?	1610	81%
Did not receive?	376	19%
Used	1062	66%
Effective	721	68%

California Reading First Teacher Survey 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

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

Received?	1511	73%
Did not receive?	554	27%
Used	1038	69%
Effective	837	81%

C4. Open Court, Grade 1, Student Materials

a. Decodable Books

Received?	2141	100%
Did not receive?	6	0%
Used	1639	77%
Effective	1372	84%

b. First and Second Readers

Received?	1694	83%
Did not receive?	339	17%
Used	1230	73%
Effective	1025	83%

c. Student Anthologies

Received?	2118	100%
Did not receive?	9	0%
Used	1620	76%
Effective	1409	87%

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

Received?	2086	98%
Did not receive?	39	2%
Used	1590	76%
Effective	1357	85%

e. Comprehension and Language Arts Skills Workbooks (2002)

Received?	1570	79%
Did not receive?	421	21%
Used	1114	71%
Effective	864	78%

f. Writer's Workbooks (2002)

Received?	733	38%
Did not receive?	1174	62%
Used	351	48%
Effective	156	44%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

C5. Open Court, Grade 2, Teacher Materials

a. Open Court Reading Teacher Editions

Received?	2076	100%
Did not receive?	0	0%
Used	1597	77%
Effective	1364	85%

b. Reading/Writing Workbook Teacher Editions (2000) or Phonics Skills Workbook (2002)

Received?	1661	82%
Did not receive?	367	18%
Used	1094	66%
Effective	808	74%

c. Inquiry Journal Teacher Edition

Received?	1850	91%
Did not receive?	193	9%
Used	1060	57%
Effective	502	47%

d. Sound/Spelling Wall Cards

Received?	2066	100%
Did not receive?	5	0%
Used	1575	76%
Effective	1368	87%

e. English Learner Support Guide (2005)

Received?	1959	95%
Did not receive?	94	5%
Used	1243	63%
Effective	818	66%

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

Received?	1218	63%
Did not receive?	724	37%
Used	740	61%
Effective	519	70%

g. Intervention Guide

Received?	2044	98%
Did not receive?	36	2%
Used	1431	70%
Effective	1037	72%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

C6. Open Court, Grade 2, Student Materials

a. Decodable Books

Received?	2056	99%
Did not receive?	20	1%
Used	1589	77%
Effective	1316	83%

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

Received?	1454	73%
Did not receive?	549	27%
Used	1020	70%
Effective	785	77%

c. Inquiry Journals

Received?	1803	88%
Did not receive?	243	12%
Used	1153	64%
Effective	547	47%

d. Comprehension and Language Arts Skills Workbooks (2002)

Received?	1582	80%
Did not receive?	397	20%
Used	1148	73%
Effective	871	76%

e. Student Anthologies

Received?	2054	99%
Did not receive?	20	1%
Used	1596	78%
Effective	1352	85%

f. Spelling and Vocabulary Skills (2002)

Received?	1317	68%
Did not receive?	623	32%
Used	958	73%
Effective	769	80%

g. Writer's Workbooks (2002)

Received?	784	42%
Did not receive?	1104	58%
Used	390	50%
Effective	154	39%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

h. Language Arts Handbooks (2002)

Received?	1340	70%
Did not receive?	585	30%
Used	897	67%
Effective	550	61%

C7. Open Court, Grade 3, Teacher Materials

a. Open Court Reading Teacher Editions

Received?	2089	100%
Did not receive?	4	0%
Used	1611	77%
Effective	1296	80%

b. English Learner Support Guide (2005)

Received?	1926	95%
Did not receive?	105	5%
Used	1247	65%
Effective	803	64%

c. Inquiry Journal Teacher Edition

Received?	1871	91%
Did not receive?	191	9%
Used	1091	58%
Effective	489	45%

d. Sound/Spelling Wall Cards

Received?	2065	99%
Did not receive?	13	1%
Used	1567	76%
Effective	1243	79%

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

Received?	1199	63%
Did not receive?	714	37%
Used	696	58%
Effective	441	63%

f. Intervention Guide

Received?	2046	98%
Did not receive?	32	2%
Used	1431	70%
Effective	1002	70%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

C8. Open Court, Grade 3, Student Materials

a. Sound/Spelling Cards

Received?	1913	92%
Did not receive?	170	8%
Used	1425	74%
Effective	1090	76%

b. Decodable Books

Received?	2032	98%
Did not receive?	32	2%
Used	1527	75%
Effective	1154	76%

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

Received?	1456	72%
Did not receive?	559	28%
Used	1027	71%
Effective	753	73%

d. Inquiry Journals

Received?	1865	90%
Did not receive?	204	10%
Used	1217	65%
Effective	566	47%

e. Comprehension and Language Arts Skills Workbooks (2002)

Received?	1551	79%
Did not receive?	423	21%
Used	1141	74%
Effective	848	74%

f. Student Anthologies

Received?	2062	99%
Did not receive?	19	1%
Used	1594	77%
Effective	1287	81%

g. Spelling and Vocabulary Skills (2002)

Received?	1299	67%
Did not receive?	633	33%
Used	958	74%
Effective	712	74%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

h. Writer's Workbooks (2002)

Received?	778	42%
Did not receive?	1096	58%
Used	384	49%
Effective	167	43%

i. Language Arts Handbooks (2002)

Received?	1313	68%
Did not receive?	613	32%
Used	894	68%
Effective	588	66%

C9. Houghton- Mifflin, Kindergarten, Teacher Materials

a. Themes Teacher Editions

Received?	1548	100%
Did not receive?	7	0%
Used	1141	74%
Effective	991	87%

b. Universal Access Handbooks Set

Received?	1438	93%
Did not receive?	101	7%
Used	933	65%
Effective	611	65%

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

Received?	1539	99%
Did not receive?	15	1%
Used	1134	74%
Effective	988	87%

d. Alphafriend Display Cards

Received?	1542	99%
Did not receive?	14	1%
Used	1134	74%
Effective	1002	88%

e. Phonics Library Classroom Set

Received?	1527	98%
Did not receive?	31	2%
Used	1113	73%
Effective	946	85%

California Reading First Teacher Survey 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

C10. Houghton-Mifflin, Kindergarten, Student Materials

a. Practice Books

Received?	1538	99%
Did not receive?	12	1%
Used	1127	73%
Effective	878	78%

b. Phonics Library Takehomes (or Reproducible Masters)

Received?	1487	96%
Did not receive?	56	4%
Used	1064	72%
Effective	893	84%

C11. Houghton-Mifflin, Grade 1, Teacher Materials

a. Themes Teacher Editions

Received?	1713	100%
Did not receive?	6	0%
Used	1393	81%
Effective	1206	87%

b. Universal Access Handbooks Set

Received?	1567	93%
Did not receive?	118	7%
Used	1136	72%
Effective	725	64%

c. Phonics Library Classroom Set

Received?	1691	99%
Did not receive?	16	1%
Used	1365	81%
Effective	1200	88%

d. Back to School Big Books (My Best Friend/ ABCs Rhyme, Chant, & Song)

Received?	1618	95%
Did not receive?	92	5%
Used	1272	79%
Effective	949	75%

e. Big Book Anthologies

Received?	1346	80%
Did not receive?	345	20%
Used	1066	79%
Effective	877	82%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

f. Theme Paperbacks

Received?	1312	78%
Did not receive?	370	22%
Used	937	71%
Effective	668	71%

g. Sound/Spelling Cards

Received?	1717	100%
Did not receive?	3	0%
Used	1393	81%
Effective	1232	88%

C12. Houghton-Mifflin, Grade 1, Student Materials

a. Practice Books

Received?	1708	99%
Did not receive?	9	1%
Used	1387	81%
Effective	1091	79%

b. Student Anthologies

Received?	1704	100%
Did not receive?	6	0%
Used	1374	81%
Effective	1190	87%

c. I Love Reading Books

Received?	1608	95%
Did not receive?	88	5%
Used	1255	78%
Effective	1028	82%

d. Phonics Library Takehomes

Received?	1465	86%
Did not receive?	230	14%
Used	1086	74%
Effective	909	84%

e. Theme Paperbacks

Received?	1150	69%
Did not receive?	520	31%
Used	784	68%
Effective	552	70%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

C13. Houghton-Mifflin, Grade 2, Teacher Materials

a. Themes Teacher Editions

Received?	1740	100%
Did not receive?	5	0%
Used	1331	76%
Effective	1134	85%

b. Universal Access Handbooks Set

Received?	1594	93%
Did not receive?	121	7%
Used	1121	70%
Effective	746	67%

c. Phonics Library Classroom Set

Received?	1707	98%
Did not receive?	27	2%
Used	1298	76%
Effective	1099	85%

d. Theme Paperbacks

Received?	1418	83%
Did not receive?	286	17%
Used	927	65%
Effective	623	67%

e. Sound/Spelling Cards

Received?	1733	100%
Did not receive?	6	0%
Used	1320	76%
Effective	1121	85%

C14. Houghton-Mifflin, Grade 2, Student Materials

a. Practice Books

Received?	1743	100%
Did not receive?	3	0%
Used	1327	76%
Effective	1064	80%

b. Student Anthologies

Received?	1728	99%
Did not receive?	12	1%
Used	1311	76%
Effective	1134	86%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

c. I Love Reading Books

Received?	1628	94%
Did not receive?	104	6%
Used	1181	73%
Effective	993	84%

d. Phonics Library Takehomes (or Reproducible Masters)

Received?	1582	92%
Did not receive?	146	8%
Used	1040	66%
Effective	820	79%

C15. Houghton-Mifflin, Grade 3, Teacher Materials

a. Themes Teacher Editions

Received?	1677	100%
Did not receive?	3	0%
Used	1281	76%
Effective	1053	82%

b. Universal Access Handbooks Set

Received?	1545	93%
Did not receive?	110	7%
Used	1084	70%
Effective	749	69%

c. Reader's Library Classroom Set

Received?	1556	93%
Did not receive?	111	7%
Used	1102	71%
Effective	785	71%

d. Theme Paperbacks

Received?	1448	88%
Did not receive?	202	12%
Used	948	65%
Effective	622	66%

e. Sound/Spelling Cards

Received?	1669	99%
Did not receive?	9	1%
Used	1251	75%
Effective	932	75%

California Reading First Teacher Survey 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

C16. Houghton-Mifflin, Grade 3, Student Materials

a. Practice Books

Received?	1684	100%
Did not receive?	1	0%
Used	1290	77%
Effective	1018	79%

b. Student Anthologies

Received?	1655	99%
Did not receive?	16	1%
Used	1257	76%
Effective	1052	84%

c. Reader's Library Books

Received?	1538	92%
Did not receive?	125	8%
Used	1073	70%
Effective	773	72%

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

Received?	1291	80%
Did not receive?	321	20%
Used	651	50%
Effective	405	62%

C17. Foro abierto para la lectura, Kindergarten, Teacher Materials

a. Edición del maestro (Teacher Editions)

Received?	107	100%
Did not receive?	0	0%
Used	72	67%
Effective	51	71%

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

Received?	105	99%
Did not receive?	1	1%
Used	72	69%
Effective	53	74%

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

Received?	100	97%
Did not receive?	3	3%
Used	39	39%
Effective	17	44%

California Reading First Teacher Survey 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

d. Libros grandes incluyendo Libro grande de artes de lenguaje (Big Books including Language Arts Big Books)

Received?	105	100%
Did not receive?	0	0%
Used	71	68%
Effective	51	72%

e. Paquete de fonética y Tarjetas del alfabeto y sus sonidos (Phonics kit includes Alphabet/Sound Wall Cards)

Received?	107	100%
Did not receive?	0	0%
Used	71	66%
Effective	54	76%

f. Libros decodificables (Decodable Books)

Received?	105	100%
Did not receive?	0	0%
Used	70	67%
Effective	43	61%

g. Intervención (Intervention)

Received?	100	97%
Did not receive?	3	3%
Used	47	47%
Effective	28	60%

C18. Foro abierto para la lectura, Kindergarten, Student Materials

a. Libros decodificables (Decodable Books)

Received?	107	100%
Did not receive?	0	0%
Used	72	67%
Effective	45	63%

b. Destrezas de sonidos y letras (Sounds and Letters)

Received?	104	100%
Did not receive?	0	0%
Used	71	68%
Effective	50	70%

c. Destrezas de artes del lenguaje (Language Arts Skills Workbook and Sounds and Letters Workbook)

Received?	107	100%
Did not receive?	0	0%
Used	65	61%
Effective	36	55%

California Reading First Teacher Survey 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

d. Cuaderno del escritor (Writer's Workbook)

Received?	64	60%
Did not receive?	42	40%
Used	24	38%
Effective	4	17%

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

a. Edición del maestro (Teacher Editions)

Received?	112	99%
Did not receive?	1	1%
Used	66	59%
Effective	53	80%

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 Sk

Received?	108	97%
Did not receive?	3	3%
Used	61	56%
Effective	51	84%

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

Received?	100	90%
Did not receive?	11	10%
Used	32	32%
Effective	15	47%

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

Received?	111	98%
Did not receive?	2	2%
Used	64	58%
Effective	54	84%

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

Received?	112	99%
Did not receive?	1	1%
Used	62	55%
Effective	52	84%

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

Received?	92	81%
Did not receive?	21	19%
Used	31	34%
Effective	14	45%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Responses Percent Responses

g. Intervención ediciones del maestro (Intervention Teacher Editions)

Received?	104	94%
Did not receive?	7	6%
Used	45	43%
Effective	25	56%

C20. Foro abierto para la lectura, Grade 1, Student Materials

a. Destrezas de fonética (Phonics Skills Workbook)

Received?	111	99%
Did not receive?	1	1%
Used	66	59%
Effective	57	86%

b. Destrezas de comprensión y artes del lenguaje (Comprehension and Language Arts Skills Workbook)

Received?	110	97%
Did not receive?	3	3%
Used	63	57%
Effective	44	70%

c. Antologías del estudiante (Student Anthologies)

Received?	110	99%
Did not receive?	1	1%
Used	63	57%
Effective	59	94%

d. Primeras y segundas lecturas (First and Second Readers)

Received?	109	98%
Did not receive?	2	2%
Used	62	57%
Effective	52	84%

e. Libros decodificables (Decodable Books)

Received?	112	99%
Did not receive?	1	1%
Used	64	57%
Effective	48	75%

C21. Foro abierto para la lectura, Grade 2, Teacher Materials

a. Edición del maestro (Teacher Editions)

Received?	97	100%
Did not receive?	0	0%
Used	66	68%
Effective	53	80%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

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?	93	98%
Did not receive?	2	2%
Used	61	66%
Effective	44	72%

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

Received?	92	97%
Did not receive?	3	3%
Used	33	36%
Effective	21	64%

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

Received?	95	99%
Did not receive?	1	1%
Used	64	67%
Effective	49	77%

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

Received?	86	89%
Did not receive?	11	11%
Used	32	37%
Effective	18	56%

f. Intervención ediciones del maestro (Intervention Teacher Editions)

Received?	95	97%
Did not receive?	3	3%
Used	49	52%
Effective	36	73%

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

a. Destrezas de fonética (Phonics Skills Workbook)

Received?	52	57%
Did not receive?	39	43%
Used	25	48%
Effective	18	72%

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

Received?	79	84%
Did not receive?	15	16%
Used	49	62%
Effective	38	78%

California Reading First Teacher Survey 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

c. Destrezas de comprensión y artes del lenguaje (Comprehension and Language Arts Skills Workbook)

Received?	96	99%
Did not receive?	1	1%
Used	64	67%
Effective	45	70%

d. Antologías del estudiante (Student Anthologies)

Received?	95	99%
Did not receive?	1	1%
Used	63	66%
Effective	51	81%

e. Primeras lecturas (First Readers)

Received?	88	92%
Did not receive?	8	8%
Used	54	61%
Effective	39	72%

f. Libros decodificables (Decodable Books)

Received?	98	100%
Did not receive?	0	0%
Used	67	68%
Effective	49	73%

g. Diario de investigación (Inquiry Journal)

Received?	91	94%
Did not receive?	6	6%
Used	52	57%
Effective	25	48%

C23. Foro abierto para la lectura, Grade 3, Teacher Materials

a. Edición del maestro (Teacher Editions)

Received?	41	100%
Did not receive?	0	0%
Used	28	68%
Effective	24	86%

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?	39	98%
Did not receive?	1	3%
Used	25	64%
Effective	14	56%

California Reading First Teacher Survey 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Responses Percent Responses

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

Received?	36	92%
Did not receive?	3	8%
Used	18	50%
Effective	9	50%

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

Received?	34	89%
Did not receive?	4	11%
Used	22	65%
Effective	17	77%

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

Received?	31	79%
Did not receive?	8	21%
Used	18	58%
Effective	9	50%

f. Intervención ediciones del maestro (Intervention Teacher Editions)

Received?	36	92%
Did not receive?	3	8%
Used	23	64%
Effective	14	61%

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?	40	100%
Did not receive?	0	0%
Used	28	70%
Effective	20	71%

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

Received?	32	80%
Did not receive?	8	20%
Used	23	72%
Effective	18	78%

c. Antologías del estudiante (Student Anthologies)

Received?	39	100%
Did not receive?	0	0%
Used	26	67%
Effective	22	85%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

d. Libros decodificables (Decodable Books)

Received?	40	100%
Did not receive?	0	0%
Used	29	73%
Effective	21	72%

e. Diario de investigación (Inquiry Journal)

Received?	37	93%
Did not receive?	3	8%
Used	21	57%
Effective	9	43%

C25. Houghton-Mifflin Lectura, Kindergarten, Teacher Materials

a. Guía del maestro (Teacher Editions)

Received?	292	99%
Did not receive?	2	1%
Used	219	75%
Effective	176	80%

b. Biblioteca fonética páginas duplicables (Phonics Library Takehome Black Line Master)

Received?	280	97%
Did not receive?	8	3%
Used	200	71%
Effective	146	73%

c. ¡Adelante! Libros de práctica (On my way practice readers)

Received?	236	85%
Did not receive?	43	15%
Used	156	66%
Effective	105	67%

d. Recursos del maestro páginas duplicables (Resource Black Line Master)

Received?	273	95%
Did not receive?	14	5%
Used	191	70%
Effective	132	69%

e. Biblioteca fonética páginas duplicables (Phonics Library Takehome Black Line Master)

Received?	277	97%
Did not receive?	9	3%
Used	190	69%
Effective	143	75%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

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?	277	97%
Did not receive?	10	3%
Used	205	74%
Effective	171	83%

g. Tarjetas de Alfamigos

Received?	283	98%
Did not receive?	5	2%
Used	210	74%
Effective	178	85%

C26. Houghton-Mifflin Lectura, Kindergarten, Student Materials

a. Cuaderno de práctica (Practice Workbooks Student Edition)

Received?	289	98%
Did not receive?	6	2%
Used	216	75%
Effective	162	75%

C27. Houghton-Mifflin Lectura, Grade 1, Teacher Materials

a. Guía del maestro (Teachers Editions)

Received?	283	100%
Did not receive?	1	0%
Used	210	74%
Effective	168	80%

b. Biblioteca fonética (Phonics Library Takehome)

Received?	258	91%
Did not receive?	24	9%
Used	186	72%
Effective	149	80%

c. Recursos del maestro páginas duplicables (Teacher Resource Black Line Master)

Received?	274	96%
Did not receive?	11	4%
Used	176	64%
Effective	109	62%

d. Biblioteca fonética páginas duplicables (Phonics Library Takehome Black Line Master)

Received?	279	98%
Did not receive?	7	2%
Used	186	67%
Effective	146	78%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

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

Received?	261	92%
Did not receive?	22	8%
Used	187	72%
Effective	130	70%

f. Superlibros antologías (Big Book Anthologies)

Received?	225	79%
Did not receive?	59	21%
Used	152	68%
Effective	121	80%

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

Received?	276	97%
Did not receive?	10	3%
Used	178	64%
Effective	137	77%

h. Libros del tema (Theme Paperbacks)

Received?	235	83%
Did not receive?	49	17%
Used	153	65%
Effective	104	68%

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

a. Cuaderno de práctica (Practice Workbooks Student Edition)

Received?	275	98%
Did not receive?	5	2%
Used	206	75%
Effective	161	78%

b. Antología del estudiante (Student Anthologies)

Received?	279	99%
Did not receive?	3	1%
Used	210	75%
Effective	171	81%

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

a. Guía del maestro (Teachers Editions)

Received?	241	99%
Did not receive?	2	1%
Used	172	71%
Effective	137	80%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

b. Biblioteca fonética (Phonics Library Takehome)

Received?	221	91%
Did not receive?	22	9%
Used	148	67%
Effective	111	75%

c. Recursos del maestro páginas duplicables (Teacher Resource Black Line Master)

Received?	230	95%
Did not receive?	11	5%
Used	147	64%
Effective	103	70%

d. Biblioteca fonética páginas duplicables (Phonics Library Takehome Black Line Master)

Received?	225	93%
Did not receive?	16	7%
Used	143	64%
Effective	103	72%

e. Superlibros: “Las vacas no vuelan/Hora de dormir” (Big books)

Received?	190	79%
Did not receive?	51	21%
Used	122	64%
Effective	72	59%

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

Received?	221	91%
Did not receive?	21	9%
Used	135	61%
Effective	91	67%

g. Libros del tema (Theme Paperbacks)

Received?	178	74%
Did not receive?	64	26%
Used	105	59%
Effective	74	70%

C30. Houghton-Mifflin Lectura, Grade 2, Student Materials

a. Cuaderno de práctica (Practice Workbooks)

Received?	240	99%
Did not receive?	3	1%
Used	169	70%
Effective	136	80%

California Reading First Teacher Survey 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

b. Antologías del estudiante (Student Anthologies)

Received?	230	95%
Did not receive?	11	5%
Used	167	73%
Effective	141	84%

C31. Houghton-Mifflin Lectura, Grade 3, Teacher Materials

a. Guía del maestro (Teachers Editions)

Received?	131	98%
Did not receive?	3	2%
Used	96	73%
Effective	74	77%

b. Biblioteca del lector (Reader's Library Takehome)

Received?	109	83%
Did not receive?	23	17%
Used	65	60%
Effective	40	62%

c. Recursos del maestro páginas duplicables (Resource Black Line Master)

Received?	127	97%
Did not receive?	4	3%
Used	87	69%
Effective	63	72%

d. Libros del tema (Theme Paperbacks)

Received?	120	91%
Did not receive?	12	9%
Used	79	66%
Effective	53	67%

C32. Houghton-Mifflin Lectura, Grade 3, Student Materials

a. Cuaderno de práctica (Practice Workbooks)

Received?	130	98%
Did not receive?	3	2%
Used	96	74%
Effective	70	73%

b. Antologías del estudiante (Student Anthologies)

Received?	123	94%
Did not receive?	8	6%
Used	89	72%
Effective	69	78%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Responses Percent Responses

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	106	1%
b. Some	745	5%
c. Most	4171	25%
d. All	11163	68%

D1. Does your school have a pacing schedule?

a. My school does not have a pacing schedule	264	2%
b. My school has a pacing schedule based only on the assessment schedule	5121	31%
c. My school has a pacing schedule that identifies lessons on a daily or weekly schedule and when to give assessments	10838	66%

D2. How often does your school provide time for teachers to plan collaboratively?

a. Hardly ever	2885	18%
b. Monthly	4083	25%
c. Twice monthly	3698	22%
d. Weekly	5476	33%
e. Daily	129	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	7457	45%
b. I am provided some individual planning time during the day	5674	35%
c. My individual planning time is adequate	2647	16%
d. My individual planning time is more than adequate	431	3%

D4. How many minutes outside of the normal school day do you spend planning your daily lessons?

a. Less than 20 minutes per day	919	6%
b. 20 - 59 minutes per day	8100	49%
c. 60 - 89 minutes per day	4567	28%
d. 90 - 119 minutes per day	1428	9%
e. 120 or more minutes per day	1233	7%

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	3611	22%
b. The principal makes sure the skill assessments take place, but does not track results	1032	6%
c. The principal makes sure that the skill assessments take place and keeps track of the results	5219	32%
d. The principal makes sure that the skill assessments take place, tracks results, and requires that instruction be adjusted as necessary	6296	38%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

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	316	2%
b. To monitor student progress	6032	37%
c. To guide instructional decisions	9155	56%
d. To challenge students to achieve	414	3%
e. To compute grades for report cards	289	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)	638	4%
b. Less than monthly	2966	18%
c. Monthly	5009	30%
d. More than once a month	7596	46%

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	2643	16%
b. Fewer than half	5471	33%
c. Half or more than half	3753	23%
d. All or almost all	3721	23%

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

a. Not applicable.	90	1%
b. Instructional reading/language arts strategies	14498	88%
c. School-level administrative issues and announcements	8173	50%
d. Students who are having trouble	11820	72%
e. Extracurricular activities	4923	30%
f. Reading/language arts assessment results	14317	87%
g. Intervention strategies	13251	81%
h. The school's and district's mission	3798	23%
i. Issues in the field of education	4652	28%
j. Teacher professional development issues	7168	44%
k. Upcoming special events	8049	49%
l. Issues related to specific teaching practices that are part of your adopted reading/language arts program	12580	77%

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	409	2%
b. The principal takes primary responsibility	2368	14%
c. The principal and the coach share equal responsibility	7429	45%
d. The principal gives the coach the primary responsibility	5951	36%

California Reading First Teacher Survey 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Responses Percent Responses

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

a. Little or no support	2811	17%
b. Adequate support	9031	55%
c. More than adequate support	4374	27%

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

a. Full implementation is required	14469	88%
b. Some variation from full implementation is permitted	1734	11%

E1. What is your access to a reading coach?

a. The coach is often unavailable	1806	11%
b. The coach is usually available	8614	52%
c. The coach seeks me out to assure that I have the support I need	5631	34%

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	1272	8%
b. The coach gives general answers to questions	4007	24%
c. The coach gives specific, detailed answers that I can use	10722	65%

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	4396	27%
b. The coach's demonstrations do not help much	879	5%
c. The coach provides adequate demonstrations	5214	32%
d. The coach provides demonstrations that significantly improve my teaching	5465	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	4078	25%
b. The coach helps facilitate the meetings regularly	7300	44%
c. In addition to facilitating grade-level meetings regularly, the coach keeps them focused on the instructional needs of the teachers	4538	28%

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

a. Not applicable. My school does not have a pacing schedule.	97	1%
b. The coach does not check on my location on the pacing schedule	3736	23%
c. The coach occasionally checks in on where I am on the pacing schedule	7778	47%
d. The coach takes notice and helps me catch up if I fall behind on the pacing	4370	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.	364	2%
b. The coach is not involved with these assessments	2121	13%
c. The coach makes sure the assessments take place, but does not review results	1938	12%
d. The coach helps interpret the assessments and reviews results	11527	70%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

E7. How much access does the coach have to classrooms in your school?

a. Coaches need teacher or principal permission to visit a classroom	272	2%
b. Coaches have free access to classrooms, but only a few teachers welcome their presence	2001	12%
c. Coaches have free access to classrooms, but only about half of the teachers welcome their presence	3158	19%
d. Coaches have free access to classrooms, and almost all of the teachers welcome their presence	10533	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	2018	12%
b. Adequate support	7104	43%
c. More than adequate support	6889	42%

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	24	0%
b. 20 - 39 minutes	63	0%
c. 40 - 59 minutes	193	1%
d. 60 - 79 minutes	824	5%
e. 80 - 99 minutes	1372	8%
f. 100 - 119 minutes	1156	7%
g. 120 - 139 minutes	3237	20%
h. 140 - 159 minutes	2667	16%
i. 160 - 179 minutes	1513	9%
j. 180 minutes or more	5184	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	888	5%
b. 20 - 59 minutes	7722	47%
c. 60 - 89 minutes	3823	23%
d. 90 - 120 minutes	1702	10%
e. More than 120 minutes	2050	12%

F3. What percentage of your total reading/language arts instruction relies on materials from your district's adopted program?

a. 0% - 19%	50	0%
b. 20% - 39%	181	1%
c. 40% - 59%	685	4%
d. 60% - 79%	2406	15%
e. 80% - 100%	12880	78%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

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

a. Our school does not have a pacing schedule	70	0%
b. I do not follow the existing pacing schedule	61	0%
c. I keep in mind where I want to be and aim for that	734	4%
d. I follow the pacing schedule approximately	4034	25%
e. I follow the pacing schedule very closely	11299	69%

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

a. Not applicable. Our school does not have a pacing schedule.	82	0%
b. I am more than two weeks behind where I should be	126	1%
c. I am one to two weeks behind where I should be	575	3%
d. I am within a week of where I should be	13537	82%
e. I am one to two weeks ahead of where I should be	1611	10%
f. I am more than two weeks ahead of where I should be	226	1%

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

a. I do not assess students in reading progress every six to eight weeks (Skip to Section	443	3%
b. I use teacher-developed assessments that my colleagues or I have written	3672	22%
c. I use assessments that come from the publisher with the adopted program	6520	40%
d. I use the 6-8 Week Skill Assessments	12716	77%
e. I use district-developed assessments	4825	29%
f. I use assessments other than those listed above	2185	13%

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

a. I don't use the results	257	2%
b. I use the results to monitor student progress every six to eight weeks	5358	33%
c. I use the results to guide my teaching	10095	61%

F8. What options are available to you 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	2358	14%
b. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	14243	87%
c. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	6879	42%
d. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	8455	51%
e. Call for the assistance of a program coach to help me improve my teaching	6912	42%
f. Call in a reading specialist or resource teacher to assist me with students	3225	20%
g. Recommend time after school or during the summer to help students practice using adopted materials	7728	47%
h. Transfer the student to a class more appropriate to the student's skill level	1028	6%
i. Use a supplemental intervention program approved by the State Board of Education	2996	18%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

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	479	3%
b. Adjust the pacing schedule to match student learning rates	2827	17%
c. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	13075	80%
d. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	7067	43%
e. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	4616	28%
f. Call for the assistance of a program coach to help me improve my teaching	4680	28%
g. Call in a reading specialist or resource teacher to assist me with students	2303	14%
h. Recommend time after school or during the summer to help students practice using adopted materials	6059	37%
i. Transfer the student to a class more appropriate to the student's skill level	820	5%
j. Use a supplemental intervention program approved by the State Board of Education	2537	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	2226	56%
b. Rotate into a sequence of activities on a variety of topics	1303	33%
c. Be assigned to a group with matched abilities	2161	55%
d. Work on specific skills or activities designed to meet their needs	3584	91%

G2. The adopted program components that are best delivered to the entire class at the same time are:

a. Workbook/practice book	2533	64%
b. Pre-decodable books	1996	50%
c. Reading the Big Book	3600	91%

G3. When teaching phonemic awareness, I:

a. Check for understanding by calling on all students during each lesson	2557	65%
b. Make sure students have proficiency in one phonemic awareness skill before proceeding to the next skill	1585	40%
c. Clarify meaning of all unknown words	1926	49%
d. Make sure students are in close proximity in order to monitor responses	3138	79%

G4. Most of my writing instruction is focused on:

a. Introducing the writing process	2703	68%
b. Teaching the adopted program's lessons	1951	49%
c. Giving students an opportunity to write on self-selected topics	2020	51%
d. Having students write on various topics in their journals	2714	69%

G5. It is most important for Kindergarten students to be automatic in recognizing:

a. Their names	2666	67%
b. Names of the Alphabet Sounds Cards / Alphafriends	2980	75%
c. Upper and lower case letters	3465	88%
d. Simple consonant-vowel-consonant words	2820	71%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Responses Percent Responses

G6. I use the workbook/practice book to:

a. Have students complete assignments independently in class	1243	31%
b. Provide guided practice	3652	92%
c. Have students work on the assignment as homework	472	12%

G7. I teach comprehension and vocabulary development through the use of:

a. Decodable text	2003	51%
b. Read alouds	3530	89%
c. Strategies and skills	3000	76%

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	2089	53%
b. Provide guided practice of assigned independent work	803	20%
c. Teach core content more easily in a smaller group setting	989	25%

G9. Most of my writing instruction time is focused on:

a. Teaching the writing process	8351	67%
b. Daily lessons or weekly projects as provided in the adopted program	7547	60%
c. Weekly writing topics selected by my students	1697	14%
d. Writing projects the students are to publish, three times a year	1801	14%

G10. Most of my spelling instruction is focused on:

a. Weekly lessons based on the sound/spelling card patterns	11076	89%
b. Assigning students to write spelling words for practice	4380	35%
c. Providing word games to practice spelling	4930	40%
d. Having students memorize words to prepare for weekly tests	3438	28%

G11. When introducing a decodable book, I have my students:

a. Follow along as I read the book aloud	4377	35%
b. Silently read the book on their own	4073	33%
c. Work with me in a small group	5420	43%
d. Preview the book first, and then chorally read each page aloud	9977	80%

G12. Generally, when students are given an opportunity to practice oral fluency, they are:

a. Working in small groups with me	6808	55%
b. Working with a student partner	9809	79%
c. Working individually	5428	44%

G13. To introduce a new reading selection in the anthology, I:

a. Have students listen to the selection on audio cassette/CD	3590	29%
b. Read the selection aloud	6372	51%
c. Select individual students to read parts of the selection aloud	3393	27%
d. Have students chorally read the selection	8309	67%

California Reading First Teacher Survey 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

G14. After reading an anthology selection, my students generally:

a. Participate in a whole group discussion	11460	92%
b. Write a summary of the selection	2872	23%
c. Complete workbook pages to verify understanding	5878	47%

G15. My vocabulary instruction focuses mainly on students:

a. Writing definitions from the glossary	1840	15%
b. Completing the vocabulary worksheets	4494	36%
c. Applying vocabulary strategies before and during reading	10855	87%
d. Using a graphic organizer to define and compare related words	6268	50%

G16. I use the workbook/practice book to:

a. Have students complete assignments independently in class	4496	36%
b. Provide guided practice	11708	94%
c. Have students work on the assignment as homework	2041	16%

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	6918	55%
b. Provide guided practice of assigned independent work	2596	21%
c. Teach core content more easily in a smaller group setting	2773	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	3279	20%
c. Good	9150	56%
d. Excellent	3263	20%

I2. How well do you feel you implemented your district's adopted reading/language arts program as designed?

a. Not well	102	1%
b. Somewhat well	868	5%
c. Reasonably well	8256	50%
d. Very well	6957	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%	106	1%
b. 30 - 59%	574	3%
c. 60 - 89%	3864	24%
d. 90 - 100%	11601	71%

California Reading First Teacher Survey 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 16,442

State-Level

N of Percent
Responses

I4. 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	586	4%
b. Disagree	2285	14%
c. Unsure	4314	26%
d. Agree	7317	45%
e. Strongly agree	1682	10%

I5. If elements of your Reading First program had to be cut for funding or other reasons, which elements of the program would you most strongly support keeping in place? Select all that apply.

a. Structured Teacher Planning Time	8776	53%
b. Reading/Language Arts Time Block	10684	65%
c. Collaboration/Lesson Studies	6851	42%
d. Substitute Days/Release Time	5449	33%
e. Curriculum/Materials, for waived classrooms	3144	19%
f. Pacing Plan or Guide	7242	44%
g. Instructional Strategies	9207	56%
h. Professional Development	7924	48%
i. English Learner handbook or support guide	5732	35%
j. Assessment and Data Analysis	7331	45%
k. Your school's reading coach	7982	49%
l. Curriculum/Materials, for non-waived classrooms	3941	24%
m. Supplementary Materials	7009	43%
n. Small Group Instruction/Universal Access	9459	58%

Appendix A2: California Reading First Survey of Special Education Teachers, 2007-2008

The Special Education Survey

There were 468 Special Education teachers who responded to the survey. The Special Education survey was modeled closely on the general teacher survey with minor modifications to adapt it for Special Education teachers. Section C, the Materials section, was augmented with a generic list of materials for those Special Education teachers who do not teach the Houghton-Mifflin or Open Court programs.

As with the general teacher survey the following results 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 -- 468, the number at the top of each page. However, Section C (regarding the receipt and use of Reading First curricular materials) and Section G (regarding teaching strategies) use more refined denominators.

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, or a generic list of materials for Special Education teachers in neither program). 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?”. 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. 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).

California Reading First Survey of Special Ed. Teachers 2007-2008

State-Level Responses

State-Level

N of Percent
Responses

Number of Surveys Received by Evaluator: 468

Other Sections

The remaining sections all use the same denominator – 468. For those questions where only one response was permitted, the total across the categories should approximately equal 468, though this is not always the case due to missing responses. Other questions allow multiple responses and may total more than 468.

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent

	N of Responses	Percent
A0. Are you a general education teacher or a special education teacher?		
a. General education	0	0%
b. Special education	466	100%
A1. What grade do you teach?		
a. Grade K	55	12%
b. Grade 1	43	9%
c. Grade 2	46	10%
d. Grade 3	54	12%
e. I teach a split grade combination (answer questions A4 and A5)	268	58%
A2. How many years have you been teaching your district's adopted reading/language arts program?		
a. Less than 1 year	33	7%
b. 1 year	31	7%
c. 2 years	54	12%
d. 3 years	52	11%
e. 4 years	59	13%
f. 5 years	71	15%
g. 6 years or more	166	36%
A3. How many years will you have taught in the primary grades (K-3) as of July 2008?		
a. Less than 1 year	18	4%
b. 1 year	45	10%
c. 2 years	36	8%
d. 3 - 5 years	112	24%
e. 6 - 10 years	107	23%
f. 11 - 20 years	96	21%
g. 21 - 25 years	23	5%
h. 26 or more years	29	6%
A4. If you teach a split grade combination, please indicate which grades:		
a. Kindergarten and Grade 1	66	14%
b. Grade 1 and Grade 2	70	15%
c. Grade 2 and Grade 3	77	17%
d. Grade 3 and Grade 4	95	20%
A5. If you teach a split grade combination, are you teaching two program levels at once?		
a. Yes, I teach both program levels	200	43%
b. No, I teach the lower program level	99	21%
c. No, I teach the higher program level	13	3%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Percent
Responses

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	249	53%
b. SRA/McGraw-Hill's Foro abierto para la lectura program	5	1%
c. Houghton-Mifflin's Reading: A Legacy of Literacy, 2003 program	149	32%
d. Houghton-Mifflin's Lectura program	7	2%
e. I teach another reading program not listed here (Special Ed Only -- answer question	56	12%

A7. If you teach another program (option 'e' in question A6), please enter the program you teach:

A8. If you are a special education teacher, what type of special education program do you have?

a. Special Day Class	287	62%
b. Resource, pull-out	43	9%
c. Resource, inclusion	12	3%
d. Resource, some pull-out and some inclusion	38	8%

B1. What type of 5-day Reading Professional Development Institute did you complete most recently this academic year, if any?

a. SB 472 / AB 466, Year 1, Kindergarten	21	5%
b. SB 472 / AB 466, Year 1, Grade 1	31	7%
c. SB 472 / AB 466, Year 1, Grade 2	29	6%
d. SB 472 / AB 466, Year 1, Grade 3	18	4%
e. Advanced, Year 2, Kindergarten	16	3%
f. Advanced, Year 2, Grade 1	15	3%
g. Advanced, Year 2, Grade 2	18	4%
h. Advanced, Year 2, Grade 3	13	3%
i. Advanced or Mastery, Year 3, Year 4, Year 5 or Year 6, Kindergarten or Grades 1, 2,	115	25%
j. Coach training	11	2%
k. None of the above. Skip to Question B7.	161	35%

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

a. Not applicable	19	4%
b. My own time	194	42%
c. Instructional day time	83	18%

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

a. Not applicable	20	4%
b. Before I began teaching the district adopted program	63	14%
c. During my first year of teaching the district adopted program	83	18%
d. After my first year of teaching the program	123	26%

California Reading First Survey of Special Ed. Teachers 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent Responses

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	17	4%
b. It did not prepare me well	32	7%
c. It prepared me adequately	191	41%
d. It prepared me very well	51	11%

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	55	12%
b. Less than 20 hours	14	3%
c. 20 - 39 hours	17	4%
d. 40 - 59 hours	19	4%
e. 60 - 79 hours	8	2%
f. 80 or more hours	172	37%

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	73	16%
b. It has not supported me well	29	6%
c. It has supported me adequately	120	26%
d. It has supported me very well	60	13%

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	108	23%
b. 1 - 5 hours	105	23%
c. 6 - 10 hours	69	15%
d. 11 -15 hours	31	7%
e. 16 - 20 hours	39	8%
f. More than 20 hours	93	20%

C1. Open Court, Kindergarten, Teacher Materials

a. Open Court Reading Teacher Editions

Received?	62	98%
Did not receive?	1	2%
Used	49	79%
Effective	38	78%

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

Received?	58	92%
Did not receive?	5	8%
Used	46	79%
Effective	39	85%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent Responses

c. English Learner Support Guide (2005)

Received?	54	86%
Did not receive?	9	14%
Used	28	52%
Effective	18	64%

d. Big Books

Received?	62	95%
Did not receive?	3	5%
Used	48	77%
Effective	41	85%

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

Received?	49	78%
Did not receive?	14	22%
Used	32	65%
Effective	23	72%

f. Alphabet /Sound Wall Cards

Received?	63	97%
Did not receive?	2	3%
Used	51	81%
Effective	47	92%

g. Intervention Guide

Received?	52	80%
Did not receive?	13	20%
Used	30	58%
Effective	21	70%

C2. Open Court, Kindergarten, Student Materials

a. Level A Pre-Decodable Books

Received?	62	98%
Did not receive?	1	2%
Used	51	82%
Effective	48	94%

b. Decodable Books

Received?	56	92%
Did not receive?	5	8%
Used	44	79%
Effective	39	89%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent

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

Received?	57	90%
Did not receive?	6	10%
Used	43	75%
Effective	35	81%

C3. Open Court, Grade 1, Teacher Materials

a. Open Court Reading Teacher Editions

Received?	72	99%
Did not receive?	1	1%
Used	53	74%
Effective	38	72%

b. Reading/Writing Workbook Teacher Editions (2000) or Phonics Skills Workbook (2002)

Received?	61	86%
Did not receive?	10	14%
Used	41	67%
Effective	29	71%

c. English Learner Support Guide (2005)

Received?	59	86%
Did not receive?	10	14%
Used	32	54%
Effective	20	63%

d. Intervention Guide

Received?	60	86%
Did not receive?	10	14%
Used	35	58%
Effective	25	71%

e. Big Books

Received?	65	90%
Did not receive?	7	10%
Used	47	72%
Effective	33	70%

f. Sound/Spelling Wall Cards

Received?	70	97%
Did not receive?	2	3%
Used	51	73%
Effective	42	82%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Percent
Responses

g. Language Arts Big Book (2002)

Received?	41	61%
Did not receive?	26	39%
Used	27	66%
Effective	18	67%

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

Received?	41	59%
Did not receive?	28	41%
Used	26	63%
Effective	21	81%

C4. Open Court, Grade 1, Student Materials

a. Decodable Books

Received?	72	99%
Did not receive?	1	1%
Used	51	71%
Effective	38	75%

b. First and Second Readers

Received?	55	80%
Did not receive?	14	20%
Used	34	62%
Effective	25	74%

c. Student Anthologies

Received?	66	94%
Did not receive?	4	6%
Used	40	61%
Effective	29	73%

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

Received?	63	90%
Did not receive?	7	10%
Used	45	71%
Effective	33	73%

e. Comprehension and Language Arts Skills Workbooks (2002)

Received?	47	69%
Did not receive?	21	31%
Used	28	60%
Effective	16	57%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent Responses

f. Writer's Workbooks (2002)

Received?	28	42%
Did not receive?	38	58%
Used	12	43%
Effective	3	25%

C5. Open Court, Grade 2, Teacher Materials

a. Open Court Reading Teacher Editions

Received?	81	95%
Did not receive?	4	5%
Used	60	74%
Effective	40	67%

b. Reading/Writing Workbook Teacher Editions (2000) or Phonics Skills Workbook (2002)

Received?	67	78%
Did not receive?	19	22%
Used	50	75%
Effective	32	64%

c. Inquiry Journal Teacher Edition

Received?	58	68%
Did not receive?	27	32%
Used	30	52%
Effective	10	33%

d. Sound/Spelling Wall Cards

Received?	82	95%
Did not receive?	4	5%
Used	66	80%
Effective	52	79%

e. English Learner Support Guide (2005)

Received?	68	82%
Did not receive?	15	18%
Used	43	63%
Effective	26	60%

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

Received?	39	50%
Did not receive?	39	50%
Used	27	69%
Effective	17	63%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent Responses

g. Intervention Guide

Received?	73	85%
Did not receive?	13	15%
Used	53	73%
Effective	35	66%

C6. Open Court, Grade 2, Student Materials

a. Decodable Books

Received?	81	93%
Did not receive?	6	7%
Used	64	79%
Effective	42	66%

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

Received?	65	76%
Did not receive?	20	24%
Used	47	72%
Effective	26	55%

c. Inquiry Journals

Received?	62	76%
Did not receive?	20	24%
Used	31	50%
Effective	8	26%

d. Comprehension and Language Arts Skills Workbooks (2002)

Received?	51	64%
Did not receive?	29	36%
Used	33	65%
Effective	22	67%

e. Student Anthologies

Received?	82	94%
Did not receive?	5	6%
Used	61	74%
Effective	37	61%

f. Spelling and Vocabulary Skills (2002)

Received?	43	54%
Did not receive?	36	46%
Used	31	72%
Effective	19	61%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

	N of Responses	Percent Responses
g. Writer's Workbooks (2002)		
Received?	32	43%
Did not receive?	42	57%
Used	19	59%
Effective	4	21%
h. Language Arts Handbooks (2002)		
Received?	41	52%
Did not receive?	38	48%
Used	25	61%
Effective	10	40%
C7. Open Court, Grade 3, Teacher Materials		
a. Open Court Reading Teacher Editions		
Received?	79	91%
Did not receive?	8	9%
Used	60	76%
Effective	43	72%
b. English Learner Support Guide (2005)		
Received?	66	79%
Did not receive?	18	21%
Used	43	65%
Effective	28	65%
c. Inquiry Journal Teacher Edition		
Received?	54	69%
Did not receive?	24	31%
Used	25	46%
Effective	11	44%
d. Sound/Spelling Wall Cards		
Received?	79	93%
Did not receive?	6	7%
Used	62	78%
Effective	49	79%
e. Manipulative Package (2000) or Reading and Phonics Package (2002)		
Received?	34	46%
Did not receive?	40	54%
Used	21	62%
Effective	13	62%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent Responses

f. Intervention Guide

Received?	72	85%
Did not receive?	13	15%
Used	53	74%
Effective	39	74%

C8. Open Court, Grade 3, Student Materials

a. Sound/Spelling Cards

Received?	70	83%
Did not receive?	14	17%
Used	54	77%
Effective	40	74%

b. Decodable Books

Received?	69	85%
Did not receive?	12	15%
Used	53	77%
Effective	41	77%

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

Received?	59	74%
Did not receive?	21	26%
Used	37	63%
Effective	26	70%

d. Inquiry Journals

Received?	52	68%
Did not receive?	25	32%
Used	26	50%
Effective	9	35%

e. Comprehension and Language Arts Skills Workbooks (2002)

Received?	53	67%
Did not receive?	26	33%
Used	41	77%
Effective	21	51%

f. Student Anthologies

Received?	71	86%
Did not receive?	12	14%
Used	51	72%
Effective	36	71%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent

g. Spelling and Vocabulary Skills (2002)

Received?	43	58%
Did not receive?	31	42%
Used	30	70%
Effective	21	70%

h. Writer's Workbooks (2002)

Received?	26	38%
Did not receive?	43	62%
Used	12	46%
Effective	4	33%

i. Language Arts Handbooks (2002)

Received?	37	51%
Did not receive?	36	49%
Used	26	70%
Effective	16	62%

C9. Houghton- Mifflin, Kindergarten, Teacher Materials

a. Themes Teacher Editions

Received?	34	94%
Did not receive?	2	6%
Used	29	85%
Effective	23	79%

b. Universal Access Handbooks Set

Received?	28	80%
Did not receive?	7	20%
Used	20	71%
Effective	13	65%

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

Received?	33	92%
Did not receive?	3	8%
Used	27	82%
Effective	22	81%

d. Alphafriend Display Cards

Received?	35	97%
Did not receive?	1	3%
Used	30	86%
Effective	26	87%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent Responses

e. Phonics Library Classroom Set

Received?	32	94%
Did not receive?	2	6%
Used	23	72%
Effective	16	70%

C10. Houghton-Mifflin, Kindergarten, Student Materials

a. Practice Books

Received?	32	91%
Did not receive?	3	9%
Used	27	84%
Effective	18	67%

b. Phonics Library Takehomes (or Reproducible Masters)

Received?	31	89%
Did not receive?	4	11%
Used	22	71%
Effective	17	77%

C11. Houghton-Mifflin, Grade 1, Teacher Materials

a. Themes Teacher Editions

Received?	38	95%
Did not receive?	2	5%
Used	32	84%
Effective	24	75%

b. Universal Access Handbooks Set

Received?	31	79%
Did not receive?	8	21%
Used	21	68%
Effective	13	62%

c. Phonics Library Classroom Set

Received?	36	90%
Did not receive?	4	10%
Used	30	83%
Effective	24	80%

d. Back to School Big Books (My Best Friend/ ABCs Rhyme, Chant, & Song)

Received?	32	80%
Did not receive?	8	20%
Used	26	81%
Effective	16	62%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent Responses

e. Big Book Anthologies

Received?	29	74%
Did not receive?	10	26%
Used	24	83%
Effective	17	71%

f. Theme Paperbacks

Received?	28	72%
Did not receive?	11	28%
Used	21	75%
Effective	11	52%

g. Sound/Spelling Cards

Received?	38	95%
Did not receive?	2	5%
Used	31	82%
Effective	29	94%

C12. Houghton-Mifflin, Grade 1, Student Materials

a. Practice Books

Received?	35	90%
Did not receive?	4	10%
Used	30	86%
Effective	19	63%

b. Student Anthologies

Received?	35	88%
Did not receive?	5	13%
Used	29	83%
Effective	22	76%

c. I Love Reading Books

Received?	33	89%
Did not receive?	4	11%
Used	27	82%
Effective	23	85%

d. Phonics Library Takehomes

Received?	29	73%
Did not receive?	11	28%
Used	19	66%
Effective	16	84%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent Responses

e. Theme Paperbacks

Received?	24	62%
Did not receive?	15	38%
Used	18	75%
Effective	10	56%

C13. Houghton-Mifflin, Grade 2, Teacher Materials

a. Themes Teacher Editions

Received?	41	95%
Did not receive?	2	5%
Used	32	78%
Effective	20	63%

b. Universal Access Handbooks Set

Received?	34	83%
Did not receive?	7	17%
Used	18	53%
Effective	11	61%

c. Phonics Library Classroom Set

Received?	35	81%
Did not receive?	8	19%
Used	29	83%
Effective	21	72%

d. Theme Paperbacks

Received?	22	54%
Did not receive?	19	46%
Used	15	68%
Effective	9	60%

e. Sound/Spelling Cards

Received?	41	95%
Did not receive?	2	5%
Used	33	80%
Effective	23	70%

C14. Houghton-Mifflin, Grade 2, Student Materials

a. Practice Books

Received?	36	88%
Did not receive?	5	12%
Used	26	72%
Effective	13	50%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent Responses

b. Student Anthologies

Received?	39	91%
Did not receive?	4	9%
Used	29	74%
Effective	16	55%

c. I Love Reading Books

Received?	31	76%
Did not receive?	10	24%
Used	25	81%
Effective	20	80%

d. Phonics Library Takehomes (or Reproducible Masters)

Received?	36	84%
Did not receive?	7	16%
Used	24	67%
Effective	20	83%

C15. Houghton-Mifflin, Grade 3, Teacher Materials

a. Themes Teacher Editions

Received?	56	97%
Did not receive?	2	3%
Used	44	79%
Effective	27	61%

b. Universal Access Handbooks Set

Received?	44	77%
Did not receive?	13	23%
Used	30	68%
Effective	17	57%

c. Reader's Library Classroom Set

Received?	35	60%
Did not receive?	23	40%
Used	25	71%
Effective	15	60%

d. Theme Paperbacks

Received?	32	57%
Did not receive?	24	43%
Used	22	69%
Effective	12	55%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent Responses

e. Sound/Spelling Cards

Received?	52	90%
Did not receive?	6	10%
Used	43	83%
Effective	32	74%

C16. Houghton-Mifflin, Grade 3, Student Materials

a. Practice Books

Received?	40	69%
Did not receive?	18	31%
Used	31	78%
Effective	20	65%

b. Student Anthologies

Received?	45	80%
Did not receive?	11	20%
Used	35	78%
Effective	23	66%

c. Reader's Library Books

Received?	36	62%
Did not receive?	22	38%
Used	27	75%
Effective	17	63%

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

Received?	33	62%
Did not receive?	20	38%
Used	23	70%
Effective	14	61%

C17. Foro abierto para la lectura, Kindergarten, Teacher Materials

a. Edición del maestro (Teacher Editions)

Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

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

Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent Responses

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

Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

d. Libros grandes incluyendo Libro grande de artes de lenguaje (Big Books including Language Arts Big Books)

Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

e. Paquete de fonética y Tarjetas del alfabeto y sus sonidos (Phonics kit includes Alphabet/Sound Wall Cards)

Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

f. Libros decodificables (Decodable Books)

Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

g. Intervención (Intervention)

Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

C18. Foro abierto para la lectura, Kindergarten, Student Materials

a. Libros decodificables (Decodable Books)

Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

b. Destrezas de sonidos y letras (Sounds and Letters)

Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent

c. Destrezas de artes del lenguaje (Language Arts Skills Workbook and Sounds and Letters Workbook)

Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

d. Cuaderno del escritor (Writer's Workbook)

Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

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

a. Edición del maestro (Teacher Editions)

Received?	2	100%
Did not receive?	0	0%
Used	1	50%
Effective	1	100%

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 Sk

Received?	2	100%
Did not receive?	0	0%
Used	1	50%
Effective	1	100%

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

Received?	2	100%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

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

Received?	2	100%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

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

Received?	2	100%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

	N of Responses	Percent
f. Cuaderno del escritor hojas fotocopiables (Writer's Workbook Black Line Master)		
Received?	1	50%
Did not receive?	1	50%
Used	0	0%
Effective	0	0%
g. Intervención ediciones del maestro (Intervention Teacher Editions)		
Received?	1	50%
Did not receive?	1	50%
Used	0	0%
Effective	0	0%
C20. Foro abierto para la lectura, Grade 1, Student Materials		
a. Destrezas de fonética (Phonics Skills Workbook)		
Received?	2	100%
Did not receive?	0	0%
Used	1	50%
Effective	1	100%
b. Destrezas de comprensión y artes del lenguaje (Comprehension and Language Arts Skills Workbook)		
Received?	2	100%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%
c. Antologías del estudiante (Student Anthologies)		
Received?	2	100%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%
d. Primeras y segundas lecturas (First and Second Readers)		
Received?	2	100%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%
e. Libros decodificables (Decodable Books)		
Received?	2	100%
Did not receive?	0	0%
Used	1	50%
Effective	0	0%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent Responses

C21. Foro abierto para la lectura, Grade 2, Teacher Materials

a. Edición del maestro (Teacher Editions)

Received?	1	100%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

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?	1	100%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

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

Received?	1	100%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

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

Received?	1	100%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

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

Received?	1	100%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

f. Intervención ediciones del maestro (Intervention Teacher Editions)

Received?	1	100%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Percent
Responses

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

a. Destrezas de fonética (Phonics Skills Workbook)

Received?	0	0%
Did not receive?	1	100%
Used	0	0%
Effective	0	0%

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

Received?	0	0%
Did not receive?	1	100%
Used	0	0%
Effective	0	0%

c. Destrezas de comprensión y artes del lenguaje (Comprehension and Language Arts Skills Workbook)

Received?	1	100%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

d. Antologías del estudiante (Student Anthologies)

Received?	1	100%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

e. Primeras lecturas (First Readers)

Received?	1	100%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

f. Libros decodificables (Decodable Books)

Received?	1	100%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

g. Diario de investigación (Inquiry Journal)

Received?	1	100%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

California Reading First Survey of Special Ed. Teachers 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent Responses

C23. Foro abierto para la lectura, Grade 3, Teacher Materials

a. Edición del maestro (Teacher Editions)

Received?	1	100%
Did not receive?	0	0%
Used	1	100%
Effective	1	100%

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?	1	100%
Did not receive?	0	0%
Used	1	100%
Effective	1	100%

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

Received?	1	100%
Did not receive?	0	0%
Used	1	100%
Effective	1	100%

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

Received?	0	0%
Did not receive?	1	100%
Used	0	0%
Effective	0	0%

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

Received?	0	0%
Did not receive?	1	100%
Used	0	0%
Effective	0	0%

f. Intervención ediciones del maestro (Intervention Teacher Editions)

Received?	0	0%
Did not receive?	1	100%
Used	0	0%
Effective	0	0%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Percent
Responses

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?	1	100%
Did not receive?	0	0%
Used	1	100%
Effective	1	100%

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

Received?	0	0%
Did not receive?	1	100%
Used	0	0%
Effective	0	0%

c. Antologías del estudiante (Student Anthologies)

Received?	1	100%
Did not receive?	0	0%
Used	1	100%
Effective	1	100%

d. Libros decodificables (Decodable Books)

Received?	1	100%
Did not receive?	0	0%
Used	1	100%
Effective	1	100%

e. Diario de investigación (Inquiry Journal)

Received?	1	100%
Did not receive?	0	0%
Used	1	100%
Effective	1	100%

C25. Houghton-Mifflin Lectura, Kindergarten, Teacher Materials

a. Guía del maestro (Teacher Editions)

Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

b. Biblioteca fonética páginas duplicables (Phonics Library Takehome Black Line Master)

Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent Responses

c. ¡Adelante! Libros de práctica (On my way practice readers)

Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

d. Recursos del maestro páginas duplicables (Resource Black Line Master)

Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

e. Biblioteca fonética páginas duplicables (Phonics Library Takehome Black Line Master)

Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

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?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

g. Tarjetas de Alfamigos

Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

C26. Houghton-Mifflin Lectura, Kindergarten, Student Materials

a. Cuaderno de práctica (Practice Workbooks Student Edition)

Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

C27. Houghton-Mifflin Lectura, Grade 1, Teacher Materials

a. Guía del maestro (Teachers Editions)

Received?	3	75%
Did not receive?	1	25%
Used	3	100%
Effective	2	67%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

	N of Responses	Percent
b. Biblioteca fonética (Phonics Library Takehome)		
Received?	4	100%
Did not receive?	0	0%
Used	4	100%
Effective	3	75%
c. Recursos del maestro páginas duplicables (Teacher Resource Black Line Master)		
Received?	3	75%
Did not receive?	1	25%
Used	3	100%
Effective	3	100%
d. Biblioteca fonética páginas duplicables (Phonics Library Takehome Black Line Master)		
Received?	4	100%
Did not receive?	0	0%
Used	4	100%
Effective	3	75%
e. Superlibros: “Mi mejor amiga/Luna Lunera, un libro de versos” (Big books)		
Received?	4	100%
Did not receive?	0	0%
Used	3	75%
Effective	2	67%
f. Superlibros antologías (Big Book Anthologies)		
Received?	3	75%
Did not receive?	1	25%
Used	3	100%
Effective	1	33%
g. Me encanta leer páginas duplicables (I Love to Read Black Line Master)		
Received?	3	75%
Did not receive?	1	25%
Used	3	100%
Effective	2	67%
h. Libros del tema (Theme Paperbacks)		
Received?	3	75%
Did not receive?	1	25%
Used	3	100%
Effective	0	0%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Percent
Responses

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

a. Cuaderno de práctica (Practice Workbooks Student Edition)

Received?	3	100%
Did not receive?	0	0%
Used	3	100%
Effective	2	67%

b. Antología del estudiante (Student Anthologies)

Received?	4	100%
Did not receive?	0	0%
Used	4	100%
Effective	3	75%

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

a. Guía del maestro (Teachers Editions)

Received?	4	100%
Did not receive?	0	0%
Used	2	50%
Effective	1	50%

b. Biblioteca fonética (Phonics Library Takehome)

Received?	3	75%
Did not receive?	1	25%
Used	2	67%
Effective	2	100%

c. Recursos del maestro páginas duplicables (Teacher Resource Black Line Master)

Received?	4	100%
Did not receive?	0	0%
Used	2	50%
Effective	2	100%

d. Biblioteca fonética páginas duplicables (Phonics Library Takehome Black Line Master)

Received?	4	100%
Did not receive?	0	0%
Used	2	50%
Effective	2	100%

e. Superlibros: “Las vacas no vuelan/Hora de dormir” (Big books)

Received?	3	75%
Did not receive?	1	25%
Used	1	33%
Effective	1	100%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

	N of Responses	Percent
f. Me encanta leer páginas duplicables (I Love to Read Black Line Master)		
Received?	4	100%
Did not receive?	0	0%
Used	2	50%
Effective	2	100%
g. Libros del tema (Theme Paperbacks)		
Received?	3	75%
Did not receive?	1	25%
Used	2	67%
Effective	2	100%
C30. Houghton-Mifflin Lectura, Grade 2, Student Materials		
a. Cuaderno de práctica (Practice Workbooks)		
Received?	4	100%
Did not receive?	0	0%
Used	2	50%
Effective	2	100%
b. Antologías del estudiante (Student Anthologies)		
Received?	4	100%
Did not receive?	0	0%
Used	2	50%
Effective	2	100%
C31. Houghton-Mifflin Lectura, Grade 3, Teacher Materials		
a. Guía del maestro (Teachers Editions)		
Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%
b. Biblioteca del lector (Reader's Library Takehome)		
Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%
c. Recursos del maestro páginas duplicables (Resource Black Line Master)		
Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent Responses

d. Libros del tema (Theme Paperbacks)

Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

C32. Houghton-Mifflin Lectura, Grade 3, Student Materials

a. Cuaderno de práctica (Practice Workbooks)

Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

b. Antologías del estudiante (Student Anthologies)

Received?	0	0%
Did not receive?	0	0%
Used	0	0%
Effective	0	0%

C33. Materials for Special Education Teachers NOT using the Open Court or Houghton-Mifflin programs, All Grades, Teacher Materials

a. Teacher editions

Received?	47	87%
Did not receive?	7	13%
Used	31	66%
Effective	20	65%

b. Workbooks for developing phonics skills

Received?	40	75%
Did not receive?	13	25%
Used	28	70%
Effective	18	64%

c. Guides for supporting English learners

Received?	40	75%
Did not receive?	13	25%
Used	27	68%
Effective	14	52%

d. Guides for supporting students in Special Education

Received?	27	53%
Did not receive?	24	47%
Used	20	74%
Effective	13	65%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent Responses

e. Books for a classroom library

Received?	25	50%
Did not receive?	25	50%
Used	17	68%
Effective	9	53%

f. Cards or charts for relating sounds and spelling

Received?	42	79%
Did not receive?	11	21%
Used	28	67%
Effective	16	57%

g. Handbooks for teaching language arts

Received?	27	52%
Did not receive?	25	48%
Used	16	59%
Effective	10	63%

h. Manipulatives for reading and phonics

Received?	26	49%
Did not receive?	27	51%
Used	17	65%
Effective	13	76%

C34. Materials for Special Education Teachers NOT using the Open Court or Houghton-Mifflin programs, All Grades, Student Materials

a. Books for decoding

Received?	30	63%
Did not receive?	18	38%
Used	22	73%
Effective	14	64%

b. Workbooks for writing

Received?	24	50%
Did not receive?	24	50%
Used	13	54%
Effective	10	77%

c. Materials to develop spelling and vocabulary skills

Received?	30	67%
Did not receive?	15	33%
Used	19	63%
Effective	14	74%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of
Responses

d. Workbooks for teaching phonics skills

Received?	35	71%
Did not receive?	14	29%
Used	24	69%
Effective	16	67%

e. Phonics library takehomes (or reproducible masters)

Received?	26	53%
Did not receive?	23	47%
Used	18	69%
Effective	11	61%

f. Workbooks for comprehension and language skills

Received?	31	65%
Did not receive?	17	35%
Used	21	68%
Effective	14	67%

g. Materials specifically for special education

Received?	31	65%
Did not receive?	17	35%
Used	22	71%
Effective	14	64%

C35. 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	20	4%
b. Some	75	16%
c. Most	145	31%
d. All	208	45%

C36. Who selected the teacher and student materials used in your special education classroom?

a. I selected the materials	96	21%
b. The principal selected the materials	44	9%
c. The district selected the materials	276	59%

D1. Does your school have a pacing schedule?

a. My school does not have a pacing schedule	16	3%
b. My school has a pacing schedule based only on the assessment schedule	135	29%
c. My school has a pacing schedule that identifies lessons on a daily or weekly schedule and when to give assessments	297	64%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent Responses

	N of Responses	Percent Responses
D2. What is your role in adhering to your school's pacing schedule?		
a. I must adhere to the grade level pacing schedule with my students	138	30%
b. I am aware of the pacing schedule but I do not follow it with my students	24	5%
c. I try to follow the pacing schedule as closely as possible, but my students cannot keep up with it	148	32%
d. I am free to set my own pacing, based on my students' IEP goals	139	30%
D3. How often does your school provide time for teachers to plan collaboratively?		
a. Hardly ever	69	15%
b. Monthly	94	20%
c. Twice monthly	99	21%
d. Weekly	182	39%
e. Daily	8	2%
D4. What is your role in the collaborative planning meetings?		
a. I am required to participate fully with teachers at different grade levels	277	59%
b. I am invited to participate, but am not required	120	26%
c. I do not participate in the collaborative planning meetings	41	9%
D5. 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	221	47%
b. I am provided some individual planning time during the day	140	30%
c. My individual planning time is adequate	71	15%
d. My individual planning time is more than adequate	14	3%
D6. How many minutes outside of the normal school day do you spend planning your daily lessons?		
a. Less than 20 minutes per day	33	7%
b. 20 - 59 minutes per day	222	48%
c. 60 - 89 minutes per day	135	29%
d. 90 - 119 minutes per day	29	6%
e. 120 or more minutes per day	32	7%
D7. How involved is your school principal with the 6-8 Week Skill Assessments?		
a. The principal is generally not involved with the skill assessments	92	20%
b. The principal makes sure the skill assessments take place, but does not track results	29	6%
c. The principal makes sure that the skill assessments take place and keeps track of the results	131	28%
d. The principal makes sure that the skill assessments take place, tracks results, and requires that instruction be adjusted as necessary	184	39%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of
Responses Percent

D8. 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	9	2%
b. To monitor student progress	177	38%
c. To guide instructional decisions	243	52%
d. To challenge students to achieve	10	2%
e. To compute grades for report cards	4	1%

D9. Which 6-8 Week Skill Assessments, if any, do you use in your special education classroom?

a. I do not use the 6-8 Week Skill Assessments	0	0%
b. I use the 6-8 Week Skill Assessments designated for my students' grade level	0	0%
c. I use the 6-8 Week Skill Assessments that are at my students' instructional level, even if they are below their actual grade levels	0	0%

D10. About how frequently do teachers at your grade level have grade-level meetings related to your adopted program?

a. Never (skip to Question D13)	29	6%
b. Less than monthly	61	13%
c. Monthly	134	29%
d. More than once a month	220	47%

D11. How many of your grade-level meetings specifically related to your district's adopted reading/language arts program does the principal attend?

a. None	50	11%
b. Fewer than half	120	26%
c. Half or more than half	116	25%
d. All or almost all	134	29%

D12. What topics are discussed at grade-level meetings? Select all that apply.

a. Not applicable.	16	3%
b. Instructional reading/language arts strategies	381	82%
c. School-level administrative issues and announcements	185	40%
d. Students who are having trouble	280	60%
e. Extracurricular activities	129	28%
f. Reading/language arts assessment results	360	77%
g. Intervention strategies	342	73%
h. The school's and district's mission	109	23%
i. Issues in the field of education	112	24%
j. Teacher professional development issues	184	39%
k. Upcoming special events	191	41%
l. Issues related to specific teaching practices that are part of your adopted reading/language arts program	320	69%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Percent
Responses

D13. Who takes responsibility for teachers using the district's adopted reading/language arts program?

a. Neither the principal nor the coach take much responsibility	11	2%
b. The principal takes primary responsibility	70	15%
c. The principal and the coach share equal responsibility	215	46%
d. The principal gives the coach the primary responsibility	148	32%

D14. In general, what level of support are you getting from your principal related to your teaching of the adopted reading/language arts program?

a. Little or no support	85	18%
b. Adequate support	236	51%
c. More than adequate support	126	27%

D15. Does your school leadership require K-3 teachers to fully implement the adopted reading/language arts program?

a. Full implementation is required	379	81%
b. Some variation from full implementation is permitted	68	15%

E1. What is your access to a reading coach?

a. I do not have access to a reading coach (skip to F1)	0	0%
b. The coach is often unavailable	44	9%
c. The coach is usually available	262	56%
d. The coach seeks me out to assure that I have the support I need	137	29%

E2. Is your coach helpful in answering questions about how to teach special education students?

a. The coach often doesn't know more than I do about how to teach my special education classroom	103	22%
b. The coach gives general answers to questions	135	29%
c. The coach gives specific, detailed answers that I can use	186	40%

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	170	36%
b. The coach's demonstrations do not help much	18	4%
c. The coach provides adequate demonstrations	135	29%
d. The coach provides demonstrations that significantly improve my teaching	118	25%

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	89	19%
b. The coach helps facilitate the meetings regularly	210	45%
c. In addition to facilitating grade-level meetings regularly, the coach keeps them focused on the instructional needs of the teachers	136	29%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

	N of Responses	Percent
E5. Does the coach help reinforce the school's pacing schedule?		
a. Not applicable.	9	2%
b. The coach does not check on my location on the pacing schedule	172	37%
c. The coach occasionally checks in on where I am on the pacing schedule	141	30%
d. The coach takes notice and helps me catch up if I fall behind on the pacing	117	25%
E6. Does the coach help you with the 6-8 Week Skill Assessments?		
a. Not applicable. I do not administer the 6-8 Week Skill Assessments.	15	3%
b. The coach is not involved with these assessments	70	15%
c. The coach makes sure the assessments take place, but does not review results	58	12%
d. The coach helps interpret the assessments and reviews results	286	61%
E7. How much access does the coach have to classrooms in your school?		
a. Coaches need teacher or principal permission to visit a classroom	13	3%
b. Coaches have free access to classrooms, but only a few teachers welcome their presence	53	11%
c. Coaches have free access to classrooms, but only about half of the teachers welcome their presence	68	15%
d. Coaches have free access to classrooms, and almost all of the teachers welcome their presence	304	65%
E8. In general, what level of support are you getting from your coach?		
a. Little or no support	66	14%
b. Adequate support	207	44%
c. More than adequate support	165	35%
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	19	4%
b. 20 - 39 minutes	12	3%
c. 40 - 59 minutes	27	6%
d. 60 - 79 minutes	48	10%
e. 80 - 99 minutes	39	8%
f. 100 - 119 minutes	31	7%
g. 120 - 139 minutes	79	17%
h. 140 - 159 minutes	64	14%
i. 160 - 179 minutes	28	6%
j. 180 minutes or more	102	22%
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	19	4%
b. 20 - 59 minutes	232	50%
c. 60 - 89 minutes	101	22%
d. 90 - 120 minutes	44	9%
e. More than 120 minutes	53	11%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent Responses

	N of Responses	Percent Responses
F3. What percentage of your total reading/language arts instruction relies on materials from your district's adopted program?		
a. 0% - 19%	18	4%
b. 20% - 39%	27	6%
c. 40% - 59%	51	11%
d. 60% - 79%	94	20%
e. 80% - 100%	259	56%
F4. To what degree do you follow your school's pacing schedule for reading/language arts?		
a. Our school does not have a pacing schedule	3	1%
b. I do not follow the existing pacing schedule	80	17%
c. I keep in mind where I want to be and aim for that	85	18%
d. I follow the pacing schedule approximately	140	30%
e. I follow the pacing schedule very closely	138	30%
F5. Where are you right now in relation to your school's pacing schedule?		
a. Not applicable. I do not follow the school's pacing schedule	21	5%
b. I am more than two weeks behind where I should be	91	20%
c. I am one to two weeks behind where I should be	50	11%
d. I am within a week of where I should be	244	52%
e. I am one to two weeks ahead of where I should be	18	4%
f. I am more than two weeks ahead of where I should be	10	2%
F6. If you assess your students in reading every six to eight weeks, which assessments do you use? Select all that apply.		
a. I do not assess students in reading progress every six to eight weeks (Skip to Section	71	15%
b. I use teacher-developed assessments that my colleagues or I have written	73	16%
c. I use assessments that come from the publisher with the adopted program	122	26%
d. I use the 6-8 Week Skill Assessments	236	51%
e. I use district-developed assessments	94	20%
f. I use assessments other than those listed above	114	24%
F7. How do you primarily use results of the 6-8 Week Skill Assessments?		
a. I don't use the results	36	8%
b. I use the results to monitor student progress every six to eight weeks	123	26%
c. I use the results to guide my teaching	217	47%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent Responses

F8. What options are available to you 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	128	27%
b. Use intervention lessons provided in the program during small group instruction	306	66%
c. Allocate extended time (30 - 45 mins), using handbooks/guides for additional student practice	151	32%
d. Call for the assistance of a program coach to help me improve my teaching	121	26%
e. Call in a reading specialist or resource teacher to assist me with students	0	0%
f. Recommend time after school or during the summer to help students practice using adopted materials	91	20%
g. Transfer the student to a class more appropriate to the student's skill level	21	5%
h. Use a supplemental intervention program approved by the State Board of Education	105	23%

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	27	6%
b. Adjust the pacing schedule to match student learning rates	126	27%
c. Use intervention lessons provided in the program during small group instruction	275	59%
d. Allocate extended time (30 - 45 mins), using the handbooks/guides for additional student practice	153	33%
e. Call for the assistance of a program coach to help me improve my teaching	100	21%
f. Call in a reading specialist or resource teacher to assist me with students	36	8%
g. Recommend time after school or during the summer to help students practice using adopted materials	62	13%
h. Transfer the student to a class more appropriate to the student's skill level	13	3%
i. Use a supplemental intervention program approved by the State Board of Education	98	21%

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	63	57%
b. Rotate into a sequence of activities on a variety of topics	43	39%
c. Be assigned to a group with matched abilities	59	54%
d. Work on specific skills or activities designed to meet their needs	98	89%

G2. The adopted program components that are best delivered to the entire class at the same time are:

a. Workbook/practice book	44	40%
b. Pre-decodable books	33	30%
c. Reading the Big Book	93	85%

G3. When teaching phonemic awareness, I:

a. Check for understanding by calling on all students during each lesson	74	67%
b. Make sure students have proficiency in one phonemic awareness skill before proceeding to the next skill	49	45%
c. Clarify meaning of all unknown words	53	48%
d. Make sure students are in close proximity in order to monitor responses	80	73%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Responses Percent Responses

G4. Most of my writing instruction is focused on:

a. Introducing the writing process	80	73%
b. Teaching the adopted program's lessons	33	30%
c. Giving students an opportunity to write on self-selected topics	39	35%
d. Having students write on various topics in their journals	54	49%

G5. It is most important for Kindergarten students to be automatic in recognizing:

a. Their names	73	66%
b. Names of the Alphabet Sounds Cards / Alphafriends	75	68%
c. Upper and lower case letters	87	79%
d. Simple consonant-vowel-consonant words	56	51%

G6. I use the workbook/practice book to:

a. Have students complete assignments independently in class	23	21%
b. Provide guided practice	100	91%
c. Have students work on the assignment as homework	15	14%

G7. I teach comprehension and vocabulary development through the use of:

a. Decodable text	40	36%
b. Read alouds	92	84%
c. Strategies and skills	67	61%

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	51	46%
b. Provide guided practice of assigned independent work	22	20%
c. Teach core content more easily in a smaller group setting	31	28%

G9. Most of my writing instruction time is focused on:

a. Teaching the writing process	257	73%
b. Daily lessons or weekly projects as provided in the adopted program	178	51%
c. Weekly writing topics selected by my students	56	16%
d. Writing projects the students are to publish, three times a year	34	10%

G10. Most of my spelling instruction is focused on:

a. Weekly lessons based on the sound/spelling card patterns	309	88%
b. Assigning students to write spelling words for practice	125	36%
c. Providing word games to practice spelling	143	41%
d. Having students memorize words to prepare for weekly tests	84	24%

G11. When introducing a decodable book, I have my students:

a. Follow along as I read the book aloud	164	47%
b. Silently read the book on their own	79	22%
c. Work with me in a small group	234	66%
d. Preview the book first, and then chorally read each page aloud	229	65%

California Reading First Survey of Special Ed. Teachers 2007-2008 State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of
Responses

	N of Responses	Percent
G12. Generally, when students are given an opportunity to practice oral fluency, they are:		
a. Working in small groups with me	274	78%
b. Working with a student partner	175	50%
c. Working individually	126	36%
G13. To introduce a new reading selection in the anthology, I:		
a. Have students listen to the selection on audio cassette/CD	130	37%
b. Read the selection aloud	230	65%
c. Select individual students to read parts of the selection aloud	91	26%
d. Have students chorally read the selection	158	45%
G14. After reading an anthology selection, my students generally:		
a. Participate in a whole group discussion	328	93%
b. Write a summary of the selection	66	19%
c. Complete workbook pages to verify understanding	134	38%
G15. My vocabulary instruction focuses mainly on students:		
a. Writing definitions from the glossary	41	12%
b. Completing the vocabulary worksheets	119	34%
c. Applying vocabulary strategies before and during reading	294	84%
d. Using a graphic organizer to define and compare related words	141	40%
G16. I use the workbook/practice book to:		
a. Have students complete assignments independently in class	83	24%
b. Provide guided practice	336	95%
c. Have students work on the assignment as homework	53	15%
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	150	43%
b. Provide guided practice of assigned independent work	98	28%
c. Teach core content more easily in a smaller group setting	113	32%
I1. Overall, how would you rate the effectiveness of your school's special education program?		
a. Poor	22	5%
b. Fair	117	25%
c. Good	228	49%
d. Excellent	80	17%
I2. How well do you feel you implemented your district's special education program as designed?		
a. Not well	10	2%
b. Somewhat well	86	18%
c. Reasonably well	241	52%
d. Very well	105	23%

California Reading First Survey of Special Ed. Teachers 2007-2008

State-Level Responses

Number of Surveys Received by Evaluator: 468

State-Level

N of Percent
Responses

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%	7	2%
b. 30 - 59%	19	4%
c. 60 - 89%	98	21%
d. 90 - 100%	320	69%

I4. 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	4%
b. Disagree	57	12%
c. Unsure	135	29%
d. Agree	192	41%
e. Strongly agree	42	9%

I5. If elements of your Reading First program had to be cut for funding or other reasons, which elements of the program would you most strongly support keeping in place? Select all that apply.

a. Structured Teacher Planning Time	236	51%
b. Reading/Language Arts Time Block	237	51%
c. Collaboration/Lesson Studies	190	41%
d. Substitute Days/Release Time	139	30%
e. Curriculum/Materials, for waived classrooms	99	21%
f. Pacing Plan or Guide	150	32%
g. Instructional Strategies	242	52%
h. Professional Development	210	45%
i. English Learner handbook or support guide	172	37%
j. Assessment and Data Analysis	159	34%
k. Your school's reading coach	210	45%
l. Curriculum/Materials, for non-waived classrooms	110	24%
m. Supplementary Materials	208	45%
n. Small Group Instruction/Universal Access	269	58%

California Reading First Coach Survey 2007-2008

State-Level Responses

Number of Surveys received by Evaluator: 887

State-Level
N of Percent
Responses

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	846	95%
d. Reading First site-level coordinator	71	8%
e. Content Expert	27	3%
f. Reading First District-level coordinator	12	1%
g. Teacher, Kindergarten	4	0%
h. Teacher, Grade 1	2	0%
i. Teacher, Grade 2	2	0%
j. Teacher, Grade 3	3	0%
k. Teacher in Grade 4 or above	3	0%

A2. How many years of experience do you have with your district's adopted reading/language arts program?

a. Less than 1 year	4	0%
b. 1 year	4	0%
c. 2 years	17	2%
d. 3 years	15	2%
e. 4 years	80	9%
f. 5 years	248	28%
g. 6 years or more	507	57%

A3. How many years will you have taught or provided instructional support in the primary grades (K-3) as of July 2008?

a. Less than 1 year	9	1%
b. 1 year	17	2%
c. 2 years	27	3%
d. 3 - 5 years	123	14%
e. 6 - 10 years	246	28%
f. 11 - 20 years	290	33%
g. 21 - 25 years	79	9%
h. 26 or more years	86	10%

A4. How long have you been a Reading First coach?

a. This is my first year	168	19%
b. This is my second year	178	20%
c. This is my third year	143	16%
d. This is my fourth year	154	17%
e. This is my fifth year	157	18%
f. This is my sixth year	68	8%

California Reading First Coach Survey 2007-2008 State-Level Responses

Number of Surveys received by Evaluator: 887

State-Level
N of Percent
Responses

A5. Are you serving teachers in waiver classrooms?

a. Yes, I am serving only teachers in waiver classrooms	17	2%
b. Yes, I am serving both teachers in waiver and non-waiver classrooms	237	27%
c. No, I do not serve teachers in waiver classrooms	616	69%

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

a. SB 472 / AB 466, Year 1, Kindergarten	34	4%
b. SB 472 / AB 466, Year 1, Grade 1	28	3%
c. SB 472 / AB 466, Year 1, Grade 2	16	2%
d. SB 472 / AB 466, Year 1, Grade 3	21	2%
e. Advanced, Year 2, Kindergarten	14	2%
f. Advanced, Year 2, Grade 1	24	3%
g. Advanced, Year 2, Grade 2	14	2%
h. Advanced, Year 2, Grade 3	17	2%
i. Advanced or Mastery, Year 3, Year 4, Year 5 or Year 6, Kindergarten or grades 1, 2, or 3	314	35%
j. Summer Coach Training	176	20%
k. None of the above. Skip to Question B8.	355	40%

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

a. Not applicable	37	4%
b. My own time	265	30%
c. Instructional day time	235	26%

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

a. Not applicable	49	6%
b. Before the district adopted program started being taught in the school	77	9%
c. During the first year the district adopted program was taught in the school	115	13%
d. Sometime after the first year that the district adopted program was taught in the school	290	33%

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

a. Not applicable	27	3%
b. It did not prepare me well	29	3%
c. It prepared me adequately	259	29%
d. It prepared me very well	217	24%

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	83	9%
b. Less than 20 hours	3	0%
c. 20 - 39 hours	2	0%
d. 40 - 59 hours	10	1%
e. 60 - 79 hours	1	0%
f. 80 or more hours	428	48%

California Reading First Coach Survey 2007-2008 State-Level Responses

Number of Surveys received by Evaluator: 887

State-Level
N of Percent
Responses

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	84	9%
b. It has not supported me well	16	2%
c. It has supported me adequately	149	17%
d. It has supported me very well	273	31%

B7. How many hours of follow-up C-TAC Reading First Coach training have you completed this school year?

a. Not applicable	53	6%
b. Less than 16 hours (0 - 2 days)	43	5%
c. 17 - 32 hours (3 - 4 days)	147	17%
d. 33 - 48 hours (5 - 6 days)	117	13%
e. 49 - 64 hours (7 - 8 days)	39	4%
f. 65 - 80 hours (9 - 10 days)	120	14%

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	341	38%
b. 1 - 5 hours	100	11%
c. 6 - 10 hours	95	11%
d. 11 - 15 hours	54	6%
e. 16 - 20 hours	57	6%
f. More than 20 hours	221	25%

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	171	19%
b. Additional pay	193	22%
c. No change in professional status	594	67%

C1. To your knowledge, how many times since your school adopted the program 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	27	3%
b. 1-3 times	309	35%
c. 4-6 times	262	30%
d. 7 or more times	280	32%

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	6%
b. We have such a vision, but it has not been fully communicated to the teachers	177	20%
c. We have such a vision, and it has been fully communicated to the teachers	648	73%

California Reading First Coach Survey 2007-2008

State-Level Responses

Number of Surveys received by Evaluator: 887

State-Level
N of Percent
Responses

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	20	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	18	2%
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	144	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	693	78%

C4. To your knowledge, what percentage of the K-3 Reading First teachers in your school, completed the SB 472 / AB 466 Reading Professional Development Institute 5-day training in 2007-08?

a. Not known	44	5%
b. Less than 25%	310	35%
c. Between 25% and 49%	97	11%
d. Between 50% and 74%	49	6%
e. Between 75% and 99%	212	24%
f. 100 %	158	18%

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 SB 472 / AB 466 Reading Professional Development Institute training by the end of the school year?

a. Not known	64	7%
b. Less than 25%	281	32%
c. Between 25% and 49%	66	7%
d. Between 50% and 74%	53	6%
e. Between 75% and 99%	173	20%
f. 100 %	238	27%

C6. To your knowledge, what percentage of the K-3 Reading First teachers in your school completed the 5-day Advanced Training Institute in 2007-08?

a. Not known	106	12%
b. Less than 25%	282	32%
c. Between 25% and 49%	87	10%
d. Between 50% and 74%	75	8%
e. Between 75% and 99%	208	23%
f. 100 %	105	12%

California Reading First Coach Survey 2007-2008 State-Level Responses

Number of Surveys received by Evaluator: 887

State-Level
N of Percent
Responses

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	131	15%
b. Less than 25%	270	30%
c. Between 25% and 49%	48	5%
d. Between 50% and 74%	55	6%
e. Between 75% and 99%	168	19%
f. 100 %	193	22%

C8. Does your school leadership require K-3 teachers to fully implement the adopted reading/language arts program?

a. We do require full implementation	786	89%
b. Some variation from full implementation is permitted	89	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	21	2%
b. One to two days per week	48	5%
c. Three to four days per week	169	19%
d. Five days per week	636	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	271	31%
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	601	68%

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

a. None	3	0%
b. Some	15	2%
c. Most	172	19%
d. All	687	77%

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	1	0%
b. No, some teachers have to share Teacher Editions	12	1%
c. Yes, all teachers have their own set of Teacher Editions	863	97%

D3. Do you as a Reading First coach have your own full set of Teacher Editions for all the relevant grades?

a. No	58	7%
b. Yes	813	92%

California Reading First Coach Survey 2007-2008 State-Level Responses

Number of Surveys received by Evaluator: 887

State-Level
N of Percent
Responses

D4. To your knowledge, does your principal have his or her own full set of Teacher Editions for all grades?

a. No	280	32%
b. Yes	506	57%
c. I don't know	89	10%

E1. Does your school have a pacing schedule?

a. My school does not have a pacing schedule	4	0%
b. My school has a pacing schedule based only on the assessment schedule	147	17%
c. My school has a pacing schedule that identifies lessons on a daily or weekly schedule and when to give assessments	725	82%

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

a. Hardly ever	32	4%
b. Monthly	166	19%
c. Twice monthly	300	34%
d. Weekly	373	42%
e. Daily	6	1%

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	90	10%
b. The principal makes sure the skill assessments take place, but does not track results	65	7%
c. The principal makes sure that the skill assessments take place and keeps track of the	258	29%
d. The principal makes sure that the skill assessments take place, tracks results, and requires that instruction be adjusted as necessary	459	52%

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	2	0%
b. To monitor student progress	185	21%
c. To guide instructional decisions	671	76%
d. To challenge students to achieve	10	1%
e. To compute grades for report cards	8	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	47	5%
b. Fewer than half	258	29%
c. Half or more than half	273	31%
d. All or almost all	296	33%

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

a. Not applicable	6	1%
b. Instructional reading/language arts strategies	846	95%
c. School-level administrative issues and announcements	315	36%
d. Students who are having trouble	705	79%

California Reading First Coach Survey 2007-2008 State-Level Responses

Number of Surveys received by Evaluator: 887

	<u>State-Level</u> N of Percent Responses	
e. Extracurricular activities	222	25%
f. Reading/language arts assessment results	836	94%
g. Intervention strategies	798	90%
h. The school's and district's mission	195	22%
i. Issues in the field of education	178	20%
j. Teacher professional development issues	433	49%
k. Upcoming special events	328	37%
l. Issues related to specific teaching practices that are part of your adopted reading/language arts program	799	90%
E7. Who takes responsibility for teachers using the district's adopted reading/language arts program?		
a. Neither the principal nor I take much responsibility	1	0%
b. The principal takes primary responsibility	325	37%
c. The principal and I share equal responsibility	430	48%
d. The principal gives me the primary responsibility	117	13%
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	2	0%
b. I feel somewhat prepared	61	7%
c. I feel adequately prepared	374	42%
d. I feel more than adequately prepared	434	49%
E9. How often does the principal hold meetings with you as a reading coach?		
a. Less than monthly	79	9%
b. Once a month on average	152	17%
c. Once a week on average	428	48%
d. Multiple times during an average week	214	24%
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	565	64%
b. Preparing the principal for what to look for during classroom visits	491	55%
c. Planning grade-level meeting agendas	498	56%
d. Analyzing the 6-8 Week Skill Assessment data	673	76%
e. Addressing instructional needs of teachers	762	86%
f. Planning site professional development programs and services	736	83%
g. Planning classroom walkthroughs together	473	53%
E11. How often do you and your principal conduct joint classroom visits?		
a. Less than monthly	510	57%
b. Once a month on average	239	27%
c. Once a week on average	91	10%
d. Multiple times during an average week	28	3%

California Reading First Coach Survey 2007-2008

State-Level Responses

Number of Surveys received by Evaluator: 887

State-Level
N of Percent
Responses

E12. How much access do you have to teacher classrooms?

a. I need teacher or principal permission to visit a classroom	18	2%
b. I have free access to classrooms, but only a few teachers welcome my presence	27	3%
c. I have free access to classrooms, but only about half of the teachers welcome my	117	13%
d. I have free access to classrooms, and almost all of the teachers welcome my presence	713	80%

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	72	8%
b. Adequate support	274	31%
c. More than adequate support	530	60%

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	132	15%
b. Conduct demonstration lessons	865	98%
c. Assist with planning and pacing of the adopted program	806	91%
d. Conduct focused observations and provide specific feedback to teachers	793	89%
e. Assist the classroom teachers in diagnosing reading problems and planning appropriate interventions	744	84%
f. Assist in referring students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	414	47%
g. Provide formal and informal staff development related to both research and practice for classroom teachers	833	94%
h. Facilitate teacher grade-level meetings	715	81%
i. Help write and administer assessments and quizzes for Kindergarten through Grade 3	145	16%
j. Help analyze assessment results	848	96%
k. Assist with formal and informal classroom reading assessments	551	62%
l. Prepare reports for the district's Reading First coordinator regarding work activities	695	78%

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

a. A valid California teaching credential	859	97%
b. Three years or more of successful classroom teaching experience	842	95%
c. Recent, relevant training in scientifically-based reading instruction	696	78%
d. Demonstrated skill in working with adult learners	675	76%

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

a. One coach to more than 30 teachers	200	23%
b. One coach to 21-30 teachers	361	41%
c. One coach to 16-20 teachers	163	18%
d. One coach to 10-15 teachers	117	13%
e. One coach to less than 10 teachers	34	4%

California Reading First Coach Survey 2007-2008 State-Level Responses

Number of Surveys received by Evaluator: 887

State-Level
N of Percent
Responses

	N of Responses	Percent
F4. How much access do teachers generally have to a reading coach?		
a. Coaches are often unavailable	15	2%
b. Coaches are usually available	265	30%
c. Coaches seek out teachers to assure that they have the support they need	593	67%
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	1	0%
b. I am able to give general answers to questions	78	9%
c. I give specific, detailed answers that teachers can use	795	90%
F6. If you conduct demonstration lessons, how helpful are they?		
a. I do not usually conduct demonstrations	26	3%
b. My demonstrations do not seem to help much	5	1%
c. My demonstrations are adequate	326	37%
d. My demonstrations often significantly improve teaching	514	58%
F7. Do you facilitate regular grade-level meetings related to your adopted reading/language arts program?		
a. I am not involved with the grade-level meetings	134	15%
b. I facilitate the meetings regularly	300	34%
c. In addition to facilitating grade-level meetings regularly, I keep them focused on the instructional needs of the teachers	422	48%
F8. Do you help reinforce your school's pacing schedule?		
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	36	4%
c. I occasionally check in on teacher locations on the pacing schedule	258	29%
d. I take notice and help teachers catch up if they fall behind on the pacing schedule	577	65%
F9. Do you help the teachers with the 6-8 Week Skill Assessments?		
a. Not applicable. Our school does not administer the 6-8 Week Skill Assessments.	3	0%
b. I am not involved with these assessments	9	1%
c. I make sure the assessments take place, but do not review results	8	1%
d. I help interpret the assessments and review results	857	97%
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	3	0%
b. 20 - 39 minutes	7	1%
c. 40 - 59 minutes	27	3%
d. 60 - 79 minutes	199	22%
e. 80 - 99 minutes	226	25%
f. More than 100 minutes	402	45%

California Reading First Coach Survey 2007-2008

State-Level Responses

Number of Surveys received by Evaluator: 887

State-Level
N of Percent
Responses

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	0	0%
b. 20 - 39 minutes	0	0%
c. 40 - 59 minutes	1	0%
d. 60 - 79 minutes	7	1%
e. 80 - 99 minutes	21	2%
f. 100 - 119 minutes	27	3%
g. 120 - 139 minutes	152	17%
h. 140 - 159 minutes	258	29%
i. 160 - 179 minutes	144	16%
j. 180 minutes or more	256	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	62	7%
b. 20 - 59 minutes	437	49%
c. 60 - 89 minutes	179	20%
d. 90 - 120 minutes	72	8%
e. More than 120 minutes	119	13%

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%	1	0%
b. 20% - 39%	3	0%
c. 40% - 59%	9	1%
d. 60% - 79%	65	7%
e. 80% - 100%	794	90%

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	1	0%
b. There is a pacing schedule, but teachers do not follow it	3	0%
c. The teachers keep in mind where they want to be and aim for that	13	1%
d. The teachers follow the pacing schedule approximately	234	26%
e. The teachers follow the pacing schedule very closely	625	70%

California Reading First Coach Survey 2007-2008

State-Level Responses

Number of Surveys received by Evaluator: 887

State-Level
N of Percent
Responses

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)	4	0%
b. Teachers use teacher-developed assessments that they or their colleagues have written	171	19%
c. Teachers use assessments that come from the publisher with the adopted program	343	39%
d. Teachers use the 6-8 Week Skill Assessments	845	95%
e. Teachers use district-developed assessments	189	21%
f. Teachers use assessments other than those listed above	95	11%

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

a. They don't use the results	5	1%
b. They use the results to monitor student progress	294	33%
c. They use the results to guide their teaching	570	64%

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	90	10%
b. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	862	97%
c. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	519	59%
d. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	617	70%
e. Call for the assistance of a program coach to help improve teaching	723	82%
f. Call in a reading specialist or resource teacher to assist with students	354	40%
g. Recommend time after school or during the summer to help students practice using adopted material	634	71%
h. Transfer the student to a class more appropriate to the student's skill level	80	9%
i. Use a supplemental intervention program approved by the State Board of Education	320	36%

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	14	2%
b. Adjust the pacing schedule to match student learning rates	69	8%
c. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	783	88%
d. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	461	52%
e. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	395	45%
f. Call for the assistance of a program coach to help improve teaching	555	63%
g. Call in a reading specialist or resource teacher to assist with students	254	29%
h. Recommend time after school or during the summer to help students practice using adopted material	497	56%
i. Transfer the student to a class more appropriate to the student's skill level	64	7%
j. Use a supplemental intervention program approved by the State Board of Education	236	27%

California Reading First Coach Survey 2007-2008 State-Level Responses

Number of Surveys received by Evaluator: 887

State-Level
N of Percent
Responses

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	481	54%
b. Rotate into a sequence of activities on a variety of topics	142	16%
c. Be assigned to a group with matched abilities	438	49%
d. Work on specific skills or activities designed to meet their needs	848	96%

H2. The adopted program components that are best delivered to the entire class at the same time are:

a. Workbook/practice book	585	66%
b. Pre-decodable books	484	55%
c. Reading the Big Book	834	94%

H3. When teaching phonemic awareness, teachers should:

a. Check for understanding by calling on all students during each lesson	381	43%
b. Make sure students have proficiency in one phonemic awareness skill before proceeding to the next skill	248	28%
c. Clarify meaning of all unknown words	102	11%
d. Make sure students are in close proximity in order to monitor responses	813	92%

H4. Most writing instruction should be focused on:

a. Introducing the writing process	634	71%
b. Teaching the adopted program's lessons	629	71%
c. Giving students an opportunity to write on self-selected topics	294	33%
d. Having students write on various topics in their journals	327	37%

H5. It is most important for Kindergarten students to be automatic in recognizing:

a. Their name	522	59%
b. Names of the Alphabet Sounds Cards / Alphafriends	609	69%
c. Upper and lower case letters	796	90%
d. Simple consonant-vowel-consonant words	581	66%

H6. The workbook/practice book should be used to:

a. Have students complete assignments independently in class	97	11%
b. Provide guided practice by the teacher	844	95%
c. Have students work on the assignment as homework	31	3%

H7. Comprehension and vocabulary development should be taught through the use of:

a. Decodable text	176	20%
b. Read alouds	626	71%
c. Using strategies and skills	783	88%

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	766	86%
b. Provide guided practice of assigned independent work	38	4%
c. Teach core content more easily in a smaller group setting	56	6%

California Reading First Coach Survey 2007-2008 State-Level Responses

Number of Surveys received by Evaluator: 887

State-Level
N of Percent
Responses

	N of Responses	Percent
H9. Most writing instruction time should be focused on:		
a. Teaching the writing process	748	84%
b. Daily lessons or weekly projects as provided in the adopted program	692	78%
c. Weekly writing topics selected by students	196	22%
d. Writing projects the students are to publish, three times a year	160	18%
H10. Most spelling instruction should be focused on:		
a. Weekly lessons based on the sound/spelling card patterns	863	97%
b. Assigning students to write spelling words for practice	45	5%
c. Providing word games to practice spelling	285	32%
d. Memorizing words to prepare for weekly tests	17	2%
H11. When introducing a decodable book, teachers should have their students:		
a. Follow along as the teacher reads the book	96	11%
b. Silently read the book on their own	185	21%
c. Work with the teacher in a small group	230	26%
d. Preview the book first, and then chorally read each page aloud	745	84%
H12. Generally, when students are given an opportunity to practice oral fluency, they should be:		
a. Working in small groups with the teacher	488	55%
b. Working with a student partner	744	84%
c. Working individually	281	32%
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	132	15%
b. Read the selection aloud	645	73%
c. Select individual students to read parts of the selection aloud	254	29%
d. Have students chorally read the selection	0	0%
H14. After reading an anthology selection, students should generally:		
a. Participate in a whole group discussion	859	97%
b. Write a summary of the selection	102	11%
c. Complete workbook pages to verify understanding	171	19%
H15. Vocabulary instruction should focus mainly on:		
a. Writing definitions from the glossary	4	0%
b. Completing the vocabulary worksheets	22	2%
c. Applying vocabulary strategies before and during reading	854	96%
d. Using a graphic organizer to define and compare related words	478	54%
H16. The workbook/practice book should be used to:		
a. Have students complete assignments independently in class	132	15%
b. Provide guided practice by the teacher	835	94%
c. Have students work on the assignment as homework	40	5%

California Reading First Coach Survey 2007-2008 State-Level Responses

Number of Surveys received by Evaluator: 887

State-Level
N of Percent
Responses

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	779	88%
b. Provide guided practice of assigned independent work	36	4%
c. Teach core content more easily in a smaller group setting	51	6%

I1. Overall, how would you rate the effectiveness of your district's adopted reading/language arts program in your school?

a. Poor	5	1%
b. Fair	115	13%
c. Good	533	60%
d. Excellent	219	25%

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%	8	1%
b. 30 - 59%	67	8%
c. 60 - 89%	306	34%
d. 90 - 100%	490	55%

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	15	2%
b. Disagree	185	21%
c. Unsure	135	15%
d. Agree	444	50%
e. Strongly agree	93	10%

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	436	49%
b. I'm not sure	144	16%
c. There are some negative consequences, but they are minor	254	29%
d. There are severe negative consequences	32	4%

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	565	64%
b. I'm not sure	149	17%
c. Yes	153	17%

California Reading First Coach Survey 2007-2008 State-Level Responses

Number of Surveys received by Evaluator: 887

State-Level
N of Percent
Responses

I7. If elements of your Reading First program had to be cut for funding or other reasons, which elements of the program would you most strongly support keeping in place? Select all that apply.

a. Structured Teacher Planning Time	616	69%
b. Reading/Language Arts Time Block	753	85%
c. Collaboration/Lesson Studies	643	72%
d. Substitute Days/Release Time	400	45%
e. Curriculum/Materials, for waived classrooms	151	17%
f. Pacing Plan or Guide	607	68%
g. Instructional Strategies	693	78%
h. Professional Development	705	79%
i. English Learner handbook or support guide	448	51%
j. Assessment and Data Analysis	724	82%
k. Your school's reading coach	734	83%
l. Curriculum/Materials, for non-waived classrooms	262	30%
m. Supplementary Materials	227	26%
n. Small Group Instruction/Universal Access	716	81%

California Reading First Principal Survey 2007-2008

State-Level Responses

Number of Surveys received by Evaluator: 826

	<u>State-Level</u>	
	N of	Percent
	Responses	
A1. What is your position at the school?		
a. Principal or chief school administrator	758	92%
b. Vice Principal	61	7%
A2. How many years have you been in this position at your current school?		
a. Less than 1 year	96	12%
b. 1 year	113	14%
c. 2 years	161	19%
d. 3 years	129	16%
e. 4 years	87	11%
f. 5 years	77	9%
g. 6 years or more	157	19%
A3. How many years of experience do you have with your district's adopted reading/language arts program?		
a. Less than 1 year	15	2%
b. 1 year	17	2%
c. 2 years	32	4%
d. 3 years	41	5%
e. 4 years	71	9%
f. 5 years	203	25%
g. 6 years or more	437	53%
A4. How many years will you have taught or provided administrative support for the primary grades (K-3) as of July 2008?		
a. Less than 1 year	9	1%
b. 1 year	14	2%
c. 2 years	25	3%
d. 3 - 5 years	141	17%
e. 6 - 10 years	204	25%
f. 11 - 20 years	224	27%
g. 21 - 25 years	80	10%
h. 26 or more years	122	15%
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	28	3%
b. The AB 75 Principal Training Program, Module 1	698	85%
c. The 40-hour follow-up to the AB 75 Principal Training Program, Module 1	569	69%
d. The SB 472 / AB 466, Year 1 training ordinarily given to teachers	308	37%
e. The Reading First Administrator's Modules (one or more)	554	67%

California Reading First Principal Survey 2007-2008 State-Level Responses

Number of Surveys received by Evaluator: 826

State-Level
N of Percent
Responses

B2. If you attended the AB 75 Principal Training Program, Module 1, when did this occur?

a. Not applicable	62	8%
b. Before the district adopted program started being taught in the school	37	4%
c. During the first year the district adopted program was taught in the school	205	25%
d. Some time after the first year that the district adopted program was taught in the school	484	59%

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	55	7%
b. It did not prepare me well	84	10%
c. It prepared me adequately	490	59%
d. It prepared me very well	158	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	185	22%
b. Less than 10 hours	22	3%
c. 10 - 19 hours	12	1%
d. 20 - 29 hours	18	2%
e. 30 - 39 hours	19	2%
f. 40 or more hours	530	64%

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	139	17%
b. They have not supported me well	44	5%
c. They have supported me adequately	390	47%
d. They have supported me very well	207	25%

C1. How many times since your school adopted the program 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	9	1%
b. 1-3 times	133	16%
c. 4-6 times	175	21%
d. 7 or more times	500	61%

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	29	4%
b. We have such a vision, but it has not been fully communicated to the teachers	104	13%
c. We have such a vision, and it has been fully communicated to the teachers	681	82%

California Reading First Principal Survey 2007-2008 State-Level Responses

Number of Surveys received by Evaluator: 826

State-Level
N of Percent
Responses

	N of Responses	Percent
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	20	2%
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	9	1%
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	49	6%
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	737	89%
C4. What percentage of the K-3 Reading First teachers in your school completed the SB 472 / AB 466 Reading Professional Development Institute 5-day training in 2007-08?		
a. Less than 25%	193	23%
b. Between 25% and 49%	64	8%
c. Between 50% and 74%	56	7%
d. Between 75% and 99%	282	34%
e. 100%	216	26%
C5. What percentage of the K-3 Reading First teachers in your school will have completed the 80-hour follow-up to the SB 472 / AB 466 Reading Professional Development Institute training by the end of this school year?		
a. Less than 25%	167	20%
b. Between 25% and 49%	62	8%
c. Between 50% and 74%	72	9%
d. Between 75% and 99%	283	34%
e. 100%	219	27%
C6. What percentage of the K-3 Reading First teachers in your school completed the 5-day Advanced Training Institute in 2007-08?		
a. Less than 25%	251	30%
b. Between 25% and 49%	83	10%
c. Between 50% and 74%	104	13%
d. Between 75% and 99%	260	31%
e. 100%	107	13%
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%	256	31%
b. Between 25% and 49%	73	9%
c. Between 50% and 74%	96	12%
d. Between 75% and 99%	217	26%
e. 100 %	160	19%
C8. Do you require K-3 teachers to fully implement the adopted reading/language arts program?		
a. I require full implementation	750	91%
b. I permit some variation from full implementation	59	7%

California Reading First Principal Survey 2007-2008

State-Level Responses

Number of Surveys received by Evaluator: 826

State-Level
N of Percent
Responses

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	11	1%
b. One or two days per week	17	2%
c. Three or four days per week	102	12%
d. Five days per week	684	83%

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	161	19%
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	652	79%

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	20	2%
b. Not much progress yet	5	1%
c. Some progress	63	8%
d. Satisfactory progress	365	44%
e. Progress more than satisfactory	361	44%

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	1	0%
b. Some	5	1%
c. Most	105	13%
d. All	704	85%

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	1	0%
b. No, some or all teachers have to share Teacher Editions	6	1%
c. Yes, all teachers have their own sets of Teacher Editions	809	98%

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

a. No	28	3%
b. Yes	785	95%

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

a. No	287	35%
b. Yes	527	64%

California Reading First Principal Survey 2007-2008 State-Level Responses

Number of Surveys received by Evaluator: 826

State-Level
N of Percent
Responses

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	111	13%
c. My school has a pacing schedule that identifies lessons on a daily or weekly schedule and when to give assessments	697	84%

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

a. Hardly ever	6	1%
b. Monthly	105	13%
c. Twice monthly	292	35%
d. Weekly	398	48%
e. Daily	13	2%

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	22	3%
b. I make sure that the skill assessments take place, but I do not track results	30	4%
c. I make sure that the skill assessments take place and I keep track of the results	242	29%
d. I make sure that the skill assessments take place, I track results, and I require that instruction is adjusted as necessary	521	63%

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	1	0%
b. To monitor student progress	128	15%
c. To guide instructional decisions	669	81%
d. To challenge students to achieve	15	2%
e. To compute grades for report cards	1	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	7	1%
b. Fewer than half	146	18%
c. Half or more than half	342	41%
d. All or almost all	316	38%

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

a. Not applicable	4	0%
b. Instructional reading/language arts strategies	792	96%
c. School-level administrative issues and announcements	167	20%
d. Students who are having trouble	681	82%
e. Extracurricular activities	114	14%
f. Reading/language arts assessment results	793	96%
g. Intervention strategies	776	94%
h. The school's and district's mission	231	28%
i. Issues in the field of education	158	19%

California Reading First Principal Survey 2007-2008 State-Level Responses

Number of Surveys received by Evaluator: 826

	<u>State-Level</u>	
	N of	Percent
	Responses	
j. Teacher professional development issues	462	56%
k. Upcoming special events	185	22%
l. Issues related to specific teaching practices that are part of your adopted reading/language arts program	747	90%
E7. Who takes responsibility for teachers using the district's adopted reading/language arts program?		
a. Neither I nor the coach take much responsibility	0	0%
b. I take primary responsibility	295	36%
c. The coach and I share equal responsibility	429	52%
d. I give the coach the primary responsibility	74	9%
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	1	0%
b. The coaches are not adequately prepared for this role	7	1%
c. The coaches are somewhat prepared	42	5%
d. The coaches are adequately prepared	276	33%
e. The coaches are more than adequately prepared	472	57%
E9. How often do you hold meetings with your reading coach?		
a. Not applicable	7	1%
b. Less than monthly	14	2%
c. Once a month on average	131	16%
d. Once a week on average	385	47%
e. Multiple times during an average week	260	31%
E10. How often do you and your coach conduct joint classroom visits?		
a. Not applicable	71	9%
b. Less than monthly	263	32%
c. Once a month on average	290	35%
d. Once a week on average	139	17%
e. Multiple times during an average week	36	4%
E11. How much access do coaches have to teacher classrooms?		
a. Not applicable	2	0%
b. Coaches need teacher or principal permission to visit a classroom	7	1%
c. Coaches have free access to classrooms, but only a few teachers welcome their presence	21	3%
d. Coaches have free access to classrooms, but only about half of the teachers welcome their presence	99	12%
e. Coaches have free access to classrooms, and almost all of the teachers welcome their presence	668	81%

California Reading First Principal Survey 2007-2008 State-Level Responses

Number of Surveys received by Evaluator: 826

State-Level
N of Percent
Responses

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	5	1%
b. Adequate support	206	25%
c. More than adequate support	583	71%

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	111	13%
b. Conduct demonstration lessons	781	95%
c. Assist with planning and pacing of the adopted program	756	92%
d. Conduct focused observations and provide specific feedback to teachers	744	90%
e. Assist the classroom teachers in diagnosing reading problems and planning appropriate interventions	726	88%
f. Assist in referring students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	420	51%
g. Provide formal and informal staff development related to both research and practice for classroom teachers	750	91%
h. Facilitate teacher grade-level meetings	653	79%
i. Help write and administer assessments and quizzes for Kindergarten through Grade 3	201	24%
j. Help analyze assessment results	775	94%
k. Assist with formal and informal classroom reading assessments	570	69%
l. Prepare reports for the district's Reading First coordinator regarding work	679	82%
m. Not applicable	3	0%

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

a. A valid California teaching credential	764	92%
b. Three years or more of successful classroom teaching experience	745	90%
c. Recent, relevant training in scientifically-based reading instruction	641	78%
d. Demonstrated skill in working with adult learners	549	66%
e. Not applicable	6	1%

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

a. One coach to more than 30 teachers	175	21%
b. One coach to 21-30 teachers	269	33%
c. One coach to 16-20 teachers	182	22%
d. One coach to 10-15 teachers	131	16%
e. One coach to less than 10 teachers	38	5%
f. Not applicable	2	0%

California Reading First Principal Survey 2007-2008

State-Level Responses

Number of Surveys received by Evaluator: 826

State-Level
N of Percent
Responses

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

a. Coaches are often unavailable	22	3%
b. Coaches are usually available	225	27%
c. Coaches seek out teachers to assure that they have the support they need	548	66%

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	4	0%
b. Coaches are able to give general answers to questions	55	7%
c. Coaches give specific, detailed answers that teachers can use	731	88%

F6. Do the coaches conduct helpful demonstration lessons?

a. Coaches do not usually conduct demonstrations	16	2%
b. Coach demonstrations do not seem to help much	8	1%
c. Coach demonstrations are adequate	184	22%
d. Coach demonstrations often significantly improve teaching	583	71%

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	55	7%
b. Coaches facilitate the meetings regularly	271	33%
c. In addition to facilitating grade-level meetings regularly, the coaches keep them focused on the instructional needs of the teachers	462	56%

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

a. Not applicable. Our school does not have a pacing schedule	0	0%
b. Coaches do not check on teacher locations on the pacing schedule	21	3%
c. Coaches occasionally check in on teacher locations on the pacing schedule	136	16%
d. Coaches take notice and help teachers catch up if they fall behind on the pacing schedule	634	77%

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	3	0%
b. Coaches are not involved with these assessments	7	1%
c. Coaches make sure the assessments take place, but do not review results	20	2%
d. Coaches help interpret the assessments and review results	766	93%

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	3	0%
b. 20 - 39 minutes	3	0%
c. 40 - 59 minutes	20	2%
d. 60 - 79 minutes	177	21%
e. 80 - 99 minutes	171	21%
f. More than 100 minutes	423	51%

California Reading First Principal Survey 2007-2008

State-Level Responses

Number of Surveys received by Evaluator: 826

State-Level
N of Percent
Responses

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	3	0%
b. 20 - 39 minutes	0	0%
c. 40 - 59 minutes	1	0%
d. 60 - 79 minutes	6	1%
e. 80 - 99 minutes	20	2%
f. 100 - 119 minutes	18	2%
g. 120 - 139 minutes	116	14%
h. 140 - 159 minutes	253	31%
i. 160 - 179 minutes	124	15%
j. More than 180 minutes	261	32%

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	23	3%
b. 20 - 59 minutes	370	45%
c. 60 - 89 minutes	203	25%
d. 90 - 120 minutes	91	11%
e. More than 120 minutes	122	15%

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%	0	0%
b. 20% - 39%	1	0%
c. 40% - 59%	4	0%
d. 60% - 79%	45	5%
e. 80% - 100%	760	92%

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	1	0%
b. There is a pacing schedule, but the teachers do not follow it	1	0%
c. The teachers keep in mind where they want to be and aim for that	14	2%
d. The teachers follow the pacing schedule approximately	150	18%
e. The teachers follow the pacing schedule quite very closely	641	78%

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 reading every six to eight weeks (Skip to Section H)	3	0%
b. Teachers use assessments that they or their colleagues have written	139	17%
c. Teachers use assessments that come from the publisher with the adopted	376	46%
d. Teachers use the 6-8 Week Skill Assessments	742	90%
e. Teachers use district-developed assessments	321	39%

California Reading First Principal Survey 2007-2008 State-Level Responses

Number of Surveys received by Evaluator: 826

	<u>State-Level</u> N of Percent Responses	
f. Teachers use assessments other than those listed above	109	13%
G7. How do teachers primarily use results of the 6-8 Week Skill Assessments?		
a. They don't use the results	3	0%
b. They use the results to monitor student progress	214	26%
c. They use the results to guide their teaching	589	71%
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	112	14%
b. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	787	95%
c. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	506	61%
d. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	590	71%
e. Call for the assistance of a program coach to help improve teaching	656	79%
f. Call in a reading specialist or resource teacher to assist with students	332	40%
g. Recommend time after school or during the summer to help students practice using adopted materials	585	71%
h. Transfer the student to a class more appropriate to the student's skill level	75	9%
i. Use a supplemental intervention program approved by the State Board of Education	350	42%
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.		
a. Our teachers generally don't use these options	7	1%
b. Adjust the pacing schedule to match student learning rates	119	14%
c. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	729	88%
d. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	485	59%
e. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	395	48%
f. Call for the assistance of a program coach to help improve teaching	540	65%
g. Call in a reading specialist or resource teacher to assist with students	265	32%
h. Recommend time after school or during the summer to help students practice using adopted material	481	58%
i. Transfer the student to a class more appropriate to the student's skill level	58	7%
j. Use a supplemental intervention program approved by the State Board of Education	268	32%
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	401	49%
b. Rotate into a sequence of activities on a variety of topics	182	22%
c. Be assigned to a group with matched abilities	429	52%
d. Work on specific skills or activities designed to meet their needs	780	94%

California Reading First Principal Survey 2007-2008

State-Level Responses

Number of Surveys received by Evaluator: 826

State-Level
N of Percent
Responses

H2. The adopted program components that are best delivered to the entire class at the same time are:

- | | | |
|---------------------------|-----|-----|
| a. Workbook/practice book | 514 | 62% |
| b. Pre-decodable books | 383 | 46% |
| c. Reading the Big Book | 717 | 87% |

H3. When teaching phonemic awareness, teachers should:

- | | | |
|--|-----|-----|
| a. Check for understanding by calling on all students during each lesson | 406 | 49% |
| b. Make sure students have proficiency in one phonemic awareness skill before proceeding to the next skill | 297 | 36% |
| c. Clarify meaning of all unknown words | 184 | 22% |
| d. Make sure students are in close proximity in order to monitor responses | 679 | 82% |

H4. Most writing instruction should be focused on:

- | | | |
|--|-----|-----|
| a. Introducing the writing process | 584 | 71% |
| b. Teaching the adopted program's lessons | 512 | 62% |
| c. Giving students an opportunity to write on self-selected topics | 306 | 37% |
| d. Having students write on various topics in their journals | 321 | 39% |

H5. It is most important for Kindergarten students to be automatic in recognizing:

- | | | |
|--|-----|-----|
| a. Their name | 453 | 55% |
| b. Names of the Alphabet Sounds Cards / Alphafriends | 614 | 74% |
| c. Upper and lower case letters | 647 | 78% |
| d. Simple consonant-vowel-consonant words | 529 | 64% |

H6. The workbook/practice book should be used to:

- | | | |
|--|-----|-----|
| a. Have students complete assignments independently in class | 162 | 20% |
| b. Provide guided practice by the teacher | 763 | 92% |
| c. Have students work on the assignment as homework | 76 | 9% |

H7. Comprehension and vocabulary development should be taught through the use of:

- | | | |
|--------------------------------|-----|-----|
| a. Decodable text | 276 | 33% |
| b. Read alouds | 523 | 63% |
| c. Using strategies and skills | 695 | 84% |

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 | 616 | 75% |
| b. Provide guided practice of assigned independent work | 65 | 8% |
| c. Teach core content more easily in a smaller group setting | 122 | 15% |

H9. Most writing instruction time should be focused on:

- | | | |
|--|-----|-----|
| a. Teaching the writing process | 642 | 78% |
| b. Daily lessons or weekly projects as provided in the adopted program | 582 | 70% |
| c. Weekly writing topics selected by students | 217 | 26% |
| d. Writing projects the students are to publish, three times a year | 166 | 20% |

California Reading First Principal Survey 2007-2008 State-Level Responses

Number of Surveys received by Evaluator: 826

State-Level
N of Percent
Responses

H10. Most spelling instruction should be focused on:

a. Weekly lessons based on the sound/spelling card patterns	796	96%
b. Assigning students to write spelling words for practice	74	9%
c. Providing word games to practice spelling	229	28%
d. Memorizing words to prepare for weekly tests	26	3%

H11. When introducing a decodable book, teachers should have their students:

a. Follow along as the teacher reads the book	263	32%
b. Silently read the book on their own	172	21%
c. Work with the teacher in a small group	255	31%
d. Preview the book first, and then chorally read each page aloud	668	81%

H12. Generally, when students are given an opportunity to practice oral fluency, they should be:

a. Working in small groups with the teacher	412	50%
b. Working with a student partner	674	82%
c. Working individually	210	25%

H13. To introduce a new reading selection in the anthology, teachers should:

a. Have students listen to the anthology selection on audio cassette/CD	309	37%
b. Read the selection aloud	444	54%
c. Select individual students to read parts of the selection aloud	100	12%
d. Have students chorally read the selection	506	61%

H14. After reading an anthology selection, students should generally:

a. Participate in a whole group discussion	779	94%
b. Write a summary of the selection	142	17%
c. Complete workbook pages to verify understanding	177	21%

H15. Vocabulary instruction should focus mainly on:

a. Writing definitions from the glossary	14	2%
b. Completing the vocabulary worksheets	47	6%
c. Applying vocabulary strategies before and during reading	772	93%
d. Using a graphic organizer to define and compare related words	441	53%

H16. The workbook/practice book should be used to:

a. Have students complete assignments independently in class	180	22%
b. Provide guided practice by the teacher	747	90%
c. Have students work on the assignment as homework	80	10%

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	180	22%
b. Provide guided practice of assigned independent work	747	90%
c. Teach core content more easily in a smaller group setting	80	10%

California Reading First Principal Survey 2007-2008 State-Level Responses

Number of Surveys received by Evaluator: 826

State-Level
N of Percent
Responses

11. Overall, how would you rate the effectiveness of your district's adopted reading/language arts program in your school?

a. Poor	1	0%
b. Fair	78	9%
c. Good	487	59%
d. Excellent	237	29%

12. 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%	2	0%
b. 30 - 59%	32	4%
c. 60 - 89%	215	26%
d. 90 - 100%	559	68%

13. 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	22	3%
b. Disagree	134	16%
c. Unsure	81	10%
d. Agree	458	55%
e. Strongly agree	111	13%

14. 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	389	47%
b. I'm not sure	93	11%
c. There are some negative consequences, but they are minor	286	35%
d. There are severe negative consequences	38	5%

16. 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	609	74%
b. I'm not sure	106	13%
c. Yes	91	11%

17. If elements of your Reading First program had to be cut for funding or other reasons, which elements of the program would you most strongly support keeping in place? Select all that apply.

a. Structured Teacher Planning Time	561	68%
b. Reading/Language Arts Time Block	647	78%
c. Collaboration/Lesson Studies	580	70%
d. Substitute Days/Release Time	402	49%
e. Curriculum/Materials, for waived classrooms	132	16%
f. Pacing Plan or Guide	548	66%
g. Instructional Strategies	588	71%
h. Professional Development	631	76%

California Reading First Principal Survey 2007-2008

State-Level Responses

Number of Surveys received by Evaluator: 826

	<u>State-Level</u>	
	N of	Percent
	Responses	
i. English Learner handbook or support guide	446	54%
j. Assessment and Data Analysis	643	78%
k. Your school's reading coach	669	81%
l. Curriculum/Materials, for non-waivered classrooms	185	22%
m. Supplementary Materials	211	26%
n. Small Group Instruction/Universal Access	570	69%

Appendix D: Achievement Trend-lines 2007-2008

Achievement Trend-lines

This appendix presents tables and trend-line charts showing starting scores, ending (2008) scores, and gains on each of twelve achievement metrics across YIPs 5 and 4 for grades 2, 3, and 4, where applicable. These tables and charts supplement the YIP 6 tables and charts in Chapter 2. 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, 3, and 4, 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 = 5, Grade = 2

Years in Program: 5 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	344	75	96	N/A	4,146
% Proficient and Above					
2003	19.9	20.7	19.1	19.9	42.5
2008	33.9	35.8	31.4	32.7	51.1
Change Since Starting Year	14.0^{bc}	15.1^{bc}	12.4^{bc}	12.8	8.7
% Below or Far Below Basic					
2003	47.3	45.5	48.1	47.3	26.0
2008	33.1	31.7	35.5	34.4	21.2
Change Since Starting Year	-14.2^{bc}	-13.8^{bc}	-12.6^{bc}	-12.9	-4.8
Mean Scale Score Per Student					
2003	309.0	310.9	307.6	309.0	340.6
2008	328.1	330.1	325.0	327.5	352.3
Change Since Starting Year	19.1^{bc}	19.2^{bc}	17.4^{bc}	18.5	11.7

^a Significantly different ($p < 0.05$) relative to the “Statistical Control Group.”

^b Significantly different ($p < 0.05$) relative to “All Non-Reading First Elementary Schools.”

^c Significantly different ($p < 0.05$) relative to the starting year, i.e., significantly different from a gain of zero.

Figure D.1a: CST % Proficient & Above, YIP = 5, Grade = 2

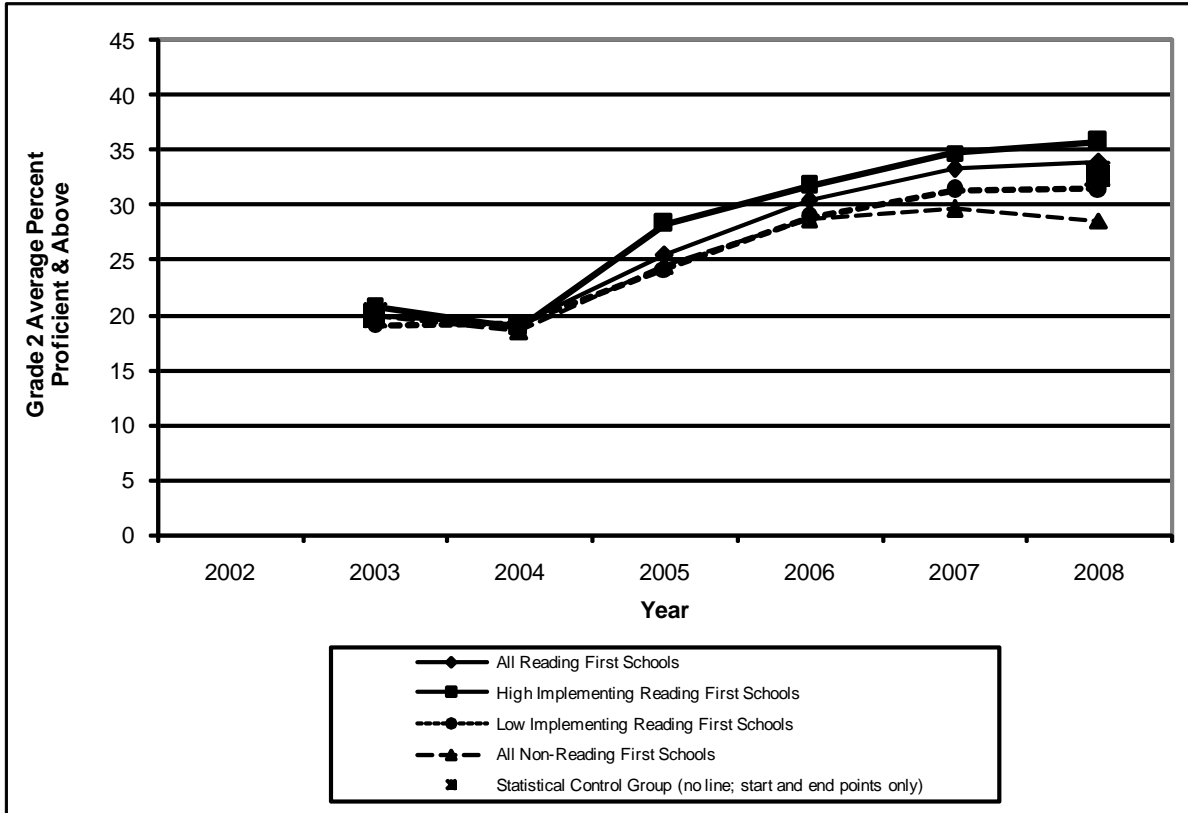


Figure D.1b: CST % Below & Far Below Basic, YIP = 5, Grade = 2

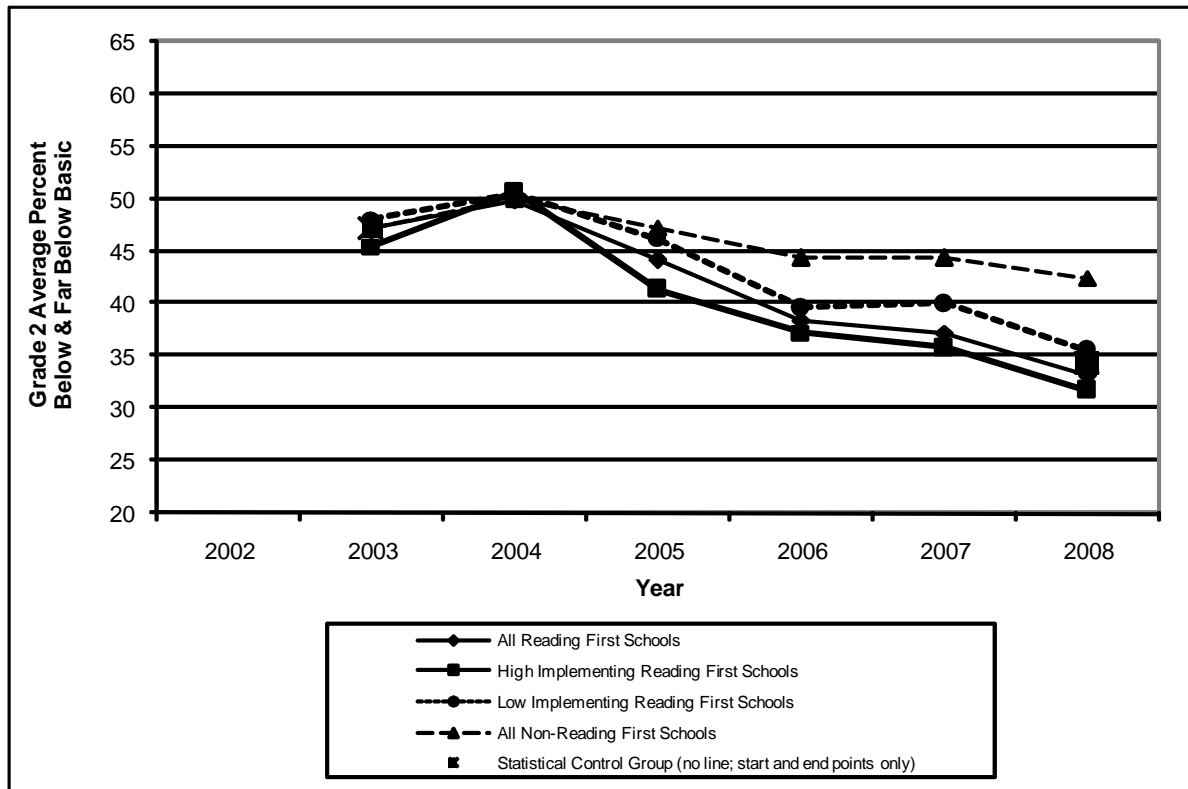


Figure D.1c: CST % Mean Scale Score, YIP = 5, Grade = 2

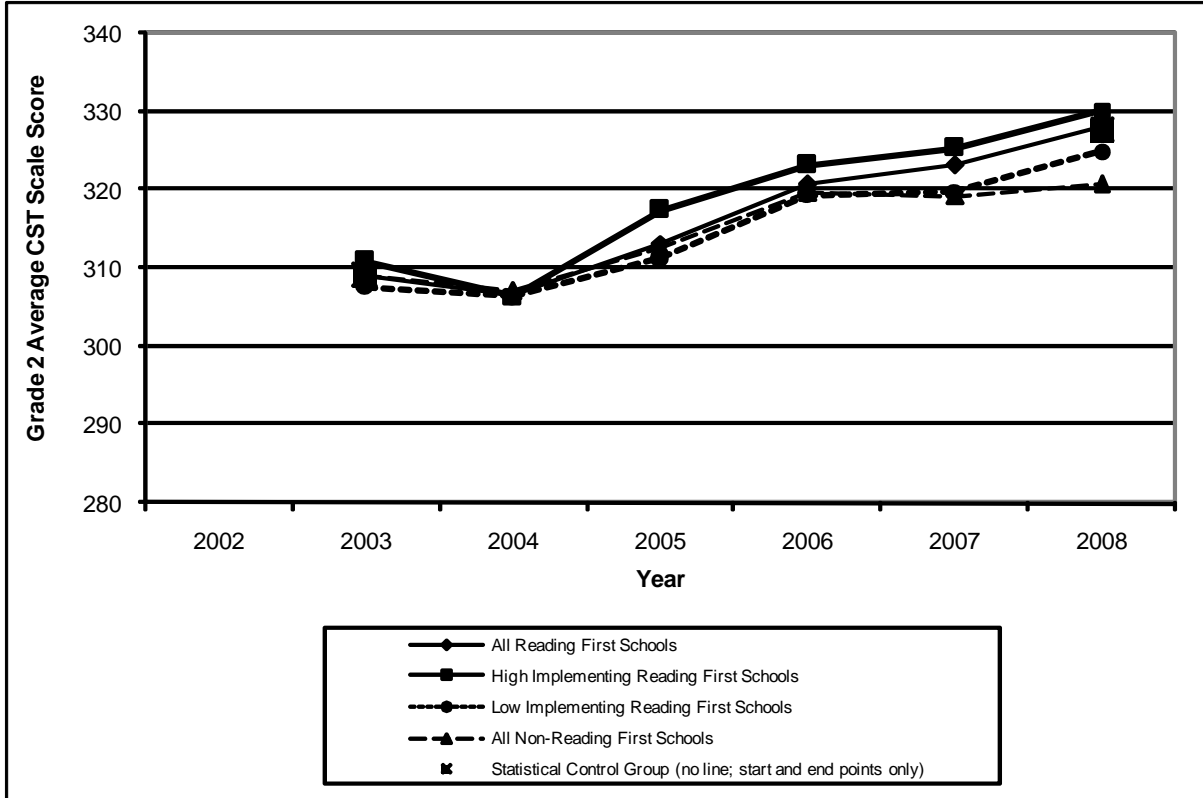


Table D.2: CST and CAT/6 Metrics, YIP = 5, Grade = 3

Years in Program: 5 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	345	76	96	N/A	4,128
% Proficient and Above					
2003	16.0	16.9	15.7	16.0	39.5
2008	22.4	24.3	20.0	19.9	41.7
Change Since Starting Year	6.5^{abc}	7.4^{abc}	4.3^{bc}	3.9	2.2
% Below or Far Below Basic					
2003	55.3	54.6	56.4	55.3	30.2
2008	40.2	39.1	42.7	43.5	24.8
Change Since Starting Year	-15.1^{abc}	-15.5^{abc}	-13.7^{bc}	-11.8	-5.4
Mean Scale Score Per Student					
2003	296.6	298.0	295.9	296.6	333.8
2008	311.4	312.8	308.2	307.5	338.1
Change Since Starting Year	14.8^{abc}	14.8^{abc}	12.3^{bc}	10.9	4.3
CAT/6 Mean Percentile Rank Reading					
2003	24.5	24.9	24.4	24.5	45.4
2008	29.6	30.2	28.0	27.0	45.9
Change Since Starting Year	5.1^{abc}	5.3^{abc}	3.7^{bc}	2.5	0.5
CAT/6 Mean Percentile Rank Language					
2003	25.6	26.0	25.7	25.6	45.3
2008	32.1	33.0	30.9	30.3	47.1
Change Since Starting Year	6.60^{abc}	7.00^{abc}	5.20^{bc}	4.8	1.80
CAT/6 Mean Percentile Rank Spelling					
2003	36.9	37.1	37.0	36.9	55.1
2008	48.20	48.50	46.10	46.3	58.30
Change Since Starting Year	11.30^{abc}	11.40^{bc}	9.10^{bc}	9.4	3.20

^a Significantly different ($p < 0.05$) relative to the “Statistical Control Group.”

^b Significantly different ($p < 0.05$) relative to “All Non-Reading First Elementary Schools.”

^c Significantly different ($p < 0.05$) relative to the starting year, i.e., significantly different from a gain of zero.

Figure D.2a: CST % Proficient & Above, YIP = 5, Grade = 3

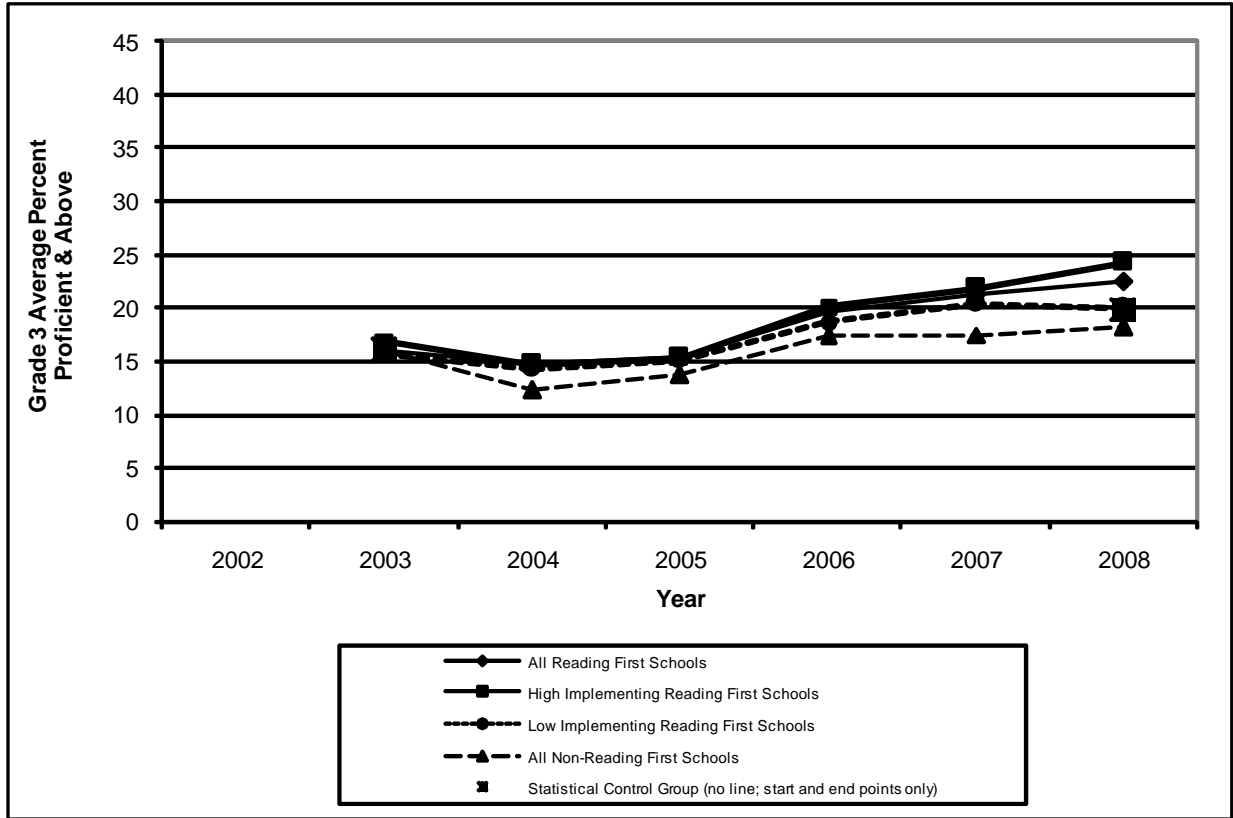


Figure D.2b: CST % Below & Far Below Basic, YIP = 5, Grade = 3

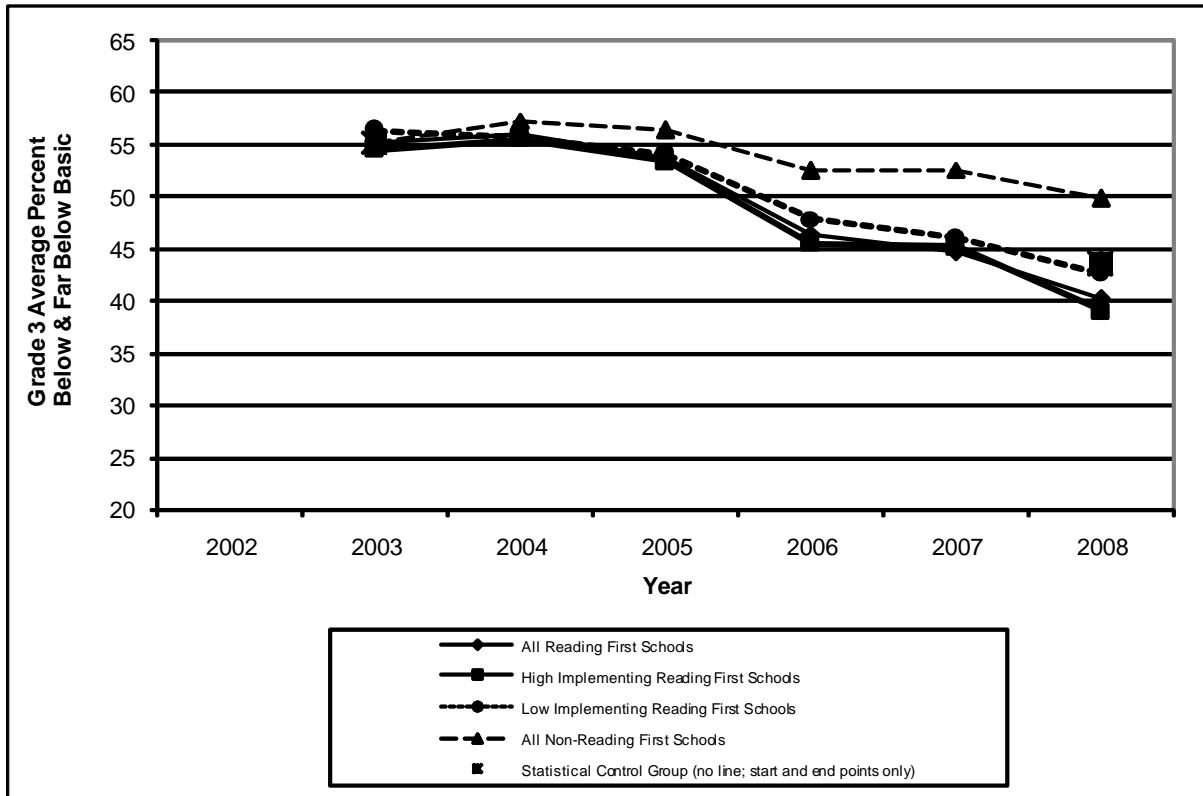


Figure D.2c: CST % Mean Scale Score, YIP = 5, Grade = 3

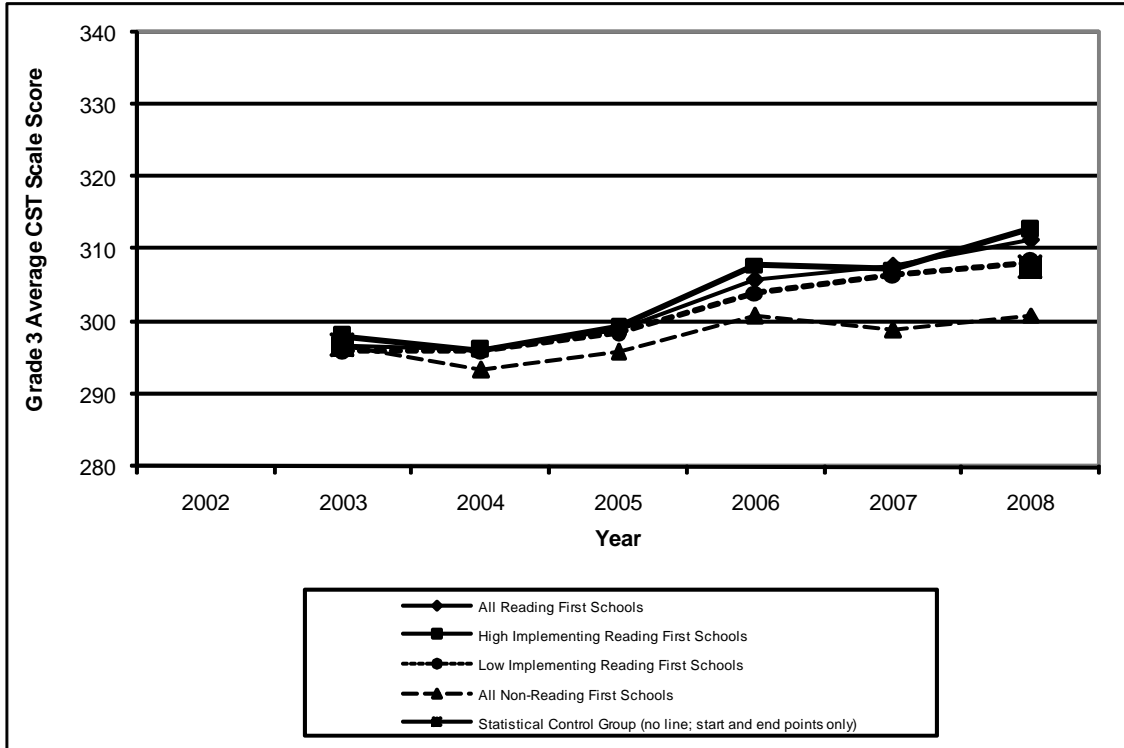


Figure D.2d: CAT/6 Reading, Mean Percentile Rank, YIP = 5, Grade = 3

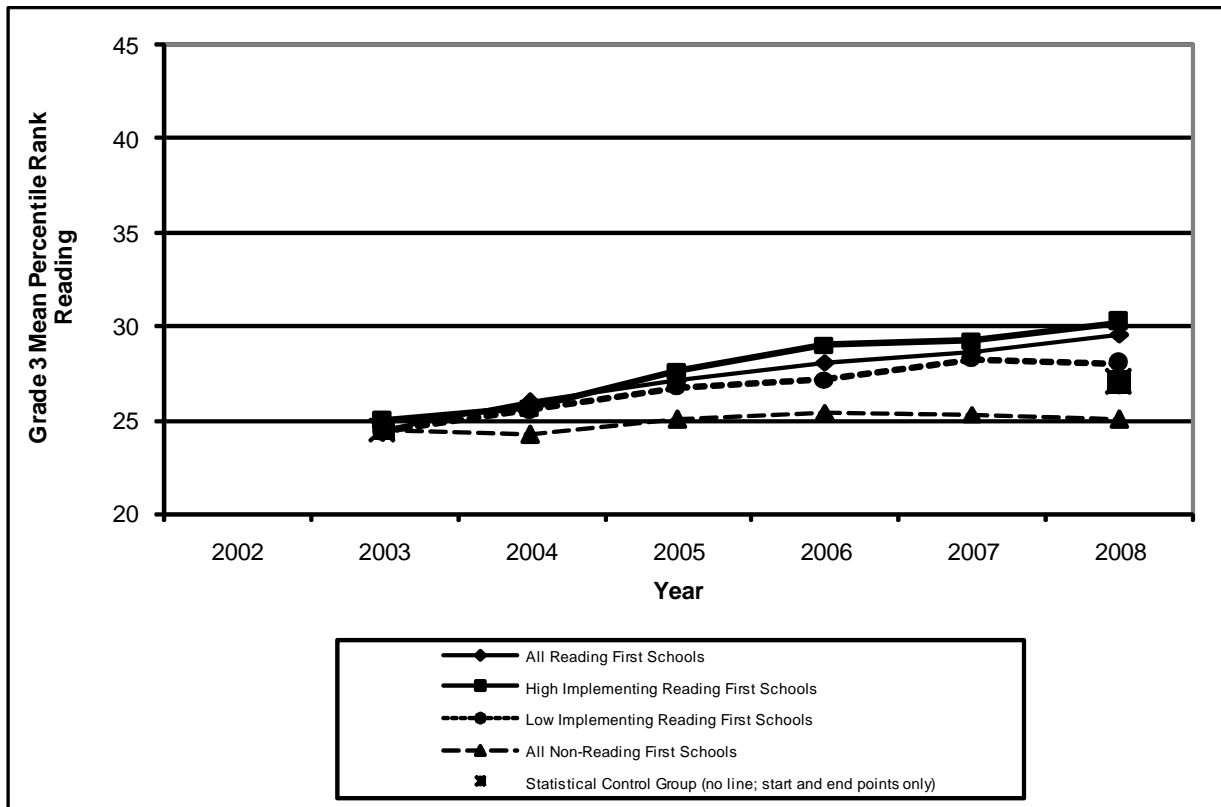


Figure D.2e: CAT/6 Language, Mean Percentile Rank, YIP = 5, Grade = 3

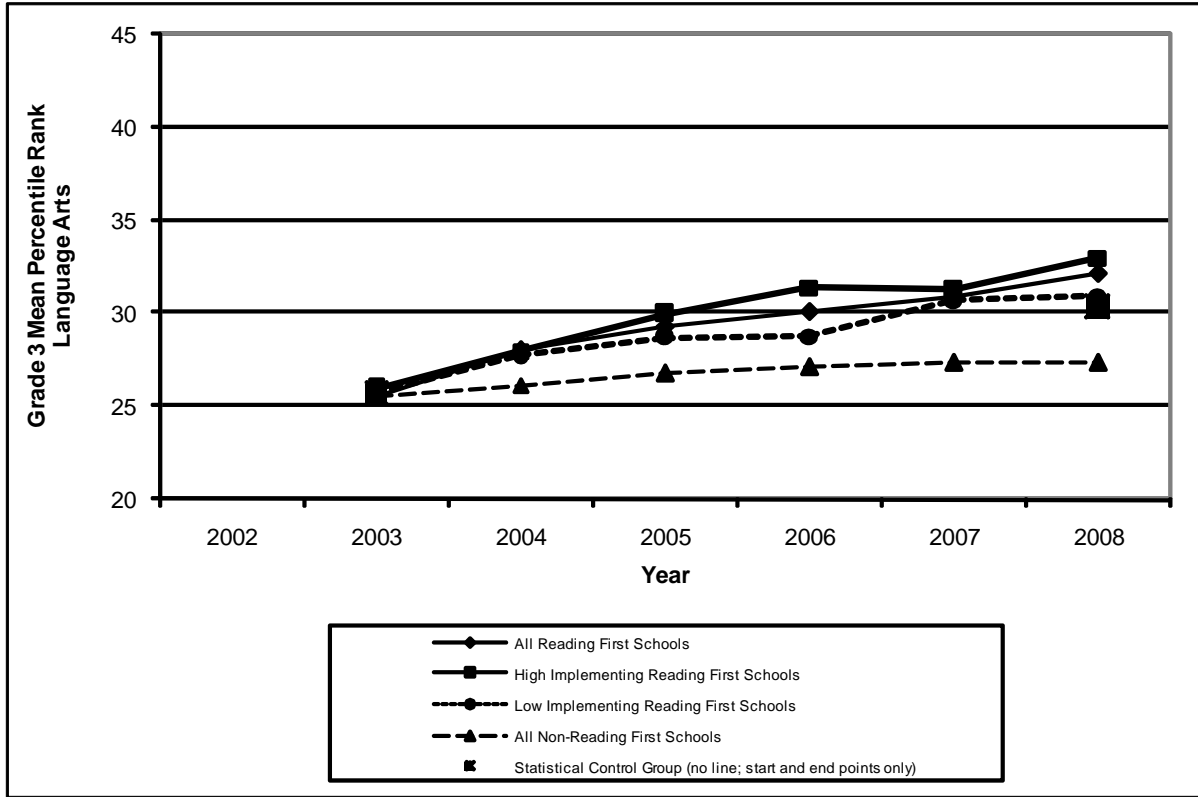


Figure D.2f: CAT/6 Spelling, Mean Percentile Rank, YIP = 5, Grade = 3

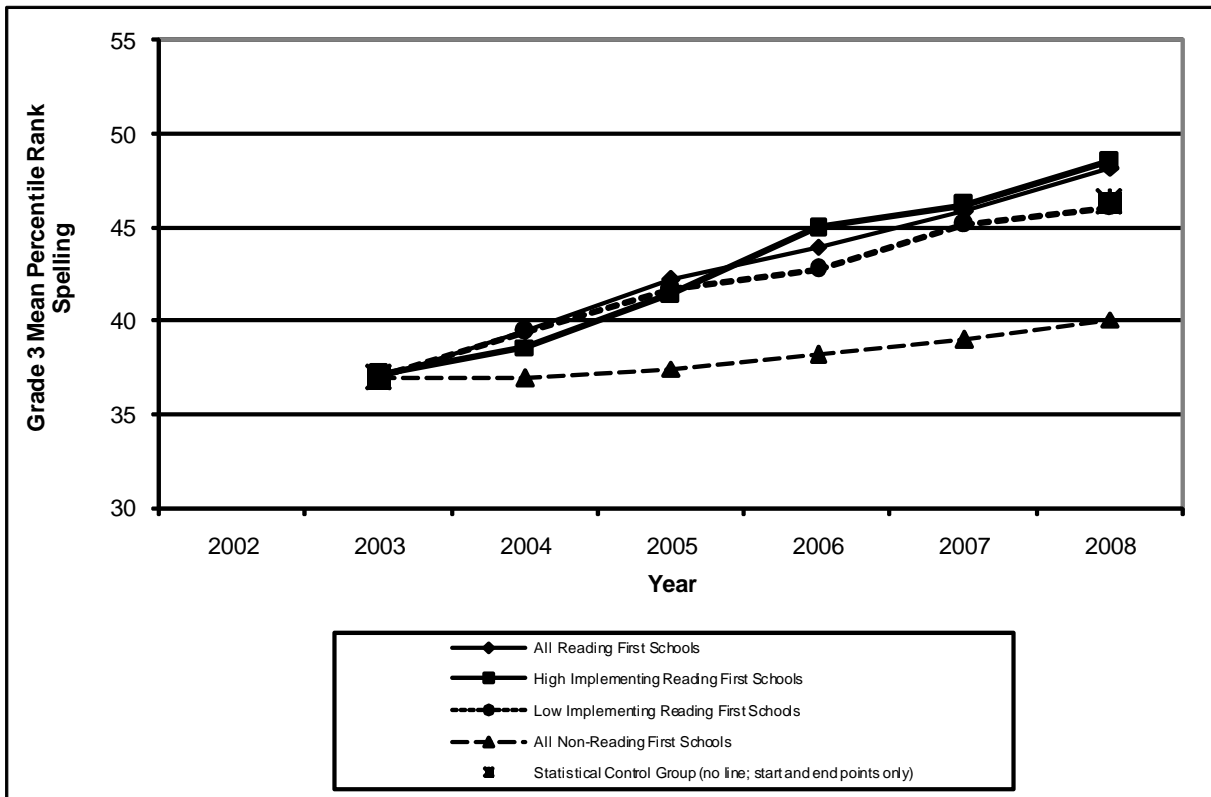


Table D.3: CST Metric, YIP = 5, Grade = 4

Years in Program: 5 Grade: 4	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	335	75	90	N/A	4,105
% Proficient and Above					
2003	20.5	21.9	20.6	20.4	45.5
2008	37.9	38.1	37.6	37.6	59.1
Change Since Starting Year	17.5^{bc}	16.2^c	17.1^{bc}	17.1	13.7
% Below or Far Below Basic					
2003	40.3	38.4	40.8	40.3	20.6
2008	25.1	24.7	25.5	25.8	14.2
Change Since Starting Year	-15.2^{bc}	-13.7^{bc}	-15.3^{bc}	-14.5	-6.4
Mean Scale Score Per Student					
2003	316.4	318.1	316.5	316.4	346.7
2008	335.3	335.9	334.5	335.3	362.9
Change Since Starting Year	18.9^{bc}	17.8^c	18.0^c	18.9	16.2

^a Significantly different (p < 0.05) relative to the “Statistical Control Group.”

^b Significantly different (p < 0.05) relative to “All Non-Reading First Elementary Schools.”

^c Significantly different (p < 0.05) relative to the starting year, i.e., significantly different from a gain of zero.

Figure D.3a: CST % Proficient & Above, YIP = 5, Grade = 4

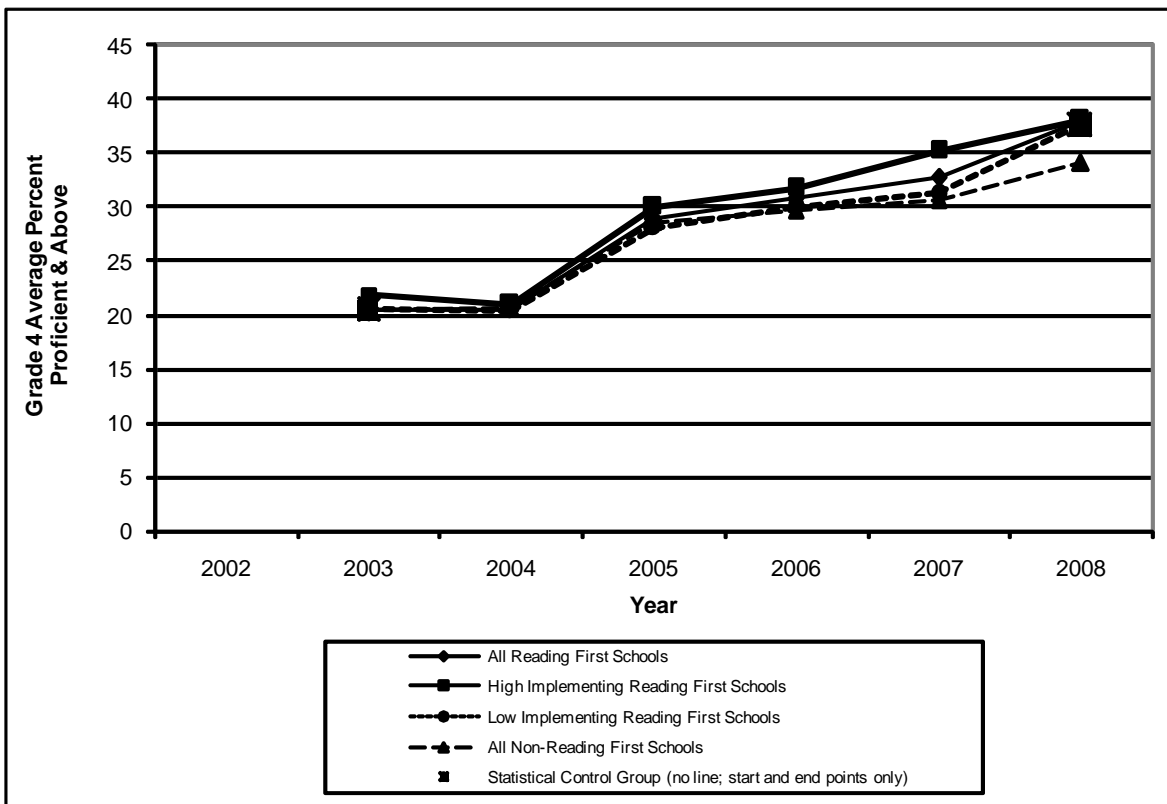


Figure D.3b: CST % Below and Far Below Basic, YIP = 5, Grade = 4

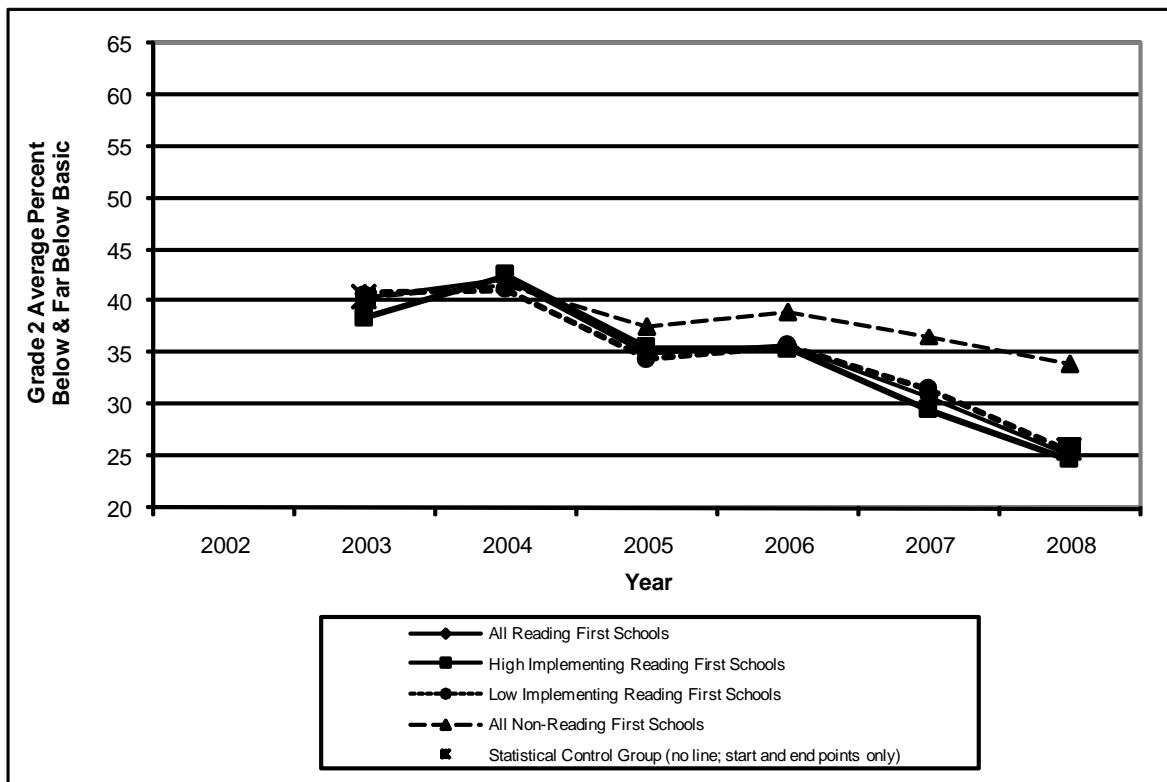


Figure D.3c: CST Mean Scale Score, YIP = 5, Grade = 4

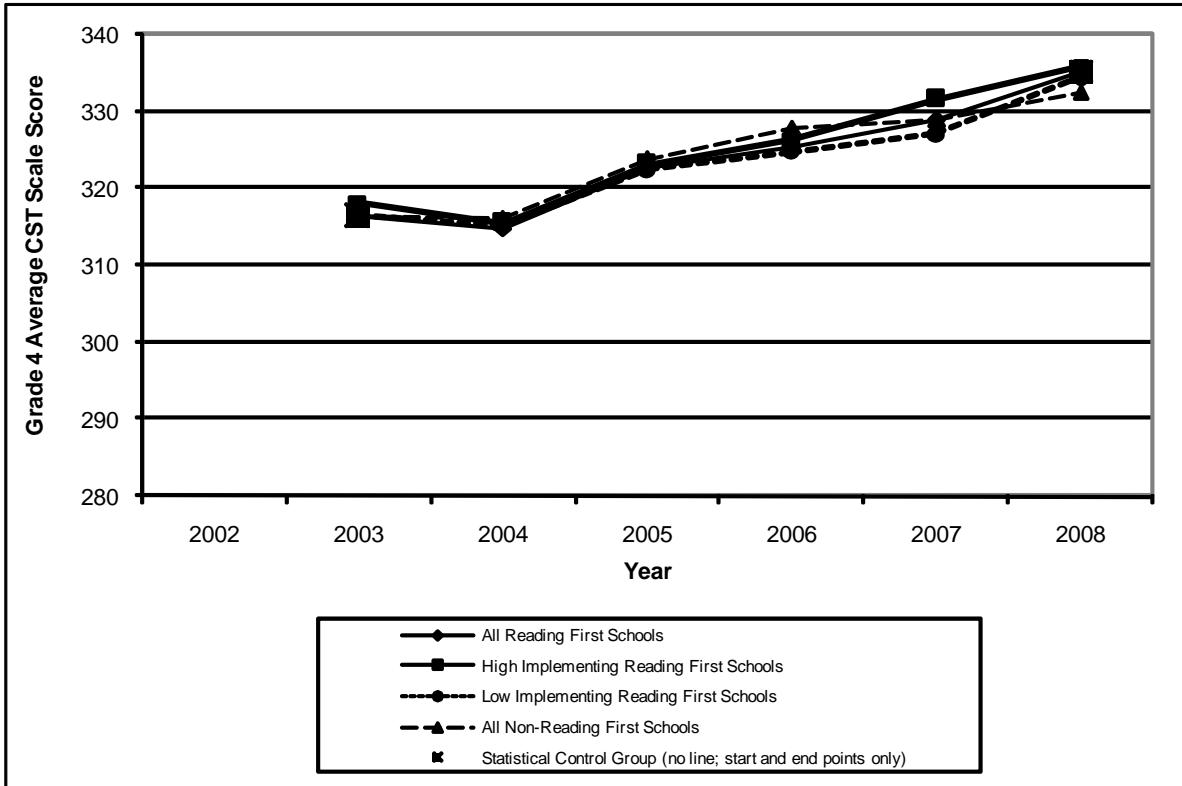


Table D.4: CST Metric, YIP = 4, Grade = 2

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	125	29	42	N/A	4,202
% Proficient and Above					
2004	16.3	16.9	15.0	16.4	41.0
2008	31.4	29.3	28.4	27.8	51.2
Change Since Starting Year	15.1^{abc}	12.4^c	13.5^c	11.4	10.2
% Below or Far Below Basic					
2004	53.5	53.1	56.5	53.5	28.7
2008	34.5	33.5	38.4	38.7	21.1
Change Since Starting Year	-19.0^{abc}	-19.6^{bc}	-18.2^{bc}	-14.8	-7.6
Mean Scale Score Per Student					
2004	302.2	303.1	299.0	302.3	338.7
2008	325.3	323.9	321.3	320.8	352.4
Change Since Starting Year	23.2^{abc}	20.9^{bc}	22.4^{bc}	18.5	13.7

^a Significantly different ($p < 0.05$) relative to the “Statistical Control Group.”

^b Significantly different ($p < 0.05$) relative to “All Non-Reading First Elementary Schools.”

^c Significantly different ($p < 0.05$) relative to the starting year, i.e., significantly different from a gain of zero.

Figure D.4a: CST % Proficient & Above, YIP = 4, Grade = 2

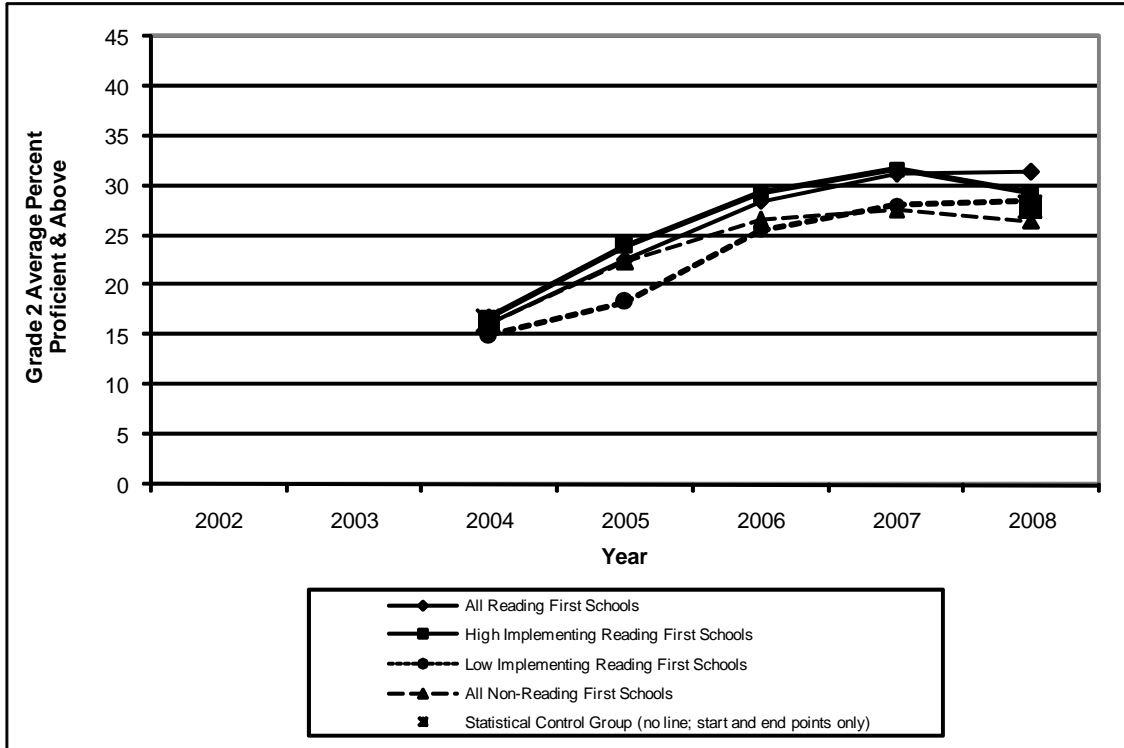


Figure D.4b: CST % Below Basic & Far Below Basic, YIP = 4, Grade = 2

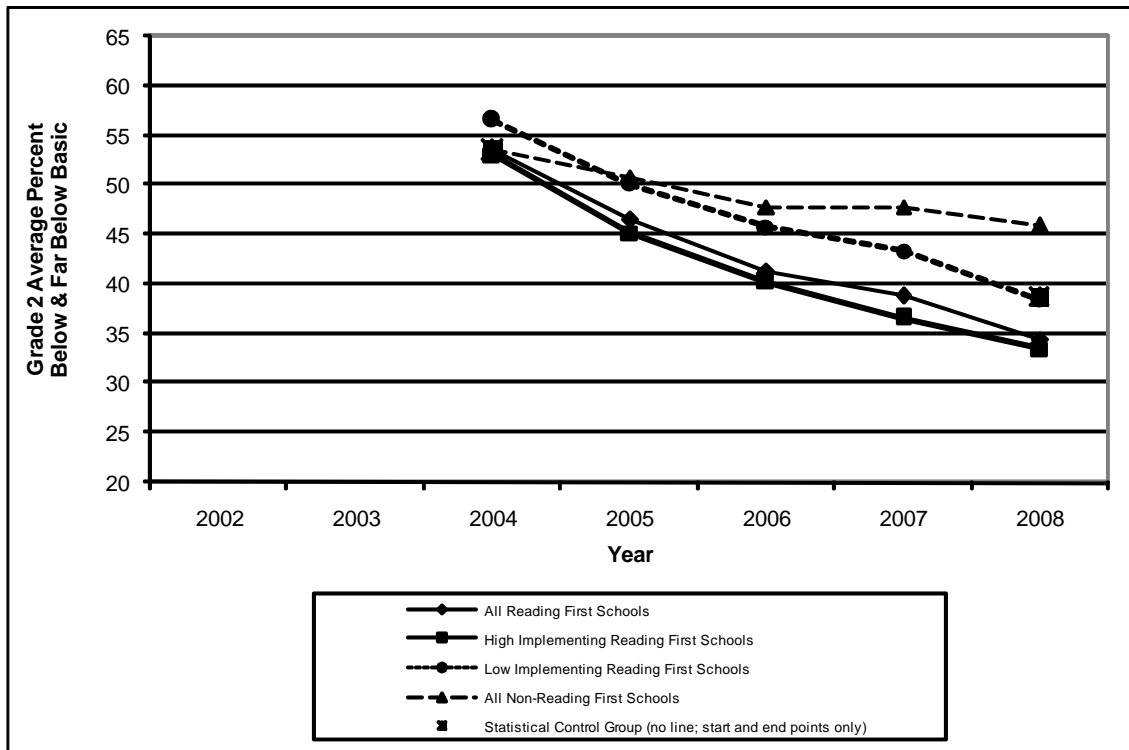


Figure D.4c: CST % Mean Scale Score, YIP = 4, Grade = 2

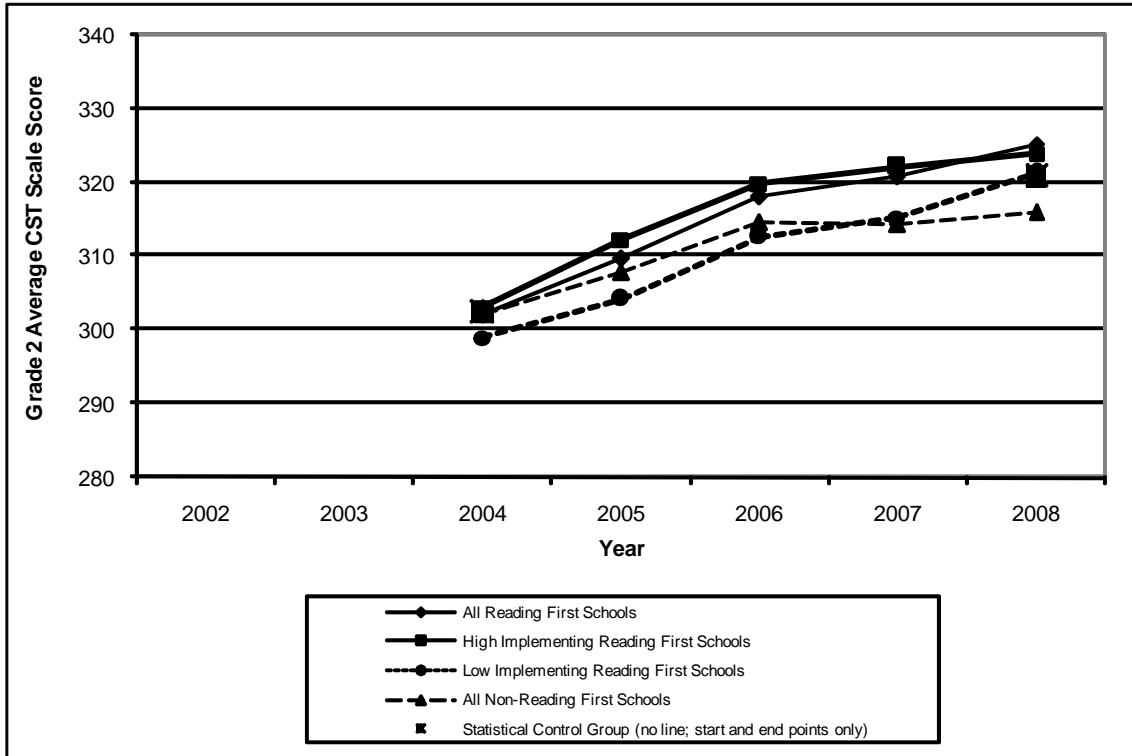


Table D.5: CST and CAT/6 Metrics, YIP = 4, Grade = 3

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	126	29	43	N/A	4,197
% Proficient and Above					
2004	12.1	13.2	10.5	12.4	35.8
2008	21.5	22.6	18.4	17.5	41.6
Change Since Starting Year	9.4^{abc}	9.4^{ac}	7.9^c	5.2	5.9
% Below or Far Below Basic					
2004	59.3	59.4	63.0	58.9	32.3
2008	41.4	40.2	45.9	46.3	24.8
Change Since Starting Year	-17.9^{abc}	-19.2^{abc}	-17.1^{bc}	-12.6	-7.5
Mean Scale Score Per Student					
2004	292.5	293.9	288.1	293.0	330.5
2008	310.1	312.5	304.3	304.3	338.1
Change Since Starting Year	17.6^{abc}	18.6^{abc}	16.2^{bc}	11.3	7.6
CAT/6 Mean Percentile Rank Reading					
2004	25.0	26.1	22.8	25.3	45.1
2008	29.2	31.4	25.8	26.8	45.9
Change Since Starting Year	4.2^{abc}	5.3^{abc}	2.9^c	1.4	0.8
CAT/6 Mean Percentile Rank Language					
2004	26.4	27.1	24.7	26.7	45.9
2008	31.7	32.5	28.6	30.0	47.1
Change Since Starting Year	5.30^{abc}	5.40^{bc}	4.00^{bc}	3.4	1.20
CAT/6 Mean Percentile Rank Spelling					
2004	35.0	34.7	33.2	35.2	55.1
2008	46.60	48.30	42.30	42.8	58.30
Change Since Starting Year	11.60^{abc}	13.60^{abc}	9.20^{bc}	7.6	3.20

^a Significantly different ($p < 0.05$) relative to the “Statistical Control Group.”

^b Significantly different ($p < 0.05$) relative to “All Non-Reading First Elementary Schools.”

^c Significantly different ($p < 0.05$) relative to the starting year, i.e., significantly different from a gain of zero.

Figure D.5a: CST % Proficient & Above, YIP = 4, Grade = 3

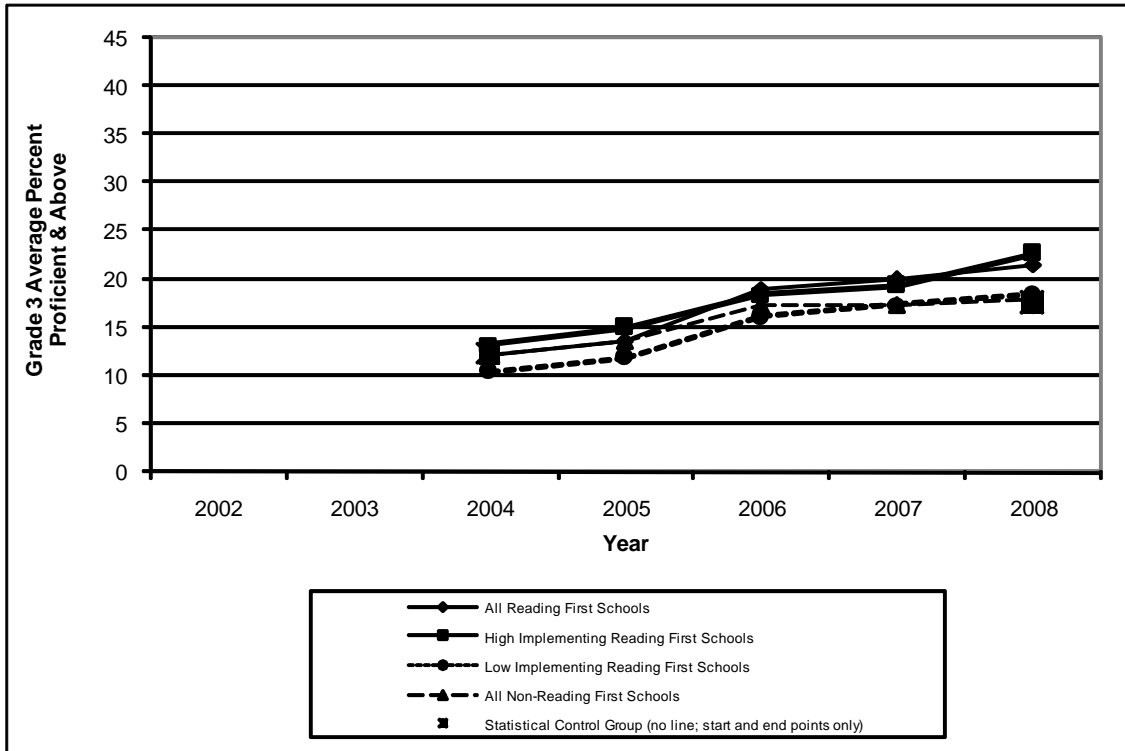


Figure D.5b: CST % Below & Far Below Basic, YIP = 4, Grade = 3

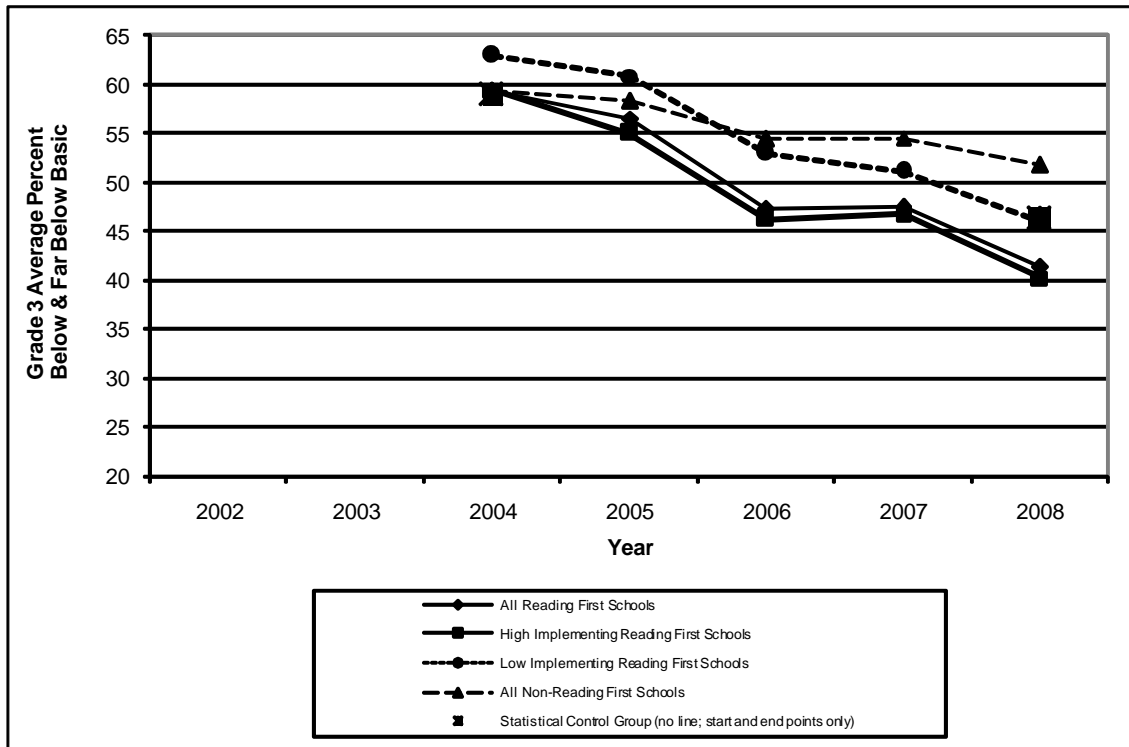


Figure D.5c: CST % Mean Scale Score, YIP = 4, Grade = 3

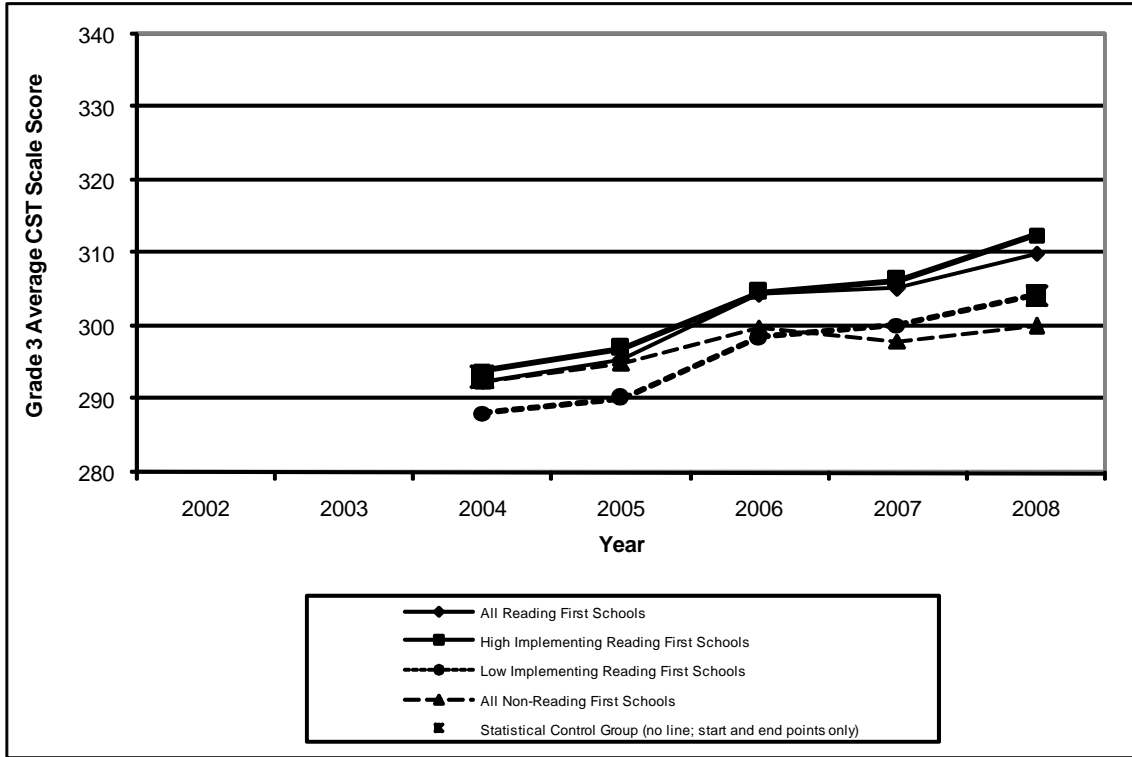


Figure D.5d: CAT/6 Reading, Mean Percentile Rank, YIP = 4, Grade = 3

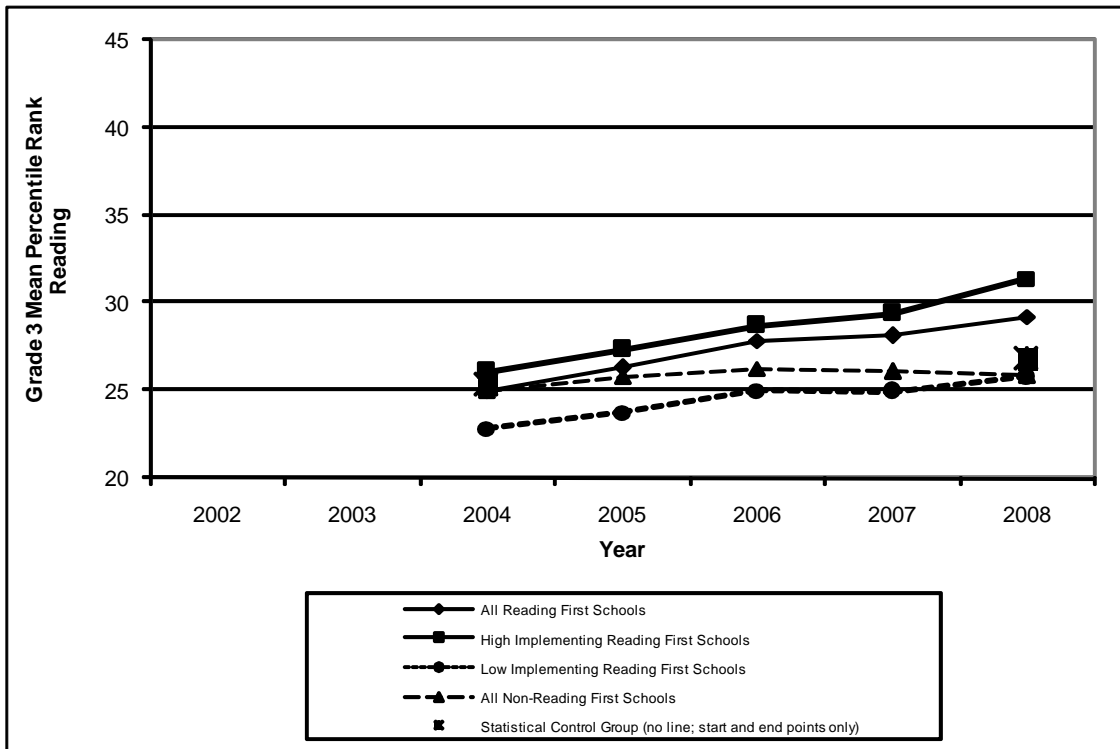


Figure D.5e: CAT/6 Language, Mean Percentile Rank, YIP = 4, Grade = 3

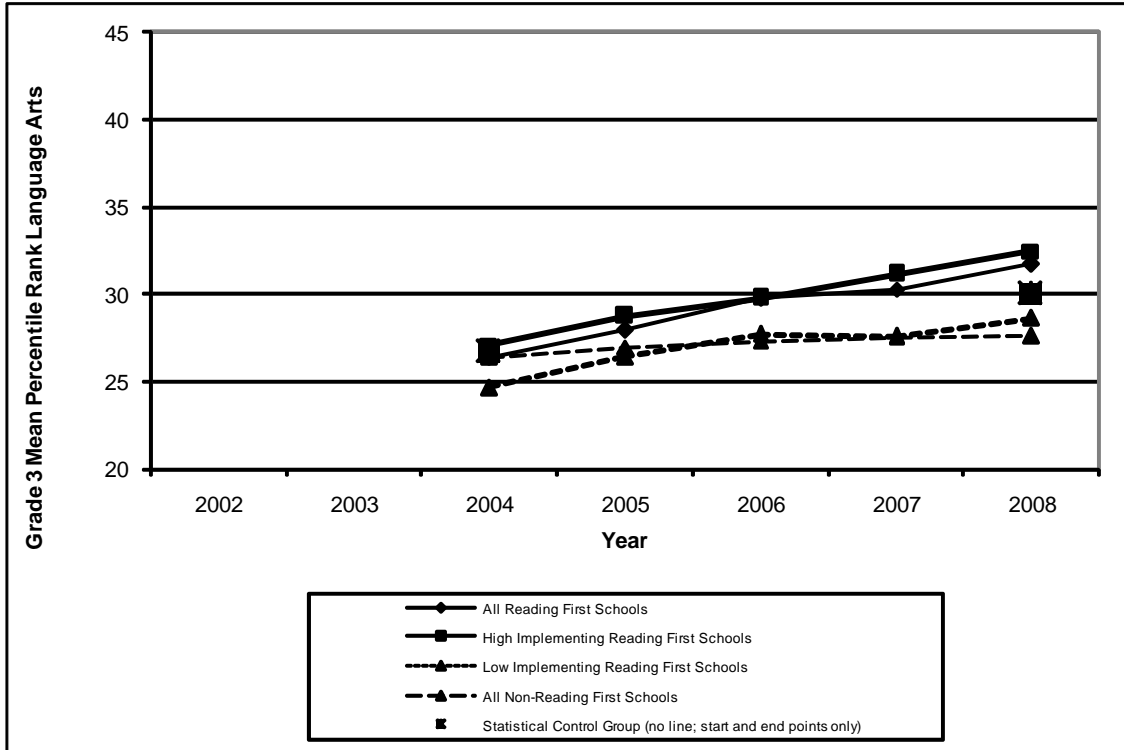
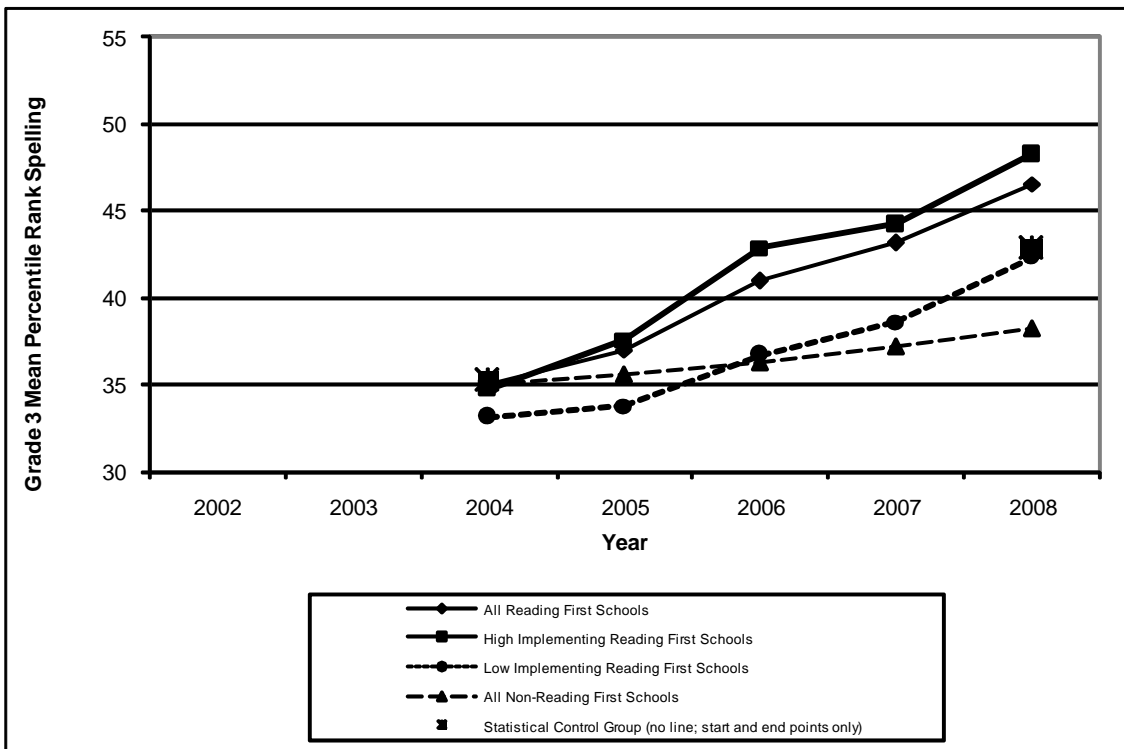


Figure D.5f: CAT/6 Spelling, Mean Percentile Rank, YIP = 4, Grade = 3



Appendix E: Reading First Achievement Index (RFAI)

Year 6 of the Evaluation study (2008) is the fifth 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.

Also, 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 as follows:

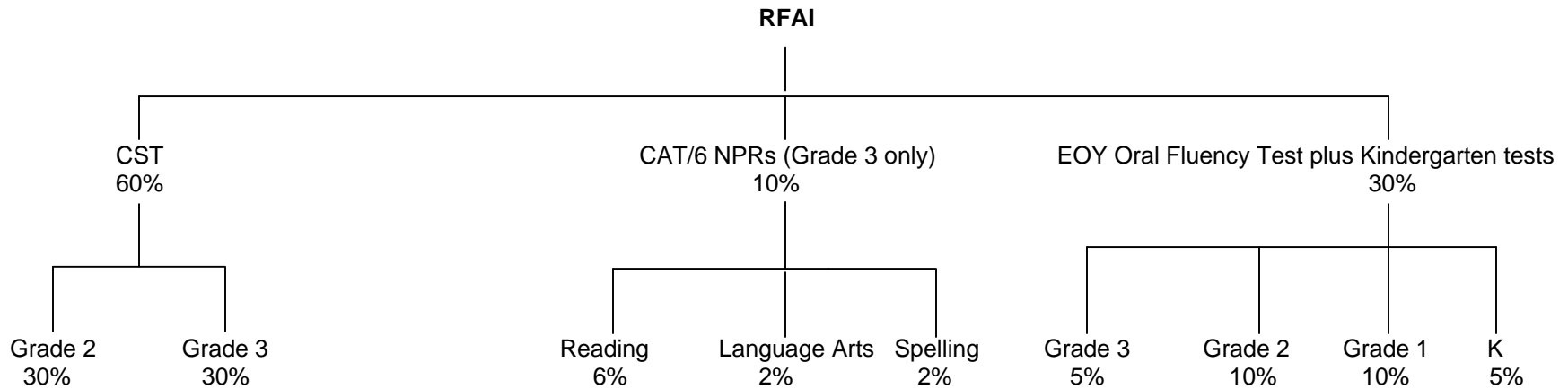
1. **Minimum of 11 Students.** To preserve privacy, those performance components for a given school for which there are fewer than 11 students will be made “legitimately missing.” This applies both to STAR data (already a state regulation) and to the EOY data.
2. **Identify “legitimate” and “non-legitimate” 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.

This procedure has been found to address the concerns that were identified in Spring 2006. 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



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	B	C	D
Performance Levels	CDE Provided Student Percentages In each level	Weight	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	B	C	D
Performance Levels	CDE Provided Student Percentages In each level	Weight	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 Performance Levels	B CDE Provided Student Percentages	C Computed Student Percentages	D Weight	E Weighted Score C x D
At or above 50 th NPR	19.00	19.00	1.00	19.00 x 1.00 = 19.000
Above 25 th NPR	47.00	Subtract 25 th and the 50 th NPRs: 47-19 = 28.00	0.50	28.00 x 0.50 = 14.000
At or below 25 th NPR	NA	Percentage below the 25 th 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 Performance Levels	B CDE Provided Student Percentages	C Computed Student Percentages	D Weight	E Weighted Score C x D
At or above 50 th NPR	19.00	19.00	1.00	19.00 x 1.00 = 19.000
Above 25 th NPR	50.00	Subtract 25 th and the 50 th NPRs: 50 - 19 = 31.00	0.50	31.00 x 0.50 = 15.500
At or below 25 th NPR	NA	Percentage below the 25 th 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 50 th NPR	68.00	68.00	1.00	$68.00 \times 1.00 = 68.000$
Above 25 th NPR	77.00	Subtract 25 th and the 50 th NPRs: $77 - 68 = 9.00$	0.50	$9.00 \times 0.50 = 4.500$
At or below 25 th NPR	NA	Percentage below the 25 th NPR: $100 - 77 = 23.00$	0.00	$33.00 \times 0.00 = 0.000$
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	$72.5 \times 0.02 = 1.45$

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	$67.50 \times 0.10 = 6.75$
Lower Case	87.18	0.20	$87.18 \times 0.20 = 17.436$
Phonics	65.79	0.10	$65.79 \times 0.10 = 6.579$
Rhyming	95	0.10	$95.00 \times 0.10 = 9.50$
Syllables	76.19	0.10	$76.19 \times 0.10 = 7.619$
Upper Case	90	0.20	$90.00 \times 0.20 = 18.00$
Vowels	54.76	0.10	$54.76 \times 0.10 = 5.476$
CVC Words	71.36	0.10	$71.36 \times 0.10 = 7.136$
Sub-Total Weighted Score			78.496

End of Year Kindergarten Weight	5%
Total End of Year Kindergarten Weighted Score	$78.496 \times 0.05 = 3.925$

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	$21.05 \times 0.10 = 2.105$
Word Count Per Minute: Grade 2	35.71	0.10	$35.71 \times 0.10 = 3.571$
Word Count Per Minute: Grade 3	55.17	0.05	$55.17 \times 0.05 = 2.7585$
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, RFAI and RFII Listings

Reading First School Listings

Tables F.1.1 – F.1.4 contain the top ranked 20 schools from each cohort (Cohorts 1 – 4) sorted by their Reading First Achievement Index (RFAI) in 2008. Note that Cohort 4 includes data for only 20 schools with an RFAI so the top and the bottom 20 are the same list and included in this appendix as one sorted list – Table F.1.4.

Tables F.2.1 – F.2.3 contain the bottom 20 ranked schools from each cohort sorted by their RFAI in 2008.

Table F.3.1 contains 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 2006, 2007, and 2008. (If data are missing it is due to missing survey data or other missing 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 2008¹

#	Cohort	County	District	School	RFAI			RFII		
					2006	2007	2008	2006	2007	2008
1	1	Alameda	Oakland USD	Franklin Elementary	63	60	72	58	52	48
2	1	Los Angeles	Montebello Unified SD	Montebello Gardens Elementary	59	53	68	29	27	30
3	1	Los Angeles	Los Angeles USD	Sierra Vista	64	63	67	40	39	37
4	1	Los Angeles	Los Angeles USD	Newcastle	53	59	66	39	42	43
5	1	Los Angeles	Pasadena Unified SD	Longfellow Elementary (Pasadena)	54	65	64	49	51	52
6	1	Los Angeles	Los Angeles USD	Nueva Vista	61	61	63	35	35	33
7	1	Los Angeles	Los Angeles USD	Harvard Elementary	52	57	63	43	39	37
8	1	Los Angeles	Los Angeles USD	Seventy-Fourth Street	57	57	62	36	38	41
9	1	Los Angeles	Los Angeles USD	Hawaiian Avenue Elementary	50	61	61	38	37	35
10	1	Los Angeles	Los Angeles USD	Lexington Avenue Primary Center		57	61	37	40	40
11	1	Alameda	Oakland USD	Belle Vista Elementary	52	55	60	36	39	40
12	1	Alameda	Oakland USD	Parker Elementary	52	55	60	41	42	42
13	1	Sacramento	Sacramento City Unified SD	Harte (Bret) Elementary	56	53	60	36	37	36
14	1	Santa Clara	Alum Rock Union ESD	Arbuckle (Clyde) Elementary	59	64	59	37	40	41
15	1	Sacramento	Robla Elementary SD	Glenwood Elementary	48	47	59	38	38	38
16	1	Los Angeles	Los Angeles USD	Madison Elementary	48	53	59	43	42	42
17	1	Los Angeles	Los Angeles USD	Stonehurst	49	52	58	37	38	38
18	1	Los Angeles	Paramount Unified SD	Lincoln School	63	59	58	47	47	45
19	1	Los Angeles	Los Angeles USD	Dayton Heights	55	52	58	38	38	38
20	1	Los Angeles	Los Angeles USD	Vernon City	35	48	58	31	37	39

¹This 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 2008¹

#	Cohort	County	District	School	RFAI			RFII		
					2006	2007	2008	2006	2007	2008
1	2	Los Angeles	Glendale Unified SD	Jefferson (Thomas) Elementary	69	66	76	35	34	34
2	2	Imperial	El Centro Elementary	De Anza	56	63	71	42	45	46
3	2	Los Angeles	Mountain View Elementary SD	La Primaria Elementary	59	61	70	34	34	33
4	2	Los Angeles	Mountain View Elementary SD	Monte Vista Elementary	54	62	69	49	43	38
5	2	Orange	Magnolia Elementary SD	Lord Baden-Powell Elementary	54	59	66	58	57	55
6	2	San Bernardino	Ontario-Montclair Elementary SD	Edison Elementary	51	56	66	41	42	42
7	2	San Diego	San Ysidro Elementary SD	Sunset Elementary	52	52	65	37	41	43
8	2	Los Angeles	Glendale Unified SD	Muir (John) Elementary	60	60	65	43	47	49
9	2	Orange	Orange Unified SD	West Orange Elementary	59	68	64	43	41	36
10	2	Imperial	El Centro Elementary	Desert Garden	49	53	64	39	37	35
11	2	San Diego	Chula Vista Elementary SD	Juarez-Lincoln Accelerated Elementary	53	56	63	51	50	47
12	2	Los Angeles	Hacienda La Puente USD	Baldwin	53	60	63	38	37	36
13	2	Orange	Orange Unified SD	California Elementary	55	60	63	30	33	37
14	2	Los Angeles	Whittier City Elementary SD	Phelan (Daniel) Elementary	57	57	62	55	51	46
15	2	San Francisco	San Francisco Unified SD	Sheridan Elementary	68	64	62	41	44	42
16	2	Los Angeles	Hacienda La Puente USD	Kwis Elementary	64	67	62	41	38	36
17	2	Los Angeles	Glendale Unified SD	Mann (Horace) Elementary	55	54	61	45	44	42
18	2	Orange	Anaheim Elementary SD	Franklin (Benjamin) Elementary	51	53	60	46	46	48
19	2	San Joaquin	Manteca Unified SD	Sequoia Elementary	49	50	60	45	48	52
20	2	Orange	Anaheim Elementary SD	Roosevelt Elementary	43	50	60	32	34	35

¹This 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 2008¹

#	Cohort	County	District	School	RFAI			RFII		
					2006	2007	2008	2006	2007	2008
1	3	Los Angeles	El Rancho Unified SD	Rivera	56	60	64	38	40	44
2	3	Riverside	Alvord Unified SD	Myra Linn	55	58	63	37	39	41
3	3	Los Angeles	El Rancho Unified SD	North Ranchito	58	63	62	32	33	34
4	3	Los Angeles	Compton Unified SD	Ronald E. McNair	53	54	61	43	41	39
5	3	Los Angeles	El Rancho Unified SD	South Ranchito	42	52	61	31	33	36
6	3	Los Angeles	El Rancho Unified SD	Magee	53	56	61	37	38	43
7	3	Los Angeles	El Rancho Unified SD	Birney	62	58	59	41	43	43
8	3	Los Angeles	Lynwood Unified SD	Rosa Parks School, was Agnes School	54	49	59	44	43	40
9	3	Tehama	Corning Union Elementary SD	Olive View	51	59	59	49	46	42
10	3	Yolo	Washington Unified SD	Stonegate			58			40
11	3	Los Angeles	El Rancho Unified SD	Selby Grove	51	64	58	31	34	37
12	3	Riverside	Desert Sands Unified SD	Lyndon B. Johnson	45	45	58	40	43	46
13	3	Los Angeles	Lynwood Unified SD	Abbott Elementary		58	57		38	38
14	3	Los Angeles	Compton Unified SD	Robert F. Kennedy	54	52	55	34	37	38
15	3	Sonoma	Santa Rosa City Schools	Luther Burbank	44	45	55	40	38	37
16	3	Monterey	Alisal Union SD	Creekside	52	55	54	37	34	31
17	3	Riverside	Desert Sands Unified SD	John Adams	51	55	54	34	37	40
18	3	Sonoma	Santa Rosa City Schools	Helen Lehman	49	45	54	37	33	31
19	3	lake	Konocti Unified SD	Lower Lake	57	50	54	39	38	36
20	3	Los Angeles	Palmdale SD	Los Amigos	46	49	54	39	43	58

¹This 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, Top 20 Schools, Ranked by RFAI 2008

#	Cohort	County	District	School	RFAI			RFII		
					2006	2007	2008	2006	2007	2008
1	4	Solano	Vallejo City Unified SD	Lincoln Elementary		47	54		35	33
2	4	Kings	Corcoran Joint Unified SD	Fremont Elementary		51	53		46	46
3	4	Kings	Corcoran Joint Unified SD	Bret Harte Elementary		51	53		40	40
4	4	Riverside	Hemet Unified SD	Winchester Elementary School		51	53		42	42
5	4	Riverside	Hemet Unified SD	Whittier Elementary School		49	53		35	35
6	4	Colusa	Colusa Unified SD	Burchfield Primary School		54	52		32	33
7	4	Riverside	Hemet Unified SD	McSweeny Elementary School		46	52		37	40
8	4	Riverside	Hemet Unified SD	Hamilton Elementary School		48	51		41	44
9	4	Tulare	Pleasant View Elementary SD	Pleasant View		50	50			37
10	4	Tulare	Pleasant View Elementary SD	Pleasant View West		50	50		39	43
11	4	Riverside	Hemet Unified SD	Ramona Elementary School		44	48		39	39
12	4	Solano	Vallejo City Unified SD	Johnston Cooper Elementary		51	48		41	41
13	4	Imperial	San Pasqual Valley USD	San Pasqual Valley Elementary		39	43		37	38
14	4	Solano	Vallejo City Unified SD	Mare Island Elementary			42			33
15	4	Fresno	West Fresno SD	West Fresno Elementary		32	42		39	40
16	4	Solano	Vallejo City Unified SD	Grace Patterson Elementary		34	42		39	41
17	4	Sonoma	Healdsburg Unified	Healdsburg Elementary		39	41		35	36
18	4	Solano	Vallejo City Unified SD	Highland Elementary		46	41		34	37
19	4	Solano	Vallejo City Unified SD	Loma Vista Elementary		36	31		44	40
20	4	Mendocino	Round Valley Unified SD	Round Valley Elementary		29	29		41	44

Note: Cohort 4 includes data for only 20 schools, which are listed here ranked by their 2008 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 2008¹

#	Cohort	County	District	School	RFAI			RFII		
					2006	2007	2008	2006	2007	2008
1	1	Los Angeles	Los Angeles USD	Normandie Avenue Elementary	37	38	34	38	37	36
2	1	Los Angeles	Los Angeles USD	Ritter	36	33	34	33	35	36
3	1	Alameda	Oakland USD	Manzanita SEED			34			
4	1	Los Angeles	Los Angeles USD	Seventy-Fifth Street Elementary	34	34	34	36	37	37
5	1	Santa Clara	Alum Rock Union ESD	Chavez (Cesar) Elementary	35	32	34	35	36	38
6	1	Alameda	Oakland USD	Cox	31	34	33	54	50	45
7	1	Alameda	Oakland USD	Futures			33			24
8	1	Los Angeles	Los Angeles USD	Hyde Park	34	36	33	40	41	41
9	1	Contra Costa	West Contra Costa Unified School District	Downer (Edward M.) Elementary	33	36	33	31	32	35
10	1	Sacramento	Sacramento City Unified School District	Smith (Jedediah) Elementary	44	32	33	34	36	37
11	1	Alameda	Oakland USD	Stonehurst	38	30	33	44	41	40
12	1	Los Angeles	Los Angeles USD	Woodcrest	30	31	33	34	36	35
13	1	Los Angeles	Los Angeles USD	West Vernon	30	30	33	33	33	34
14	1	Riverside	Coachella Valley Unified School District	Duke (Bobby) Elementary	26	29	32	35	36	37
15	1	Alameda	Oakland USD	Maxwell Park Elementary	35	34	32	45	45	39
16	1	Alameda	Oakland USD	Community United			30			48
17	1	Alameda	Oakland USD	Lafayette Elementary	36	44	30	39	38	39
18	1	Alameda	Oakland USD	East Oakland Pride Elementary			27			41
19	1	Alameda	Oakland USD	Fred T Korematsu Discovery Academy			26			41
20	1	Alameda	Oakland USD	Global Family School			20			28

¹This 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 2008¹

#	Cohort	County	District	School	RFAI			RFII		
					2006	2007	2008	2006	2007	2008
1	2	Sacramento	Del Paso Heights ESD	Fairbanks Elementary	33	37	34	37	36	32
2	2	San Bernardino	Rialto Unified School District	Henry Elementary	37	36	34	42	41	42
3	2	Fresno	Fresno Unified School District	Hidalgo Elementary	32	34	33	42	44	44
4	2	San Francisco	San Francisco Unified School District	Bryant Elementary	36	32	33	26	27	31
5	2	San Bernardino	San Bernardino City USD	Riley Elementary	27	29	33	45	43	44
6	2	San Bernardino	San Bernardino City USD	Mt. Vernon Elementary	33	34	33	47	43	41
7	2	San Bernardino	San Bernardino City USD	Jefferson Hunt Elementary			33			35
8	2	Fresno	Fresno Unified School District	Webster Elementary	41	42	33	45	40	36
9	2	Riverside	Perris Elementary School District	Good Hope Elementary	33	32	33	40	43	45
10	2	Contra Costa	Mt. Diablo Unified School District	Cambridge Elementary	23	31	33	42	43	41
11	2	Fresno	Fresno Unified School District	Columbia Elementary	32	33	32	41	40	37
12	2	Sacramento	San Juan Unified School District	Dyer-Kelley Elementary	32	36	32	37	38	37
13	2	Monterey	Salinas City Elementary School District	Sherwood Elementary	24	26	31	36	37	39
14	2	Orange	Santa Ana Unified School District	Wilson Elementary	26	29	31	35	40	41
15	2	San Francisco	San Francisco Unified School District	Revere (Paul) Elementary	27	30	31	37	32	31
16	2	San Bernardino	San Bernardino City USD	Inghram Elementary	32	29	30	43	43	43
17	2	Monterey	Salinas City Elementary School District	Los Padres Elementary	28	31	30	33	35	37
18	2	Siskiyou	Junction Elementary School District	Junction Elementary			28	45	42	43
19	2	Fresno	Fresno Unified School District	Lowell Elementary	33	31	28	41	39	36
20	2	San Francisco	San Francisco Unified School District	Malcolm X Academy Elementary	37	28	24	45	38	35

¹This 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 2008¹

#	Cohort	County	District	School	RFAI			RFII		
					2006	2007	2008	2006	2007	2008
1	3	Riverside	Alvord Unified School District	La Granada	33	33	37	44	40	39
2	3	Sonoma	Santa Rosa City Schools	Abraham Lincoln	40	38	37	39	41	40
3	3	San Diego	South Bay Union School District	Nicoloff	38	37	37	34	36	37
4	3	San Diego	Vista Unified School District	Maryland Elementary		38	37		44	42
5	3	Santa Cruz	Pajaro Valley Unified School District	Hall	33	38	36	38	37	35
6	3	Los Angeles	Palmdale School District	Yucca	29	30	36	40	41	47
7	3	Monterey	Greenfield Union School District	Greenfield Elementary	28	27	35	36	37	37
8	3	Monterey	Alisal Union School District	Fremont	33	32	34	36	36	37
9	3	Riverside	Desert Sands Unified School District	Dwight Eisenhower	24	33	34	35	37	37
10	3	San Mateo	Ravenswood City School District	Belle Haven	30	33	34	40	36	32
11	3	Santa Cruz	Pajaro Valley Unified School District	Freedom	35	35	34	40	41	38
12	3	San Mateo	Ravenswood City School District	Green Oaks	17	24	34	28	28	27
13	3	Kern	Wasco Union School District	Teresa Burke			33			35
14	3	Kern	Wasco Union School District	Palm Avenue			33			33
15	3	Santa Cruz	Pajaro Valley Unified School District	MacQuiddy	32	38	32	35	36	35
16	3	Ventura	Rio Elementary School District	Rio Real	32	32	31	35	34	34
17	3	Santa Cruz	Pajaro Valley Unified School District	Radcliff Elementary	22	31	30	28	29	30
18	3	Santa Cruz	Pajaro Valley Unified School District	Landmark	31	29	29	44	42	39
19	3	Santa Cruz	Pajaro Valley Unified School District	Ohlone	22	24	26	31	32	33
20	3	Trinity	Lewiston Elementary School District	Lewiston			13	31	34	42

¹This 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, Sorted Alphabetically by District Name and School Name, 2008

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
1	Monterey	Alisal Union School District	Alisal Community	38	45	42	34	35	36
2	Monterey	Alisal Union School District	Barton	36	36	43	35	36	38
3	Monterey	Alisal Union School District	Chavez	41	43	48	36	34	32
4	Monterey	Alisal Union School District	Creekside	52	55	54	37	34	31
5	Monterey	Alisal Union School District	Fremont	33	32	34	36	36	37
6	Monterey	Alisal Union School District	Loya	47	39	50	37	37	36
7	Monterey	Alisal Union School District	Sanchez	36	39	37	38	35	32
8	Santa Clara	Alum Rock Union ESD	Adelante Dual Language Academy		37	38		37	38
9	Santa Clara	Alum Rock Union ESD	Anthony Russo			50			38
10	Santa Clara	Alum Rock Union ESD	Arbuckle (Clyde) Elementary	59	64	59	37	40	41
11	Santa Clara	Alum Rock Union ESD	Chavez (Cesar) Elementary	35	32	34	35	36	38
12	Santa Clara	Alum Rock Union ESD	Dorsa (A.J.) Elementary	39	46	53	40	43	41
13	Santa Clara	Alum Rock Union ESD	Goss (Mildred) Elementary	44	41	48	41	44	45
14	Santa Clara	Alum Rock Union ESD	Hubbard (O.S.) Elementary	42	45	42	44	45	41
15	Santa Clara	Alum Rock Union ESD	James McEntee			47			29
16	Santa Clara	Alum Rock Union ESD	Ryan (Thomas P). Elementary	65	58	51	35	37	36
17	Santa Clara	Alum Rock Union ESD	San Antonio Elementary	44	47	53	36	36	36
18	Santa Clara	Alum Rock Union ESD	Slonaker (Harry) Elementary	44	45	46	36	41	43
19	Riverside	Alvord Unified School District	Arlanza	36	39	42	40	42	43
20	Riverside	Alvord Unified School District	Collett	50	50	51	36	36	35
21	Riverside	Alvord Unified School District	Foothill	42	38	38	35	38	38
22	Riverside	Alvord Unified School District	La Granada	33	33	37	44	40	39
23	Riverside	Alvord Unified School District	Myra Linn	55	58	63	37	39	41
24	Riverside	Alvord Unified School District	Rosemary Kennedy	43	44	46	38	38	38

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
25	Riverside	Alvord Unified School District	Terrace	46	44	43	43	43	42
26	Orange	Anaheim Elementary School District	Franklin (Benjamin) Elementary	51	53	60	46	46	48
27	Orange	Anaheim Elementary School District	Gauer (Melbourne A.) Elementary	40	36	43	44	47	47
28	Orange	Anaheim Elementary School District	Guinn (James) Elementary	46	47	51	38	40	40
29	Orange	Anaheim Elementary School District	Henry (Patrick) Elementary	39	36	38	41	40	39
30	Orange	Anaheim Elementary School District	Juarez (Benito) Elementary	42	44	49	38	42	45
31	Orange	Anaheim Elementary School District	Loara Elementary	53	50	55	38	41	40
32	Orange	Anaheim Elementary School District	Madison (James) Elementary	40	46	50	38	38	37
33	Orange	Anaheim Elementary School District	Marshall (John) Elementary	40	39	47	36	37	35
34	Orange	Anaheim Elementary School District	Olive Street Elementary, formerly Jeffer	41	42	52	67	66	67
35	Orange	Anaheim Elementary School District	Orange Grove			53			48
36	Orange	Anaheim Elementary School District	Palm Lane Elementary	37	42	45	38	37	37
37	Orange	Anaheim Elementary School District	Price (Adelaide) Elementary	46	48	52	42	42	43
38	Orange	Anaheim Elementary School District	Revere (Paul)	39	43	45	37	39	38
39	Orange	Anaheim Elementary School District	Roosevelt Elementary	43	50	60	32	34	35
40	Orange	Anaheim Elementary School District	Ross (Betsy) Elementary	49	48	51	34	34	35
41	Orange	Anaheim Elementary School District	Sunkist Elementary	40	43	44	40	41	40
42	Orange	Anaheim Elementary School District	Westmont Elementary	43	43	49	43	44	41
43	Mendocino	Arena Union Elementary School District	Arena Union	56	45	40	50	48	45
44	Kern	Arvin Union Elementary School District	Bear Mountain Elementary	29	33	38	43	42	37
45	Kern	Arvin Union Elementary School District	El Camino Real			44			45
46	Kern	Arvin Union Elementary School District	Sierra Vista Elementary	36	39	39	36	39	39
47	Merced	Atwater Elementary School District	Bellevue	45	52	51	39	38	37
48	Merced	Atwater Elementary School District	Mitchell Elementary	43	45	48	39	38	37

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
49	Merced	Atwater Elementary School District	Olaeta (Thomas) Elementary	56	51	56	38	38	36
50	Kern	Bakersfield City ESD	College Heights Elementary	38	41	41	45	42	40
51	Kern	Bakersfield City ESD	Evergreen Elementary	48	51	48	38	39	40
52	Kern	Bakersfield City ESD	Fremont Elementary	42	40	44	35	37	39
53	Kern	Bakersfield City ESD	Garza (Ramon) Elementary	40	42	38	34	36	35
54	Kern	Bakersfield City ESD	Harris (Caroline) Elementary	47	54	51	50	46	39
55	Kern	Bakersfield City ESD	Hort Elementary	48	43	49	40	41	39
56	Kern	Bakersfield City ESD	Jefferson Elementary (Bakersfield)	43	44	43	51	49	47
57	Kern	Bakersfield City ESD	Longfellow Elementary (Bakersfield)	31	34	35	28	32	39
58	Kern	Bakersfield City ESD	Mann (Horace) Elementary	39	38	35	31	37	43
59	Kern	Bakersfield City ESD	Mt. Vernon Elementary	39	39	40	42	40	38
60	Kern	Bakersfield City ESD	Munsey Elementary	43	47	47	30	35	40
61	Kern	Bakersfield City ESD	Owens (Bessie E.) Primary	39	44	44	38	39	41
62	Kern	Bakersfield City ESD	Pioneer Drive Elementary	40	35	39	41	41	41
63	Kern	Bakersfield City ESD	Roosevelt Elementary	45	46	44	41	45	50
64	Kern	Bakersfield City ESD	Williams Elementary	30	33	35	42	45	44
65	Riverside	Banning Unified School District	Central	53	59	53	42	42	42
66	Riverside	Banning Unified School District	Hemmerling	50	54	53	40	40	39
67	Riverside	Banning Unified School District	Hoffer	45	50	49	46	46	43
68	San Diego	Cajon Valley Union Elementary	Anza Elementary	53	52	54	53	54	53
69	San Diego	Cajon Valley Union Elementary	Johnson Elementary			46			45
70	San Diego	Cajon Valley Union Elementary	Lexington Elementary	43	37	41	47	49	48
71	San Diego	Cajon Valley Union Elementary	Naranca Elementary	53	55	58	49	49	52
72	Imperial	Calexico Unified	Cesar Chavez			53			35

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
73	Imperial	Calexico Unified School District	Dool Elementary	45	52	54	55	50	49
74	Imperial	Calexico Unified School District	Jefferson Elementary	32	35	35	40	39	39
75	Imperial	Calexico Unified School District	Kennedy Garden	40	39	41	44	42	40
76	Imperial	Calexico Unified School District	Mains Elementary	44	38	42	41	40	44
77	Imperial	Calexico Unified School District	Rockwood Elementary	35	40	37	48	45	43
78	Stanislaus	Chatom Union Elementary	Chatom Elementary	49	46	54	41	39	36
79	Monterey	Chualar Union School District	Chualar Union	36	41	48	38	35	35
80	San Diego	Chula Vista Elementary School District	Lauderbach (J. Calvin) Elementary	46	47	48	40	39	38
81	San Diego	Chula Vista Elementary School District	Castle Park Elementary	46	47	51	36	33	33
82	San Diego	Chula Vista Elementary School District	Harborside Elementary	42	41	55	52	50	48
83	San Diego	Chula Vista Elementary School District	Juarez-Lincoln Accelerated Elementary	53	56	63	51	50	47
84	San Diego	Chula Vista Elementary School District	Loma Verde Elementary	52	57	51	36	35	37
85	San Diego	Chula Vista Elementary School District	Los Altos Elementary	48	47	52	47	47	46
86	San Diego	Chula Vista Elementary School District	Montgomery Elementary	45	43	46	34	34	36
87	San Diego	Chula Vista Elementary School District	Otay Elementary		51	55		37	38
88	San Diego	Chula Vista Elementary School District	Rice Comer Elementary	42	47	48	38	35	34
89	San Diego	Chula Vista Elementary School District	Silver Wing Elementary		48	56		49	43
90	San Diego	Chula Vista Elementary School District	Vista Square Elementary	49	53	54	43	44	43
91	Riverside	Coachella Valley Unified School District	Chavez (Cesar) Elementary	43	44	50	31	32	36
92	Riverside	Coachella Valley Unified School District	Coral Mountain Academy		36	44		36	38
93	Riverside	Coachella Valley Unified School District	Duke (Bobby) Elementary	26	29	32	35	36	37
94	Riverside	Coachella Valley Unified School District	Kelley (John) Elementary	32	32	44	31	33	39
95	Riverside	Coachella Valley Unified School District	Martinez (Saul) Elementary	22	26	40	51	47	45
96	Riverside	Coachella Valley Unified School District	Mecca Elementary	17	22	41	36	36	38

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
97	Riverside	Coachella Valley Unified School District	Mountain Vista Elementary	43	45	46	36	38	39
98	Riverside	Coachella Valley Unified School District	Palm View Elementary	40	44	49	38	39	42
99	Riverside	Coachella Valley Unified School District	Pendleton (Peter) Elementary	27	27	35	40	36	38
100	Riverside	Coachella Valley Unified School District	Valley View Elementary	37	30	36	31	33	37
101	Riverside	Coachella Valley Unified School District	Westside Elementary	34	43	47	45	43	43
102	Colusa	Colusa Unified School District	Burchfield Primary School		54	52		32	33
103	Los Angeles	Compton Unified School District	Anderson	30	39	41	32	36	38
104	Los Angeles	Compton Unified School District	Emerson	50	39	44	38	35	33
105	Los Angeles	Compton Unified School District	Foster	31	34	39	32	32	32
106	Los Angeles	Compton Unified School District	George Washington	29	42	51	33	35	36
107	Los Angeles	Compton Unified School District	George Washington Carver	38	43	50	41	42	39
108	Los Angeles	Compton Unified School District	Jefferson	37	50	48	38	39	36
109	Los Angeles	Compton Unified School District	Lincoln Drew Magnet	34	36	45	34	36	34
110	Los Angeles	Compton Unified School District	Robert F. Kennedy	54	52	55	34	37	38
111	Los Angeles	Compton Unified School District	Ronald E. McNair	53	54	61	43	41	39
112	Los Angeles	Compton Unified School District	Roosevelt	41	38	42	41	42	42
113	Los Angeles	Compton Unified School District	Tibby	51	46	46	30	32	33
114	Kings	Corcoran Joint Unified School District	Bret Harte Elementary		51	53		40	40
115	Kings	Corcoran Joint Unified School District	Fremont Elementary		51	53		46	46
116	Tehama	Corning Union Elementary School District	Olive View	51	59	59	49	46	42
117	Tehama	Corning Union Elementary School District	Rancho Tehama	47	41	48	35	41	41
118	Tehama	Corning Union Elementary School District	Woodson	61	53	49	36	36	36
119	Del Norte	Del Norte County Unified School District	Hamilton (Joe)	36	41	50	38	41	44
120	Del Norte	Del Norte County Unified School District	Keating (Margaret) Elementary	42	49	46	31	40	46

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
121	Sacramento	Del Paso Heights ESD	Del Paso Heights Elementary	40	43	53	34	36	35
122	Sacramento	Del Paso Heights ESD	Fairbanks Elementary	33	37	34	37	36	32
123	Sacramento	Del Paso Heights ESD	Garden Valley Elementary	36	36	43	36	35	34
124	Sacramento	Del Paso Heights ESD	North Avenue Elementary	31	35	41	33	32	31
125	Merced	Delhi Unified School District	Harmony Elementary	40	42	48		37	37
126	Merced	Delhi Unified School District	Schendel	45	51	50	42	43	42
127	Riverside	Desert Sands Unified School District	Andrew Jackson	40	41	42	42	42	39
128	Riverside	Desert Sands Unified School District	Dwight Eisenhower	24	33	34	35	37	37
129	Riverside	Desert Sands Unified School District	Herbert Hoover	36	43	48	41	44	49
130	Riverside	Desert Sands Unified School District	John Adams	51	55	54	34	37	40
131	Riverside	Desert Sands Unified School District	John F. Kennedy	37	41	47	45	45	44
132	Riverside	Desert Sands Unified School District	Lyndon B. Johnson	45	45	58	40	43	46
133	Tulare	Dinuba Unified School District	Jefferson Elementary	37	39	46	46	43	40
134	San Mateo	East Palo Alto Charter School/Ravenswood	East Palo Alto Charter School	65	65	57	39	45	48
135	Imperial	El Centro Elementary	De Anza	56	63	71	42	45	46
136	Imperial	El Centro Elementary	Desert Garden	49	53	64	39	37	35
137	Imperial	El Centro Elementary	Harding Elementary	55	55	60	38	40	39
138	Imperial	El Centro Elementary	Washington	38	46	57	37	38	37
139	Los Angeles	El Rancho Unified School District	Birney	62	58	59	41	43	43
140	Los Angeles	El Rancho Unified School District	Magee	53	56	61	37	38	43
141	Los Angeles	El Rancho Unified School District	North Ranchito	58	63	62	32	33	34
142	Los Angeles	El Rancho Unified School District	Rivera	56	60	64	38	40	44
143	Los Angeles	El Rancho Unified School District	Selby Grove	51	64	58	31	34	37
144	Los Angeles	El Rancho Unified School District	South Ranchito	42	52	61	31	33	36

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
145	Sacramento	Elk Grove Unified School District	Kennedy (Samuel) Elementary	46	49	45	35	34	34
146	Sacramento	Elk Grove Unified School District	Mack (Charles E.) Elementary	42	42	43	32	30	29
147	Sacramento	Elk Grove Unified School District	Prairie Elementary	51	56	56	37	36	37
148	San Diego	Escondido Union School District	Farr Avenue	31	37	44	44	43	41
149	San Diego	Escondido Union School District	Felicita	36	36	42	40	38	35
150	San Diego	Escondido Union School District	Glen View	48	43	44	39	39	40
151	San Diego	Escondido Union School District	Lincoln	41	42	44	44	46	46
152	San Diego	Escondido Union School District	Pioneer School	40	36	39	41	44	46
153	San Diego	Escondido Union School District	Rose School	44	49	46	45	47	48
154	San Bernardino	Fontana Unified School District	Citrus Elementary	42	41	50	40	39	39
155	San Bernardino	Fontana Unified School District	Date Elementary	39	42	45	35	35	34
156	San Bernardino	Fontana Unified School District	Hemlock Elementary	54	57	55	45	42	40
157	San Bernardino	Fontana Unified School District	Juniper Elementary	46	45	47	38	39	39
158	San Bernardino	Fontana Unified School District	Live Oak Elementary	42	45	49	39	39	41
159	San Bernardino	Fontana Unified School District	Locust Elementary	48	51	54	41	42	43
160	San Bernardino	Fontana Unified School District	Maple Elementary	45	47	49	43	42	41
161	San Bernardino	Fontana Unified School District	North Tamarind Elementary	45	47	46	40	39	41
162	San Bernardino	Fontana Unified School District	Oleander Elementary	36	45	49	40	41	43
163	San Bernardino	Fontana Unified School District	Palmetto Elementary	48	43	47	38	37	36
164	San Bernardino	Fontana Unified School District	Poplar Elementary	46	41	46	39	41	42
165	San Bernardino	Fontana Unified School District	Randall Pepper Elementary	44	44	48	37	37	39
166	San Bernardino	Fontana Unified School District	Redwood Elementary	57	55	50	36	36	39
167	San Bernardino	Fontana Unified School District	South Tamarind Elementary	48	48	47	37	37	38
168	San Bernardino	Fontana Unified School District	Virginia Primrose Elementary	41	46	43	43	43	43

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
169	San Bernardino	Fontana Unified School District	West Randall Elementary	38	40	36	38	39	40
170	Fresno	Fowler Unified School District	Malaga Elementary	48	40	47	43	45	47
171	Fresno	Fresno Unified School District	Ayer Elementary	56	53	54	44	39	34
172	Fresno	Fresno Unified School District	Aynsworth Elementary	49	49	49	37	39	40
173	Fresno	Fresno Unified School District	Burroughs Elementary	38	45	45	38	38	39
174	Fresno	Fresno Unified School District	Calwa Elementary	25	31	36	37	36	34
175	Fresno	Fresno Unified School District	Centennial Elementary	37	38	40	32	33	36
176	Fresno	Fresno Unified School District	Columbia Elementary	32	33	32	41	40	37
177	Fresno	Fresno Unified School District	David L Greenberg Elementary	25	28	37	36	39	43
178	Fresno	Fresno Unified School District	Del Mar Elementary	45	42	43	41	38	35
179	Fresno	Fresno Unified School District	Ericson Elementary	48	41	44	38	39	37
180	Fresno	Fresno Unified School District	Ewing Elementary	32	37	43	36	37	36
181	Fresno	Fresno Unified School District	Fremont Elementary	53	53	54	45	42	40
182	Fresno	Fresno Unified School District	Heaton Elementary	36	39	41	38	36	35
183	Fresno	Fresno Unified School District	Hidalgo Elementary	32	34	33	42	44	44
184	Fresno	Fresno Unified School District	Holland Elementary	56	54	49	43	42	40
185	Fresno	Fresno Unified School District	Jefferson Elementary	35	35	47	42	39	38
186	Fresno	Fresno Unified School District	King Elementary	30	31	34	41	39	36
187	Fresno	Fresno Unified School District	Kirk Elementary	32	40	38	38	39	41
188	Fresno	Fresno Unified School District	Lane Elementary	36	33	44	40	40	40
189	Fresno	Fresno Unified School District	Lincoln Elementary	24	30	39	38	40	42
190	Fresno	Fresno Unified School District	Lowell Elementary	33	31	28	41	39	36
191	Fresno	Fresno Unified School District	Mayfair Elementary	30	32	40	36	35	35
192	Fresno	Fresno Unified School District	Muir Elementary	25	32	37	40	41	39

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
193	Fresno	Fresno Unified School District	Pyle Elementary	38	35	40	39	40	40
194	Fresno	Fresno Unified School District	Roeding Elementary	49	48	56	42	39	39
195	Fresno	Fresno Unified School District	Rowell (Chester)	30	41	39	39	42	43
196	Fresno	Fresno Unified School District	Slater Elementary	36	41	50	36	35	34
197	Fresno	Fresno Unified School District	Sunset Elementary	41	35	43	39	37	36
198	Fresno	Fresno Unified School District	Susan B Anthony Elementary	35	31	35	38	37	39
199	Fresno	Fresno Unified School District	Turner Elementary	35	41	41	40	37	33
200	Fresno	Fresno Unified School District	Webster Elementary	41	42	33	45	40	36
201	Fresno	Fresno Unified School District	Wilson Elementary	42	42	45	36	34	33
202	Fresno	Fresno Unified School District	Wishon Elementary	49	50	46	44	40	36
203	Fresno	Fresno Unified School District	Wolters Elementary	49	44	44	36	36	37
204	Los Angeles	Glendale Unified School District	Jefferson (Thomas) Elementary	69	66	76	35	34	34
205	Los Angeles	Glendale Unified School District	Mann (Horace) Elementary	55	54	61	45	44	42
206	Los Angeles	Glendale Unified School District	Muir (John) Elementary	60	60	65	43	47	49
207	Monterey	Gonzales Unified School District	La Gloria Elementary	45	43	40	42	42	42
208	Monterey	Greenfield Union School District	Cesar Chavez Elementary	34	36	41	39	41	43
209	Monterey	Greenfield Union School District	Greenfield Elementary	28	27	35	36	37	37
210	Monterey	Greenfield Union School District	Oak Avenue	30	33	38	47	47	45
211	Santa Barbara	Guadalupe Union ESD	Mary Buren	45	49	50	33	33	32
212	Merced	Gustine Unified School District	Romero	39	48	46	48	48	46
213	Los Angeles	Hacienda La Puente USD	Baldwin	53	60	63	38	37	36
214	Los Angeles	Hacienda La Puente USD	California Elementary	52	50	50	35	37	37
215	Los Angeles	Hacienda La Puente USD	Del Valle Elementary	46	42	41	38	39	38
216	Los Angeles	Hacienda La Puente USD	Glenelder Elementary	43	47	50	42	44	41

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
217	Los Angeles	Hacienda La Puente USD	Kwis Elementary	64	67	62	41	38	36
218	Los Angeles	Hacienda La Puente USD	Lassalette Elementary	53	55	54	38	38	41
219	Los Angeles	Hacienda La Puente USD	Shadybend Elementary	56	60	59	34	39	39
220	Los Angeles	Hacienda La Puente USD	Temple Academy	40	52	42	34	36	36
221	Los Angeles	Hacienda La Puente USD	Valinda School of Academics	50	53	53	35	36	36
222	Los Angeles	Hacienda La Puente USD	Wing Lane Elementary	44	45	55	33	35	37
223	Los Angeles	Hacienda La Puente USD	Workman Elementary	58	49	59	42	44	49
224	Alameda	Hayward Unified School District	Cherryland Elementary	41	39	40	37	37	34
225	Alameda	Hayward Unified School District	Glassbrook Elementary	36	40	39	24	25	26
226	Alameda	Hayward Unified School District	Markham Elementary	56	46	40	40	37	32
227	Alameda	Hayward Unified School District	Muir Elementary	45	42	37	34	36	34
228	Alameda	Hayward Unified School District	Park Elementary	43	45	44	37	37	35
229	Sonoma	Healdsburg Unified	Healdsburg Elementary		39	41		35	36
230	Imperial	Heber School District	Heber	50	47	52	52	51	47
231	Riverside	Hemet Unified School District	Hamilton Elementary School		48	51		41	44
232	Riverside	Hemet Unified School District	McSweeny Elementary School		46	52		37	40
233	Riverside	Hemet Unified School District	Ramona Elementary School		44	48		39	39
234	Riverside	Hemet Unified School District	Whittier Elementary School		49	53		35	35
235	Riverside	Hemet Unified School District	Winchester Elementary School		51	53		42	42
236	Lassen	Johnstonville Elementary School District	Johnstonville Elementary	72	65	57	31	32	34
237	Siskiyou	Junction Elementary School District	Junction Elementary			28	45	42	43
238	Los Angeles	Keppel Union Elementary	Antelope Elementary	43	45	46	49	43	37
239	Los Angeles	Keppel Union Elementary	Daisy Gibson Elementary	44	46	41	46	47	44
240	Los Angeles	Keppel Union Elementary	Lake Los Angeles Elementary	40	39	43	45	45	44

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
241	Stanislaus	Keyes Union Elementary School District	Keyes	41	42	46	45	45	47
242	Monterey	King City Union Elementary	Del Ray Elementary	38	41	40	38	39	38
243	Monterey	King City Union Elementary	Santa Lucia Elementary	47	46	44	32	32	33
244	Lake	Konocti Unified School District	Burns Valley	44	43	38	39	38	36
245	Lake	Konocti Unified School District	East Lake	54	52	45	42	40	34
246	Lake	Konocti Unified School District	Lower Lake	57	50	54	39	38	36
247	Kern	Lamont Elementary School District	Alicante	39	42	43	35	36	36
248	Los Angeles	Lancaster School District	Desert View	47	40	47	41	42	41
249	Los Angeles	Lancaster School District	El Dorado	42	48	46	36	35	35
250	Los Angeles	Lancaster School District	Joshua	42	45	38	38	37	37
251	Los Angeles	Lancaster School District	Lincoln Elementary	43	40	45	39	39	38
252	Los Angeles	Lancaster School District	Mariposa	37	38	42	40	38	37
253	Los Angeles	Lancaster School District	Sierra	43	44	44	36	37	36
254	Merced	Le Grand Union ESD	Le Grand Elementary	44	48	52	37	43	48
255	Trinity	Lewiston Elementary School District	Lewiston			13	31	34	42
256	Merced	Livingston Union ESD	Herndon (Selma) Elementary	52	54	58	45	43	41
257	Merced	Livingston Union ESD	Yamato Colony Elementary	62	55	58	46	43	42
258	Los Angeles	Long Beach Unified School District	Barton Elementary	57	56	53	54	46	38
259	Los Angeles	Long Beach Unified School District	Burbank Elementary	48	46	46	33	34	32
260	Los Angeles	Long Beach Unified School District	Burnett Elementary	42	45	51	35	35	33
261	Los Angeles	Long Beach Unified School District	Dooley			52			33
262	Los Angeles	Long Beach Unified School District	Harte Elementary	55	55	56	42	39	33
263	Los Angeles	Long Beach Unified School District	Lafayette Elementary	48	51	57	34	34	35
264	Los Angeles	Long Beach Unified School District	Lee Elementary	54	54	54	43	42	39

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
265	Los Angeles	Long Beach Unified School District	Lincoln Elementary	39	43	47	39	37	34
266	Los Angeles	Long Beach Unified School District	McKinley Elementary	49	48	50	58	51	42
267	Los Angeles	Long Beach Unified School District	Muir Elementary	65	58	59	47	42	39
268	Los Angeles	Long Beach Unified School District	Powell	54	49	48	33	35	35
269	Los Angeles	Long Beach Unified School District	Roosevelt Elementary	52	49	46	47	42	35
270	Los Angeles	Long Beach Unified School District	Webster Elementary	59	60	58	38	41	41
271	Los Angeles	Long Beach Unified School District	Whittier Elementary	54	54	56	58	48	36
272	Los Angeles	Los Angeles USD	Alexandria	42	46	49	36	35	32
273	Los Angeles	Los Angeles USD	Alta Loma	55	52	57	40	41	41
274	Los Angeles	Los Angeles USD	Amanecer Primary Center		48	54	47	42	40
275	Los Angeles	Los Angeles USD	Amestoy	49	52	52	39	39	38
276	Los Angeles	Los Angeles USD	Angeles Mesa	38	40	39	36	37	36
277	Los Angeles	Los Angeles USD	Aragon	43	45	45	34	34	33
278	Los Angeles	Los Angeles USD	Arco Iris Primary		46	48	33	35	38
279	Los Angeles	Los Angeles USD	Arlington Heights	49	45	49	42	40	39
280	Los Angeles	Los Angeles USD	Arminta	44	50	46	37	37	36
281	Los Angeles	Los Angeles USD	Aurora Elementary	43	45	50	36	37	34
282	Los Angeles	Los Angeles USD	Avalon Gardens Elementary	35	50	51	35	32	29
283	Los Angeles	Los Angeles USD	Bakewell Primary Center		46	49	46	45	41
284	Los Angeles	Los Angeles USD	Barrett	50	49	55	38	37	35
285	Los Angeles	Los Angeles USD	Barton Hill	54	50	52	46	42	36
286	Los Angeles	Los Angeles USD	Beachy Elementary School	46	50	50	37	37	36
287	Los Angeles	Los Angeles USD	Bellingham Primary Center		46	48	36	39	42
288	Los Angeles	Los Angeles USD	Belvedere	47	44	47	34	34	33

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
289	Los Angeles	Los Angeles USD	Braddock Drive	57	55	55	36	34	32
290	Los Angeles	Los Angeles USD	Budlong	38	42	38	34	34	31
291	Los Angeles	Los Angeles USD	Burton	48	48	53	39	38	38
292	Los Angeles	Los Angeles USD	Camellia	40	43	41	35	31	28
293	Los Angeles	Los Angeles USD	Canoga Park	40	46	47	39	39	39
294	Los Angeles	Los Angeles USD	Cantara	52	54	58	39	39	37
295	Los Angeles	Los Angeles USD	Canterbury	58	56	53	36	33	30
296	Los Angeles	Los Angeles USD	Catskill	57	55	56	41	41	39
297	Los Angeles	Los Angeles USD	Century Park Elementary	42	49	44	36	36	37
298	Los Angeles	Los Angeles USD	Cesar Chavez Elementary	43	39	47	36	35	36
299	Los Angeles	Los Angeles USD	Cienega	49	48	48	35	36	38
300	Los Angeles	Los Angeles USD	Cimarron	44	50	51	39	40	42
301	Los Angeles	Los Angeles USD	City Terrace	44	40	48	36	39	39
302	Los Angeles	Los Angeles USD	Cohasset	50	47	55	37	35	34
303	Los Angeles	Los Angeles USD	Coliseum Street Elementary	36	42	48	43	41	38
304	Los Angeles	Los Angeles USD	Columbus Avenue		40	42		41	40
305	Los Angeles	Los Angeles USD	Compton Avenue Elementary	40	47	45	35	36	34
306	Los Angeles	Los Angeles USD	Corona	44	45	43	35	36	36
307	Los Angeles	Los Angeles USD	Dayton Heights	55	52	58	38	38	38
308	Los Angeles	Los Angeles USD	Dena (Christopher) Elementary	43	46	51	35	33	33
309	Los Angeles	Los Angeles USD	Dyer	48	49	45	37	37	35
310	Los Angeles	Los Angeles USD	El Dorado	48	52	49	45	44	41
311	Los Angeles	Los Angeles USD	El Sereno	53	52	53	29	29	31
312	Los Angeles	Los Angeles USD	Elizabeth LC	36	35	36	40	36	33

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
313	Los Angeles	Los Angeles USD	Escutia Primary Center		46	49	46	42	36
314	Los Angeles	Los Angeles USD	Esperanza Elementary	33	33	36	35	35	36
315	Los Angeles	Los Angeles USD	Euclid	46	46	45	37	37	37
316	Los Angeles	Los Angeles USD	Evergreen Avenue Elementary	45	44	47	39	40	38
317	Los Angeles	Los Angeles USD	Farmdale	45	45	48	36	35	34
318	Los Angeles	Los Angeles USD	Fernangeles Elementary	41	42	43	33	32	31
319	Los Angeles	Los Angeles USD	Fifteenth Street	53	55	53	56	47	37
320	Los Angeles	Los Angeles USD	Fifty-Ninth Street	38	35	41	36	37	41
321	Los Angeles	Los Angeles USD	Fifty-Second Street	33	37	43	31	33	37
322	Los Angeles	Los Angeles USD	Figueroa Street Elementary	39	45	46	38	35	33
323	Los Angeles	Los Angeles USD	First Street Elementary	48	43	55	31	32	31
324	Los Angeles	Los Angeles USD	Fishburn	47	51	52	41	39	35
325	Los Angeles	Los Angeles USD	Fletcher Drive	41	41	42	38	36	34
326	Los Angeles	Los Angeles USD	Florence	53	49	51	41	36	32
327	Los Angeles	Los Angeles USD	Flournoy (Lovelia P.) Elementary	44	44	53	40	39	40
328	Los Angeles	Los Angeles USD	Ford Blvd	42	46	50	32	32	31
329	Los Angeles	Los Angeles USD	Forty-Ninth Street Elementary	34	31	39	35	34	34
330	Los Angeles	Los Angeles USD	Forty-Second Street	45	39	43	35	36	36
331	Los Angeles	Los Angeles USD	Fourth Street	56	57	58	40	38	34
332	Los Angeles	Los Angeles USD	Fries Avenue Elementary	38	43	38	35	36	36
333	Los Angeles	Los Angeles USD	Gardena	54	52	52	40	37	35
334	Los Angeles	Los Angeles USD	Garza Elementary		43	50	48	44	39
335	Los Angeles	Los Angeles USD	Gates	51	51	57	38	37	36
336	Los Angeles	Los Angeles USD	Glassell Park	57	57	54	40	38	38

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
337	Los Angeles	Los Angeles USD	Glen Alta	51	52	51	28	30	31
338	Los Angeles	Los Angeles USD	Glenwood	45	45	47	31	31	32
339	Los Angeles	Los Angeles USD	Graham Elementary	37	40	42	33	34	36
340	Los Angeles	Los Angeles USD	Grand View Boulevard Elementary		47	46		35	35
341	Los Angeles	Los Angeles USD	Grape	44	45	43	36	38	39
342	Los Angeles	Los Angeles USD	Gratts	37	32	36	40	39	36
343	Los Angeles	Los Angeles USD	Gridley Elementary	45	49	46	35	35	37
344	Los Angeles	Los Angeles USD	Griffith-Joyner	32	36	38	39	37	36
345	Los Angeles	Los Angeles USD	Gulf	43	45	50	35	36	36
346	Los Angeles	Los Angeles USD	Hamasaki	46	47	50	33	37	40
347	Los Angeles	Los Angeles USD	Hammel	45	44	55	34	35	36
348	Los Angeles	Los Angeles USD	Harmony Elementary	37	45	53	32	33	34
349	Los Angeles	Los Angeles USD	Harrison Elementary	33	37	49	38	38	36
350	Los Angeles	Los Angeles USD	Harvard Elementary	52	57	63	43	39	37
351	Los Angeles	Los Angeles USD	Hawaiian Avenue Elementary	50	61	61	38	37	35
352	Los Angeles	Los Angeles USD	Hazeltine Avenue Elementary	41	45	46	36	38	39
353	Los Angeles	Los Angeles USD	Heliotrope	48	50	57	43	45	44
354	Los Angeles	Los Angeles USD	Hillcrest Drive Elementary	33	30	37	38	39	39
355	Los Angeles	Los Angeles USD	Hillside	45	49	52	41	41	38
356	Los Angeles	Los Angeles USD	Hobart Blvd.	55	57	56	35	33	32
357	Los Angeles	Los Angeles USD	Holmes	36	51	54	32	33	36
358	Los Angeles	Los Angeles USD	Hooper Elementary	33	34	34	36	36	34
359	Los Angeles	Los Angeles USD	Hooper New Primary Center		46	49	42	43	40
360	Los Angeles	Los Angeles USD	Hope Street Elementary	47	52	56	37	37	37

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
361	Los Angeles	Los Angeles USD	Hughes	47	49	51	37	36	34
362	Los Angeles	Los Angeles USD	Humphreys Elementary	46	44	46	36	37	37
363	Los Angeles	Los Angeles USD	Hyde Park	34	36	33	40	41	41
364	Los Angeles	Los Angeles USD	Island Elementary		47	51		35	33
365	Los Angeles	Los Angeles USD	Kennedy	43	45	51	36	36	37
366	Los Angeles	Los Angeles USD	Kittridge	43	44	57	43	42	39
367	Los Angeles	Los Angeles USD	La Salle	42	45	42	36	35	34
368	Los Angeles	Los Angeles USD	Langdon	37	39	37	37	37	35
369	Los Angeles	Los Angeles USD	Lankershim	50	49	48	36	36	35
370	Los Angeles	Los Angeles USD	Lexington Avenue Primary Center		57	61	37	40	40
371	Los Angeles	Los Angeles USD	Liberty	43	50	50	38	38	38
372	Los Angeles	Los Angeles USD	Liggett	47	50	52	39	39	39
373	Los Angeles	Los Angeles USD	Lillian	49	49	49	40	37	33
374	Los Angeles	Los Angeles USD	Limerick	45	46	50	37	38	37
375	Los Angeles	Los Angeles USD	Lockwood	45	48	56	34	35	35
376	Los Angeles	Los Angeles USD	Loma Vista	44	46	52	38	37	36
377	Los Angeles	Los Angeles USD	Lorena	41	41	35	38	36	32
378	Los Angeles	Los Angeles USD	Los Angeles Elementary	46	46	49	44	44	45
379	Los Angeles	Los Angeles USD	Mack Elementary	36	34	37	41	37	32
380	Los Angeles	Los Angeles USD	Madison Elementary	48	53	59	43	42	42
381	Los Angeles	Los Angeles USD	Main Street Elementary	32	38	38	34	35	37
382	Los Angeles	Los Angeles USD	Malabar	38	40	38	33	34	32
383	Los Angeles	Los Angeles USD	Manchester Elementary	34	36	40	44	41	41
384	Los Angeles	Los Angeles USD	Manhattan	46	45	36	41	41	39

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
385	Los Angeles	Los Angeles USD	Maple Primary Center		47	50	40	37	37
386	Los Angeles	Los Angeles USD	Marianna	50	52	50	36	37	41
387	Los Angeles	Los Angeles USD	Mariposa-Nabi Primary Center		49	48	42	41	40
388	Los Angeles	Los Angeles USD	Maywood New #5	44	43	55	44	42	36
389	Los Angeles	Los Angeles USD	McKinley	46	47	50	40	38	36
390	Los Angeles	Los Angeles USD	Menlo Elementary	37	34	38	40	38	36
391	Los Angeles	Los Angeles USD	Micheltorena	50	49	54	31	33	34
392	Los Angeles	Los Angeles USD	Middleton	46	50	51	36	36	35
393	Los Angeles	Los Angeles USD	Middleton New Primary Center		46	48	38	41	37
394	Los Angeles	Los Angeles USD	Miles	47	47	47	33	33	30
395	Los Angeles	Los Angeles USD	Miller (Loren) Elementary	39	44	44	44	43	40
396	Los Angeles	Los Angeles USD	Miramonte Elementary	37	36	39	33	32	31
397	Los Angeles	Los Angeles USD	Murchison	46	47	45	36	36	38
398	Los Angeles	Los Angeles USD	Napa Elementary	38	48	45	43	46	49
399	Los Angeles	Los Angeles USD	Nevin	40	42	47	32	32	31
400	Los Angeles	Los Angeles USD	Newcastle	53	59	66	39	42	43
401	Los Angeles	Los Angeles USD	Ninety-Fifth Street Elementary	39	41	40	44	42	40
402	Los Angeles	Los Angeles USD	Ninety-Ninth Street	38	40	39	40	39	38
403	Los Angeles	Los Angeles USD	Ninety-Second Street	44	47	50	40	39	35
404	Los Angeles	Los Angeles USD	Ninety-Sixth Street	54	49	52	40	42	41
405	Los Angeles	Los Angeles USD	Ninety-Third Street	44	52	49	40	37	35
406	Los Angeles	Los Angeles USD	Ninth Street	32	27	36	37	37	36
407	Los Angeles	Los Angeles USD	Noble	45	48	53	41	41	40
408	Los Angeles	Los Angeles USD	Normandie Avenue Elementary	37	38	34	38	37	36

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
409	Los Angeles	Los Angeles USD	Nueva Vista	61	61	63	35	35	33
410	Los Angeles	Los Angeles USD	Olympic Primary Center		46	49	41	44	39
411	Los Angeles	Los Angeles USD	One Hundred Ninth Street School		39	37		33	35
412	Los Angeles	Los Angeles USD	One Hundred Sixteenth Street Elementary	32	38	42	37	37	38
413	Los Angeles	Los Angeles USD	One-Hundred Eighteenth Street	38	37	42	38	36	35
414	Los Angeles	Los Angeles USD	One-Hundred Fifty-Third Street	47	48	50	38	35	33
415	Los Angeles	Los Angeles USD	One-Hundred Seventh Street	31	34	36	32	35	37
416	Los Angeles	Los Angeles USD	One-Hundred Thirty-Fifth Street	45	43	45	45	43	37
417	Los Angeles	Los Angeles USD	One-Hundred Twelfth Street	42	39	39	33	36	38
418	Los Angeles	Los Angeles USD	One-Hundred Twenty-Second Street	41	50	56	38	36	34
419	Los Angeles	Los Angeles USD	Oxnard	52	50	57	43	41	35
420	Los Angeles	Los Angeles USD	Pacific Boulevard	48	52	57	34	35	34
421	Los Angeles	Los Angeles USD	Panorama City Elementary	42	44	45	45	41	36
422	Los Angeles	Los Angeles USD	Parmelee Avenue Elementary	39	41	44	43	41	39
423	Los Angeles	Los Angeles USD	Parthenia	57	58	57	44	44	42
424	Los Angeles	Los Angeles USD	Pio Pico	46	47	45	39	37	36
425	Los Angeles	Los Angeles USD	Plasencia	51	50	58	30	31	32
426	Los Angeles	Los Angeles USD	Plummer Elementary		46	57		42	43
427	Los Angeles	Los Angeles USD	Politi	43	40	48	36	35	33
428	Los Angeles	Los Angeles USD	Queen Anne Place Elementary		53	52		36	35
429	Los Angeles	Los Angeles USD	Ranchito	47	53	53	38	36	35
430	Los Angeles	Los Angeles USD	Raymond Avenue Elementary	42	41	47	41	41	43
431	Los Angeles	Los Angeles USD	Ricardo Lizarraga Elementary	40	41	39	39	41	38
432	Los Angeles	Los Angeles USD	Ritter	36	33	34	33	35	36

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
433	Los Angeles	Los Angeles USD	Roscoe	49	45	46	39	37	36
434	Los Angeles	Los Angeles USD	Rowan	42	42	48	39	39	39
435	Los Angeles	Los Angeles USD	Russell Elementary	37	40	45	37	37	40
436	Los Angeles	Los Angeles USD	San Fernando	46	43	46	35	34	34
437	Los Angeles	Los Angeles USD	San Miguel	47	51	56	41	40	39
438	Los Angeles	Los Angeles USD	San Pedro	58	53	49	38	35	34
439	Los Angeles	Los Angeles USD	Santa Monica Boulevard Community Charter	47	50	53	36	38	42
440	Los Angeles	Los Angeles USD	Saticoy	48	46	53	34	34	32
441	Los Angeles	Los Angeles USD	Saturn	46	50	52	39	39	39
442	Los Angeles	Los Angeles USD	Sendak Elementary	48	52	55	35	35	35
443	Los Angeles	Los Angeles USD	Seventy-Fifth Street Elementary	34	34	34	36	37	37
444	Los Angeles	Los Angeles USD	Seventy-Fourth Street	57	57	62	36	38	41
445	Los Angeles	Los Angeles USD	Sharp Elementary School	43	52	49	43	43	42
446	Los Angeles	Los Angeles USD	Shenandoah	55	56	52	36	37	37
447	Los Angeles	Los Angeles USD	Sheridan Street	47	46	47	36	35	32
448	Los Angeles	Los Angeles USD	Sierra Park	46	55	57	30	30	31
449	Los Angeles	Los Angeles USD	Sierra Vista	64	63	67	40	39	37
450	Los Angeles	Los Angeles USD	Sixth Avenue Elementary		43	44		36	35
451	Los Angeles	Los Angeles USD	Sixty-Eighth Street Elementary	45	41	40	40	41	38
452	Los Angeles	Los Angeles USD	Sixty-First Street Elementary	48	46	45	41	38	35
453	Los Angeles	Los Angeles USD	Sixty-Sixth Street Elementary	45	44	49	40	41	39
454	Los Angeles	Los Angeles USD	Soto	42	44	55	40	37	33
455	Los Angeles	Los Angeles USD	South Park	40	41	49	36	36	37
456	Los Angeles	Los Angeles USD	Stanford	52	50	51	36	35	33

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
457	Los Angeles	Los Angeles USD	Stanford New Primary Center		46	48	38	37	33
458	Los Angeles	Los Angeles USD	State	45	49	50	36	37	39
459	Los Angeles	Los Angeles USD	Sterry	62	58	55	34	34	31
460	Los Angeles	Los Angeles USD	Stonehurst	49	52	58	37	38	38
461	Los Angeles	Los Angeles USD	Sunny Brae Avenue Elementary	46	47	49	40	40	41
462	Los Angeles	Los Angeles USD	Sylmar	43	45	45	38	38	38
463	Los Angeles	Los Angeles USD	Sylvan Park Elementary	41	48	48	40	39	37
464	Los Angeles	Los Angeles USD	Telfair Elementary	46	46	49	42	41	41
465	Los Angeles	Los Angeles USD	Tenth Street	33	37	44	34	36	35
466	Los Angeles	Los Angeles USD	Trinity	34	39	44	34	39	42
467	Los Angeles	Los Angeles USD	Tweedy	47	46	56	37	37	37
468	Los Angeles	Los Angeles USD	Twentieth Street	46	50	54	38	37	34
469	Los Angeles	Los Angeles USD	Union Elementary	47	51	49	39	40	40
470	Los Angeles	Los Angeles USD	Utah Elementary	43	54	52	35	35	34
471	Los Angeles	Los Angeles USD	Valerio Elementary	54	52	54	42	39	35
472	Los Angeles	Los Angeles USD	Van Nuys	50	46	44	39	38	36
473	Los Angeles	Los Angeles USD	Vernon City	35	48	58	31	37	39
474	Los Angeles	Los Angeles USD	Victoria	50	49	55	35	35	33
475	Los Angeles	Los Angeles USD	Victory	49	52	46	32	32	32
476	Los Angeles	Los Angeles USD	Vinedale Elementary	45	43	43	38	36	32
477	Los Angeles	Los Angeles USD	Wadsworth	38	36	37	33	33	32
478	Los Angeles	Los Angeles USD	Walnut Park	47	47	56	35	34	32
479	Los Angeles	Los Angeles USD	Washington New Primary Center #1		46	49	32	34	36
480	Los Angeles	Los Angeles USD	Weigand	36	37	43	36	38	41

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
481	Los Angeles	Los Angeles USD	West Athens	42	39	43	40	41	42
482	Los Angeles	Los Angeles USD	West Vernon	30	30	33	33	33	34
483	Los Angeles	Los Angeles USD	Western	41	39	40	39	39	36
484	Los Angeles	Los Angeles USD	White House Place	42	46	48	36	36	36
485	Los Angeles	Los Angeles USD	Wilmington Park	53	56	56	41	40	37
486	Los Angeles	Los Angeles USD	Woodcrest	30	31	33	34	36	35
487	Santa Clara	Luther Burbank ESD	Burbank (Luther)	63	64	60	41	40	41
488	Los Angeles	Lynwood Unified School District	Abbott Elementary		58	57		38	38
489	Los Angeles	Lynwood Unified School District	Helen Keller Elementary	30	48	47	38	40	42
490	Los Angeles	Lynwood Unified School District	Mark Twain	49	54	53	37	36	35
491	Los Angeles	Lynwood Unified School District	Roosevelt	41	49	43	43	39	35
492	Los Angeles	Lynwood Unified School District	Rosa Parks School, was Agnes School	54	49	59	44	43	40
493	Los Angeles	Lynwood Unified School District	Wilson	41	50	48	40	40	38
494	Orange	Magnolia Elementary School District	Lord Baden-Powell Elementary	54	59	66	58	57	55
495	Orange	Magnolia Elementary School District	Maxwell (Mattie Lou) Elementary	46	48	53	42	42	42
496	Orange	Magnolia Elementary School District	Pyles (Robert M.) Elementary	40	44	48	49	45	40
497	Orange	Magnolia Elementary School District	Sweitzer (Dr. Albert) Elementary	52	47	57	37	38	41
498	Orange	Magnolia Elementary School District	Walter (Esther L.) Elementary	38	40	50	40	41	45
499	San Joaquin	Manteca Unified School District	French Camp Elementary	40	50	55	53	51	55
500	San Joaquin	Manteca Unified School District	Lincoln Elementary	49	56	53	58	57	57
501	San Joaquin	Manteca Unified School District	Sequoia Elementary	49	50	60	45	48	52
502	Kern	McFarland Unified School District	Browning Road Elementary	43	45	45	40	38	38
503	Kern	McFarland Unified School District	Kern Avenue Elementary	41	43	41	36	37	37
504	Imperial	Meadows Union Elementary School District	Meadows Elementary	45	40	46	47	48	45

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
505	Merced	Merced City Elementary School District	Franklin			49			34
506	Merced	Merced City Elementary School District	Fremont Charter	52	54	46	40	41	42
507	Merced	Merced City Elementary School District	Gracey Elementary	48	56	52	45	43	41
508	Merced	Merced City Elementary School District	Muir (John) Elementary	47	52	49	38	42	44
509	Merced	Merced City Elementary School District	Reyes Elementary	49	45	48	45	45	43
510	Merced	Merced City Elementary School District	Sheehy Elementary	50	49	50	44	43	39
511	Merced	Merced City Elementary School District	Stefani			48			37
512	Merced	Merced City Elementary School District	Stowell Elementary	44	49	49	47	45	41
513	Merced	Merced City Elementary School District	Wright Elementary	56	61	57	37	38	39
514	Los Angeles	Montebello Unified School District	Bell Gardens Elementary	40	45	48	28	29	31
515	Los Angeles	Montebello Unified School District	Chavez (Ceasar E.) Elementary	40	48	52	27	27	28
516	Los Angeles	Montebello Unified School District	Garfield Elementary	40	38	47	30	34	35
517	Los Angeles	Montebello Unified School District	Gascon (Joseph A.) Elementary	45	50	54	33	33	33
518	Los Angeles	Montebello Unified School District	La Merced Elementary	49	49	52	34	33	32
519	Los Angeles	Montebello Unified School District	Laguna Nueva Elementary	37	36	47	26	25	28
520	Los Angeles	Montebello Unified School District	Montebello Gardens Elementary	59	53	68	29	27	30
521	Los Angeles	Montebello Unified School District	Montebello Park	46	45	52	30	31	32
522	Los Angeles	Montebello Unified School District	Rosewood Park	40	43	45	29	29	30
523	Los Angeles	Montebello Unified School District	Suva Elementary	35	41	46	28	29	34
524	Los Angeles	Montebello Unified School District	Wilcox Elementary	49	46	52	33	32	32
525	Los Angeles	Montebello Unified School District	Winter Gardens Elementary	35	43	48	29	28	28
526	Los Angeles	Mountain View Elementary School District	Cogswell Elementary	49	57	59	55	47	39
527	Los Angeles	Mountain View Elementary School District	La Primaria Elementary	59	61	70	34	34	33
528	Los Angeles	Mountain View Elementary School District	Maxson Elementary	53	54	58	53	48	42

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
529	Los Angeles	Mountain View Elementary School District	Miramonte Elementary	50	47	48	57	53	55
530	Los Angeles	Mountain View Elementary School District	Monte Vista Elementary	54	62	69	49	43	38
531	Los Angeles	Mountain View Elementary School District	Parkview Elementary	50	54	55	66	58	47
532	Los Angeles	Mountain View Elementary School District	Payne Elementary	44	41	44	43	48	47
533	Los Angeles	Mountain View Elementary School District	Twin Lakes	55	54	57	47	44	42
534	Contra Costa	Mt. Diablo Unified School District	Cambridge Elementary	23	31	33	42	43	41
535	Contra Costa	Mt. Diablo Unified School District	Meadow Homes Elementary	31	34	35	38	38	38
536	Contra Costa	Mt. Diablo Unified School District	Rio Vista Elementary	42	42	38	46	44	40
537	Contra Costa	Mt. Diablo Unified School District	Shore Acres Elementary	32	31	36	35	34	35
538	Contra Costa	Mt. Diablo Unified School District	Ygnacio Valley Elementary	34	42	43	50	45	38
539	San Joaquin	New Hope Elementary School District	New Hope Elementary	54	61	55	40	44	46
540	Orange	Newport-Mesa Unified School District	Adams Elementary	53	51	54	48	46	45
541	Orange	Newport-Mesa Unified School District	Pomona Elementary	39	43	48	43	43	43
542	Orange	Newport-Mesa Unified School District	Whittier Elementary	47	45	50	42	41	38
543	Sacramento	North Sacramento ESD	Castori (Michael J.) Elementary	49	49	50	43	43	44
544	Sacramento	North Sacramento ESD	Hagginwood Elementary			47			43
545	Sacramento	North Sacramento ESD	Johnson (Harmon) Elementary	38	40	40	41	42	42
546	Sacramento	North Sacramento ESD	Noralto Elementary	41	40	47	39	40	40
547	Sacramento	North Sacramento ESD	Northwood Elementary	41	45	46	37	38	38
548	Sacramento	North Sacramento ESD	Woodlake Elementary	49	50	54	39	40	43
549	Alameda	Oakland USD	Belle Vista Elementary	52	55	60	36	39	40
550	Alameda	Oakland USD	Brookfield Village Elementary	42	44	44	39	40	41
551	Alameda	Oakland USD	Community United			30			48
552	Alameda	Oakland USD	Cox	31	34	33	54	50	45

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
553	Alameda	Oakland USD	East Oakland Pride Elementary			27			41
554	Alameda	Oakland USD	Emerson Elementary	47	46	43	41	37	36
555	Alameda	Oakland USD	Franklin Elementary	63	60	72	58	52	48
556	Alameda	Oakland USD	Fred T Korematsu Discovery Academy			26			41
557	Alameda	Oakland USD	Futures			33			24
558	Alameda	Oakland USD	Garfield	46	49	50	40	42	42
559	Alameda	Oakland USD	Global Family School			20			28
560	Alameda	Oakland USD	Hoover Elementary	39	43	36		48	43
561	Alameda	Oakland USD	King, Jr. (Martin Luther) Elementary	47	45	44	45	42	39
562	Alameda	Oakland USD	Lafayette Elementary	36	44	30	39	38	39
563	Alameda	Oakland USD	Learning without Limits			36			46
564	Alameda	Oakland USD	Mann (Horace)	38	40	41	46	51	52
565	Alameda	Oakland USD	Manzanita	43	34	40	41	39	36
566	Alameda	Oakland USD	Manzanita SEED			34			
567	Alameda	Oakland USD	Markham Elementary	41	40	43	46	44	41
568	Alameda	Oakland USD	Marshall (Thurgood) Elementary	56	50	54	48	46	38
569	Alameda	Oakland USD	Maxwell Park Elementary	35	34	32	45	45	39
570	Alameda	Oakland USD	Parker Elementary	52	55	60	41	42	42
571	Alameda	Oakland USD	Prescott Elementary	41	43	40	34	34	34
572	Alameda	Oakland USD	Sankofa			36			28
573	Alameda	Oakland USD	Stonehurst	38	30	33	44	41	40
574	Alameda	Oakland USD	World Academy	37	37	42	43	44	47
575	San Bernardino	Ontario-Montclair Elementary School District	Berlyn Elementary	39	45	47	43	44	44
576	San Bernardino	Ontario-Montclair Elementary School District	Bon View Elementary	36	43	43	41	41	41

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
577	San Bernardino	Ontario-Montclair Elementary School District	Corona Elementary	37	40	46	45	42	36
578	San Bernardino	Ontario-Montclair Elementary School District	Edison Elementary	51	56	66	41	42	42
579	San Bernardino	Ontario-Montclair Elementary School District	Elderberry Elementary	44	42	43	38	38	40
580	San Bernardino	Ontario-Montclair Elementary School District	Euclid Elementary	32	38	43	40	42	43
581	San Bernardino	Ontario-Montclair Elementary School District	Hawthorne Elementary	51	48	47	34	36	36
582	San Bernardino	Ontario-Montclair Elementary School District	Haynes Elementary	40	42	46	40	38	33
583	San Bernardino	Ontario-Montclair Elementary School District	Howard Elementary	52	51	56	42	43	44
584	San Bernardino	Ontario-Montclair Elementary School District	Kingsley Elementary	42	39	46	42	42	40
585	San Bernardino	Ontario-Montclair Elementary School District	Lehigh Elementary	30	44	46	36	36	37
586	San Bernardino	Ontario-Montclair Elementary School District	Linda Vista Elementary		44	47	41	42	42
587	San Bernardino	Ontario-Montclair Elementary School District	Mariposa Elementary	31	35	37	36	38	40
588	San Bernardino	Ontario-Montclair Elementary School District	Monte Vista Elementary	47	44	48	41	40	40
589	San Bernardino	Ontario-Montclair Elementary School District	Montera	39	48	39	38	38	37
590	San Bernardino	Ontario-Montclair Elementary School District	Ramona Elementary	45	43	51	47	44	41
591	San Bernardino	Ontario-Montclair Elementary School District	Sultana Elementary	37	38	43	34	39	41
592	San Bernardino	Ontario-Montclair Elementary School District	Vista Grande Elementary	48	52	49	43	44	44
593	Orange	Orange Unified School District	California Elementary	55	60	63	30	33	37
594	Orange	Orange Unified School District	Cambridge Elementary	52	42	45	31	33	32
595	Orange	Orange Unified School District	Esplanade Elementary	42	50	53	48	47	42
596	Orange	Orange Unified School District	Fairhaven Elementary	37	36	38	41	42	39
597	Orange	Orange Unified School District	Handy Elementary	43	43	50	34	37	42
598	Orange	Orange Unified School District	Sycamore Elementary	42	42	48	39	39	38
599	Orange	Orange Unified School District	West Orange Elementary	59	68	64	43	41	36
600	San Bernardino	Oro Grande School District	Oro Grande	45	55	48	32	31	29

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
601	Santa Cruz	Pajaro Valley Unified School District	Amesti	32	36	38	36	36	34
602	Santa Cruz	Pajaro Valley Unified School District	Freedom	35	35	34	40	41	38
603	Santa Cruz	Pajaro Valley Unified School District	Hall	33	38	36	38	37	35
604	Santa Cruz	Pajaro Valley Unified School District	Landmark	31	29	29	44	42	39
605	Santa Cruz	Pajaro Valley Unified School District	MacQuiddy	32	38	32	35	36	35
606	Santa Cruz	Pajaro Valley Unified School District	Mintie White Elementary	27	31	37	36	37	39
607	Santa Cruz	Pajaro Valley Unified School District	Ohlone	22	24	26	31	32	33
608	Santa Cruz	Pajaro Valley Unified School District	Radcliff Elementary	22	31	30	28	29	30
609	Santa Cruz	Pajaro Valley Unified School District	Starlight	29	28	37	33	34	33
610	Riverside	Palm Springs Unified School District	Wenzlaff (Edward) Elementary	42	43	46	37	40	41
611	Riverside	Palm Springs Unified School District	Cahuilla Elementary	47	54	57	39	37	36
612	Riverside	Palm Springs Unified School District	Cathedral City Elementary	41	52	48	36	34	34
613	Riverside	Palm Springs Unified School District	Corsini (Julius) Elementary	42	39	44	39	40	39
614	Riverside	Palm Springs Unified School District	Lindley (Della S.) Elementary	53	45	49	37	38	38
615	Riverside	Palm Springs Unified School District	Two Bunch Palms Elementary	36	37	38	39	39	38
616	Riverside	Palm Springs Unified School District	Vista del Monte Elementary	44	41	42	32	33	33
617	Los Angeles	Palmdale School District	Chaparral Elementary	52	53	53	35	35	34
618	Los Angeles	Palmdale School District	Golden Poppy	44	43	47	33	36	42
619	Los Angeles	Palmdale School District	Los Amigos	46	49	54	39	43	58
620	Los Angeles	Palmdale School District	Manzanita Elementary	34	38	49	30	32	33
621	Los Angeles	Palmdale School District	Palm Tree	46	47	46	37	40	52
622	Los Angeles	Palmdale School District	Summerwind	47	46	48	37	36	36
623	Los Angeles	Palmdale School District	Tamarisk	44	43	42	46	46	47
624	Los Angeles	Palmdale School District	Tumbleweed	42	39	43	42	43	47

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
625	Los Angeles	Palmdale School District	Yucca	29	30	36	40	41	47
626	Los Angeles	Paramount Unified School District	Alondra School	55	61	55	43	43	43
627	Los Angeles	Paramount Unified School District	Collins (Captain Raymond) School	49	50	51	38	40	41
628	Los Angeles	Paramount Unified School District	Frank J Zamboni	48	56	54	53	51	45
629	Los Angeles	Paramount Unified School District	Gaines (Wesley) School	60	62	57	52	51	47
630	Los Angeles	Paramount Unified School District	Hollydale School	50	49	50	43	43	39
631	Los Angeles	Paramount Unified School District	Howard Tanner		47	48		47	48
632	Los Angeles	Paramount Unified School District	Jefferson Elementary (Paramount)	55	53	51	40	43	42
633	Los Angeles	Paramount Unified School District	Lakewood School	48	50	48	38	40	41
634	Los Angeles	Paramount Unified School District	Lincoln School	63	59	58	47	47	45
635	Los Angeles	Paramount Unified School District	Los Cerritos School	45	46	41	45	48	44
636	Los Angeles	Paramount Unified School District	Mokler (Major Lynn) School	50	54	55	53	51	45
637	Los Angeles	Paramount Unified School District	Wirtz (Harry) School	43	44	45	45	46	47
638	Los Angeles	Pasadena Unified School District	Altadena Elementary	54	41	45	39	37	38
639	Los Angeles	Pasadena Unified School District	Cleveland Elementary		46	49		38	36
640	Los Angeles	Pasadena Unified School District	Jackson Elementary	49	50	50	40	41	42
641	Los Angeles	Pasadena Unified School District	Jefferson Elementary		47	51		37	39
642	Los Angeles	Pasadena Unified School District	Loma Alta Elementary	47	46	50	32	36	38
643	Los Angeles	Pasadena Unified School District	Longfellow Elementary (Pasadena)	54	65	64	49	51	52
644	Los Angeles	Pasadena Unified School District	Madison Elementary	50	49	53	42	44	44
645	Los Angeles	Pasadena Unified School District	San Rafael Elementary	50	48	44	38	38	37
646	Los Angeles	Pasadena Unified School District	Washington Accelerated Elementary	64	53	56	42	40	40
647	Riverside	Perris Elementary School District	Enchanted Hills Elementary	41	45	52	42	42	45
648	Riverside	Perris Elementary School District	Good Hope Elementary	33	32	33	40	43	45

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
649	Riverside	Perris Elementary School District	Palms Elementary	42	46	44	36	36	34
650	Riverside	Perris Elementary School District	Park Avenue Elementary	41	43	48	43	43	42
651	Riverside	Perris Elementary School District	Perris Elementary	32	33	36	38	39	44
652	Contra Costa	Pittsburg Unified School District	Foothill Elementary	46	45	46	40	37	36
653	Contra Costa	Pittsburg Unified School District	Heights Elementary	53	51	53	45	44	39
654	Contra Costa	Pittsburg Unified School District	Highlands Elementary	50	47	47	38	36	34
655	Contra Costa	Pittsburg Unified School District	Willow Cove	47	45	44	38	39	38
656	Tulare	Pleasant View Elementary School District	Pleasant View		50	50			37
657	Tulare	Pleasant View Elementary School District	Pleasant View West		50	50		39	43
658	Fresno	Raisin City School District	Raisin City	30	38	43	37	38	41
659	San Mateo	Ravenswood City School District	Belle Haven	30	33	34	40	36	32
660	San Mateo	Ravenswood City School District	Green Oaks	17	24	34	28	28	27
661	San Mateo	Ravenswood City School District	Willow Oaks Elementary	36	34	43	25	26	27
662	San Bernardino	Rialto Unified School District	Bemis Elementary	43	44	48	37	38	38
663	San Bernardino	Rialto Unified School District	Boyd Elementary	45	46	48	54	51	51
664	San Bernardino	Rialto Unified School District	Casey Elementary	44	44	44	41	42	39
665	San Bernardino	Rialto Unified School District	Curtis Elementary	43	43	48	43	45	47
666	San Bernardino	Rialto Unified School District	Dr. Ernest Garcia	51	53	57	42	40	38
667	San Bernardino	Rialto Unified School District	Dunn Elementary	44	42	45	44	43	44
668	San Bernardino	Rialto Unified School District	Henry Elementary	37	36	34	42	41	42
669	San Bernardino	Rialto Unified School District	Kelley Elementary	46	45	46	52	49	47
670	San Bernardino	Rialto Unified School District	Morgan Elementary	44	39	52	43	43	47
671	San Bernardino	Rialto Unified School District	Morris Elementary	47	45	53	42	40	38
672	San Bernardino	Rialto Unified School District	Preston	48	41	43	45	42	41

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
673	Tulare	Richgrove School District	Richgrove	38	36	43	42	41	40
674	Ventura	Rio Elementary School District	Rio Del Mar			42			33
675	Ventura	Rio Elementary School District	Rio Plaza	31	29	38	31	33	38
676	Ventura	Rio Elementary School District	Rio Real	32	32	31	35	34	34
677	Sacramento	Robla Elementary School District	Glenwood Elementary	48	47	59	38	38	38
678	Sacramento	Robla Elementary School District	Main Avenue Elementary	54	44	41	41	41	39
679	Sonoma	Roseland Elementary	Roseland Elementary	36	34	42	32	33	33
680	Sonoma	Roseland Elementary	Sheppard Elementary	46	45	47	36	36	34
681	Mendocino	Round Valley Unified School District	Round Valley Elementary		29	29		41	44
682	Sacramento	Sacramento City Unified School District	Anthony (Susan B.) Elementary	34	39	36	35	34	36
683	Sacramento	Sacramento City Unified School District	Baker (Ethel I.) Elementary	45	44	42	40	40	39
684	Sacramento	Sacramento City Unified School District	Edward Kemble Elementary		45	48		44	44
685	Sacramento	Sacramento City Unified School District	Freeport Elementary	32	32	35	37	37	37
686	Sacramento	Sacramento City Unified School District	Harkness (H. W.) Elementary	46	44	48	32	31	33
687	Sacramento	Sacramento City Unified School District	Harte (Bret) Elementary	56	53	60	36	37	36
688	Sacramento	Sacramento City Unified School District	Huntington (Collis P.) Elementary	36	42	45	36	33	33
689	Sacramento	Sacramento City Unified School District	Kenny (Father Keith B) Elementary	32	37	41	36	32	29
690	Sacramento	Sacramento City Unified School District	Maple Elementary	51	49	44	39	39	37
691	Sacramento	Sacramento City Unified School District	Oak Ridge Elementary	38	31	36	33	38	40
692	Sacramento	Sacramento City Unified School District	Pacific Elementary	36	39	38	43	41	40
693	Sacramento	Sacramento City Unified School District	Parkway Elementary	43	51	51	39	38	41
694	Sacramento	Sacramento City Unified School District	Phillips (Ethel) Elementary	43	43	49	43	43	44
695	Sacramento	Sacramento City Unified School District	Smith (Jedediah) Elementary	44	32	33	34	36	37
696	Sacramento	Sacramento City Unified School District	Still (John H.) Elementary	39	45	39	35	35	37

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
697	Sacramento	Sacramento City Unified School District	Tahoe Elementary	59	54	54	44	42	42
698	Sacramento	Sacramento City Unified School District	Warren (Earl) Elementary	46	51	48	37	35	32
699	Sacramento	Sacramento City Unified School District	Washington Elementary	47	42	46	41	40	37
700	Sacramento	Sacramento City Unified School District	Winn (A. M.) Elementary	53	53	47	33	34	33
701	Monterey	Salinas City Elementary School District	Boranda Meadows	39	46	47	33	33	34
702	Monterey	Salinas City Elementary School District	El Gabilan Elementary	36	38	38	38	35	32
703	Monterey	Salinas City Elementary School District	Loma Vista Elementary	39	39	43	40	40	39
704	Monterey	Salinas City Elementary School District	Los Padres Elementary	28	31	30	33	35	37
705	Monterey	Salinas City Elementary School District	Natividad Elementary	35	35	39	36	34	36
706	Monterey	Salinas City Elementary School District	Sherwood Elementary	24	26	31	36	37	39
707	San Bernardino	San Bernardino City USD	Bradley Elementary	31	36	37	42	41	41
708	San Bernardino	San Bernardino City USD	Burbank Elementary	35	40	47	42	46	50
709	San Bernardino	San Bernardino City USD	Cole Elementary	36	49	55	49	52	52
710	San Bernardino	San Bernardino City USD	Davidson Elementary	38	43	44	42	41	40
711	San Bernardino	San Bernardino City USD	E. Neal Roberts Elementary	33	34	42	44	46	44
712	San Bernardino	San Bernardino City USD	Emmerton Elementary	39	36	39	40	39	37
713	San Bernardino	San Bernardino City USD	Inghram Elementary	32	29	30	43	43	43
714	San Bernardino	San Bernardino City USD	Jefferson Hunt Elementary			33			35
715	San Bernardino	San Bernardino City USD	Juanita Blakely Jones Elementary		33	42		47	48
716	San Bernardino	San Bernardino City USD	Lankershim Elementary			50			41
717	San Bernardino	San Bernardino City USD	Lincoln Elementary	31	31	34	46	46	46
718	San Bernardino	San Bernardino City USD	Lytle Creek Elementary	33	31	39	38	37	39
719	San Bernardino	San Bernardino City USD	Manuel A Salinas Creative Arts Elementar	41	41	42	43	47	47
720	San Bernardino	San Bernardino City USD	Marshall Elementary	36	39	39	42	45	47

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
721	San Bernardino	San Bernardino City USD	Monterey Elementary	34	38	40	41	48	58
722	San Bernardino	San Bernardino City USD	Mt. Vernon Elementary	33	34	33	47	43	41
723	San Bernardino	San Bernardino City USD	Muscoy Elementary	36	40	40	49	52	50
724	San Bernardino	San Bernardino City USD	Newmark Elementary	48	51	55	39	39	46
725	San Bernardino	San Bernardino City USD	Oehl Elementary	45	44	50	61	57	53
726	San Bernardino	San Bernardino City USD	Riley Elementary	27	29	33	45	43	44
727	San Bernardino	San Bernardino City USD	Rio Vista Elementary	44	38	38	37	38	39
728	San Bernardino	San Bernardino City USD	Roosevelt Elementary	41	39	48	40	41	41
729	San Bernardino	San Bernardino City USD	Vermont Elementary	39	34	35	38	39	37
730	San Bernardino	San Bernardino City USD	Warm Springs Elementary	28	28	36	37	36	38
731	San Bernardino	San Bernardino City USD	Wilson Elementary	36	35	38	43	41	37
732	San Francisco	San Francisco Unified School District	Bryant Elementary	36	32	33	26	27	31
733	San Francisco	San Francisco Unified School District	Carmichael (Bessie)	62	61	59	38	32	32
734	San Francisco	San Francisco Unified School District	Chavez (Cesar) Elementary	55	33	38	37	35	33
735	San Francisco	San Francisco Unified School District	Drew (Charles) Elementary	47	40	39	29	25	28
736	San Francisco	San Francisco Unified School District	Glen Park Elementary	58	60	57	36	37	39
737	San Francisco	San Francisco Unified School District	Harte (Bret)	52	57	38	40	36	34
738	San Francisco	San Francisco Unified School District	Hillcrest Elementary	48	41	34	40	38	35
739	San Francisco	San Francisco Unified School District	John Muir Elementary		26	38		37	39
740	San Francisco	San Francisco Unified School District	Malcolm X Academy Elementary	37	28	24	45	38	35
741	San Francisco	San Francisco Unified School District	Marshall Elementary	45	49	48	35	43	45
742	San Francisco	San Francisco Unified School District	McKinley Elementary	62	61	55	35	34	36
743	San Francisco	San Francisco Unified School District	Milk (Harvey) Civil Rights Academy	58	60	56	42	40	39
744	San Francisco	San Francisco Unified School District	Ortega (Jose) Elementary	61	46	52	48	47	43

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
745	San Francisco	San Francisco Unified School District	Parks (Rosa) Elementary	44	43	48	31	31	32
746	San Francisco	San Francisco Unified School District	Revere (Paul) Elementary	27	30	31	37	32	31
747	San Francisco	San Francisco Unified School District	Sanchez Elementary	40	37	38	33	34	36
748	San Francisco	San Francisco Unified School District	Serra (Junipero) Elementary	56	52	56	36	38	36
749	San Francisco	San Francisco Unified School District	Sheridan Elementary	68	64	62	41	44	42
750	Riverside	San Jacinto Unified School District	Clayton A Record, Jr Elementary	44	42	47	32	36	40
751	Riverside	San Jacinto Unified School District	DeAnza Elementary	51	52	53	40	41	42
752	Riverside	San Jacinto Unified School District	Estudillo Elementary	52	59	59	31	36	41
753	Riverside	San Jacinto Unified School District	Park Hill Elementary	40	41	44	40	39	37
754	Riverside	San Jacinto Unified School District	San Jacinto Elementary	33	30	40	35	40	43
755	Santa Clara	San Jose Unified School District	Almaden Elementary	43	48	51	41	42	41
756	Santa Clara	San Jose Unified School District	Darling Elementary	42	42	49	39	39	38
757	Santa Clara	San Jose Unified School District	Gardner Elementary	32	35	42	29	32	36
758	Santa Clara	San Jose Unified School District	Merritt Trace Elementary	48	50	58	33	36	35
759	Santa Clara	San Jose Unified School District	Washington Elementary	37	42	41	38	39	40
760	Sacramento	San Juan Unified School District	Dyer-Kelley Elementary	32	36	32	37	38	37
761	Sacramento	San Juan Unified School District	Greer Elementary	43	41	46	40	42	44
762	Sacramento	San Juan Unified School District	Howe Avenue Elementary	35	38	38	39	44	48
763	Sacramento	San Juan Unified School District	Skycrest Elementary	44	47	52	40	41	41
764	Imperial	San Pasqual Valley USD	San Pasqual Valley Elementary		39	43		37	38
765	San Diego	San Ysidro Elementary School District	Beyer Elementary	38	41	41	39	38	38
766	San Diego	San Ysidro Elementary School District	La Mirada Elementary	43	47	48	42	43	41
767	San Diego	San Ysidro Elementary School District	Smythe Elementary	38	42	51	37	40	42
768	San Diego	San Ysidro Elementary School District	Sunset Elementary	52	52	65	37	41	43

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
769	Orange	Santa Ana Unified School District	Carver Elementary	39	46	51	40	38	36
770	Orange	Santa Ana Unified School District	Diamond Elementary	29	43	45	38	38	39
771	Orange	Santa Ana Unified School District	Edison Elementary	35	43	44	39	40	40
772	Orange	Santa Ana Unified School District	Franklin Elementary	36	40	45	39	41	38
773	Orange	Santa Ana Unified School District	Fremont Elementary	34	41	41	33	35	35
774	Orange	Santa Ana Unified School District	Garfield Elementary	32	32	38	38	37	36
775	Orange	Santa Ana Unified School District	Harvey Elementary	44	47	53	55	47	38
776	Orange	Santa Ana Unified School District	Heninger Elementary	43	48	55	40	41	43
777	Orange	Santa Ana Unified School District	Hoover Elementary	37	43	47	42	40	41
778	Orange	Santa Ana Unified School District	Jackson Elementary	41	44	52	34	35	37
779	Orange	Santa Ana Unified School District	Kennedy Elementary	32	39	37	49	47	43
780	Orange	Santa Ana Unified School District	King Elementary	36	41	51	43	43	42
781	Orange	Santa Ana Unified School District	Lincoln Elementary	38	38	44	40	38	38
782	Orange	Santa Ana Unified School District	Lowell Elementary	25	30	38	36	37	37
783	Orange	Santa Ana Unified School District	Madison Elementary	50	58	58	41	39	37
784	Orange	Santa Ana Unified School District	Martin Elementary	34	43	46	37	38	39
785	Orange	Santa Ana Unified School District	Monte Vista Elementary	35	48	47	75	64	46
786	Orange	Santa Ana Unified School District	Pio Pico Elementary	33	39	48	48	47	47
787	Orange	Santa Ana Unified School District	Remington Elementary	42	49	59	39	36	34
788	Orange	Santa Ana Unified School District	Romero-Cruz Elementary		42	45	49	46	41
789	Orange	Santa Ana Unified School District	Roosevelt Elementary	38	34	40	41	41	41
790	Orange	Santa Ana Unified School District	Sepulveda Elementary	40	34	39	41	39	37
791	Orange	Santa Ana Unified School District	Wilson Elementary	26	29	31	35	40	41
792	Santa Barbara	Santa Maria-Bonita ESD	Alvin Elementary	39	36	37	40	39	39

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
793	Santa Barbara	Santa Maria-Bonita ESD	Bonita Elementary	37	40	45	41	39	35
794	Santa Barbara	Santa Maria-Bonita ESD	Bruce (Robert) Elementary	40	43	40	38	39	38
795	Santa Barbara	Santa Maria-Bonita ESD	Oakley Elementary	39	42	41	43	41	37
796	Santa Barbara	Santa Maria-Bonita ESD	Rice Elementary	43	41	52	41	41	39
797	Ventura	Santa Paula Elementary School District	Blanchard Elementary	42	47	49	28	32	34
798	Ventura	Santa Paula Elementary School District	Glen City Elementary	43	52	52	30	35	38
799	Ventura	Santa Paula Elementary School District	Thille (Grace S.) Elementary	51	56	56	35	37	39
800	Ventura	Santa Paula Elementary School District	Webster (Barbara) Elementary	40	43	42	27	29	31
801	Sonoma	Santa Rosa City Schools	Abraham Lincoln	40	38	37	39	41	40
802	Sonoma	Santa Rosa City Schools	Brook Hill	45	45	38	42	42	41
803	Sonoma	Santa Rosa City Schools	Helen Lehman	49	45	54	37	33	31
804	Sonoma	Santa Rosa City Schools	James Monroe	38	43	52	40	42	42
805	Sonoma	Santa Rosa City Schools	Luther Burbank	44	45	55	40	38	37
806	Sonoma	Santa Rosa City Schools	Steele Lane	41	49	45	39	39	39
807	Imperial	Seeley Union Elementary School District	Seeley Elementary	46	50	44	50	49	44
808	San Diego	South Bay Union School District	Berry	36	38	38	35	35	37
809	San Diego	South Bay Union School District	Central	42	38	50	41	39	38
810	San Diego	South Bay Union School District	Mendoza	50	49	53	36	38	39
811	San Diego	South Bay Union School District	Nicoloff	38	37	37	34	36	37
812	San Diego	South Bay Union School District	Sunnyslope	40	49	49	38	39	39
813	Los Angeles	South Whittier Elementary School District	Carmela Elementary	43	43	45	42	41	44
814	Los Angeles	South Whittier Elementary School District	Los Altos Elementary	43	48	50	28	30	35
815	Tulare	Stone Corral Elementary School District	Stone Corral Elementary		39	17		34	31
816	Kern	Taft City School District	Conley	49	45	45	41	40	39

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
817	Kern	Taft City School District	Jefferson	50	48	50	39	40	43
818	Kern	Taft City School District	Taft Primary	52	54	46	45	45	47
819	Solano	Vallejo City Unified School District	Grace Patterson Elementary		34	42		39	41
820	Solano	Vallejo City Unified School District	Highland Elementary		46	41		34	37
821	Solano	Vallejo City Unified School District	Johnston Cooper Elementary		51	48		41	41
822	Solano	Vallejo City Unified School District	Lincoln Elementary		47	54		35	33
823	Solano	Vallejo City Unified School District	Loma Vista Elementary		36	31		44	40
824	Solano	Vallejo City Unified School District	Mare Island Elementary			42			33
825	San Diego	Vista Unified School District	Bobier	33	41	48	40	44	46
826	San Diego	Vista Unified School District	Crestview	46	48	50	44	46	49
827	San Diego	Vista Unified School District	Grapevine	45	47	49	44	45	46
828	San Diego	Vista Unified School District	Maryland Elementary		38	37		44	42
829	San Diego	Vista Unified School District	Olive	40	41	48	40	44	50
830	Kern	Wasco Union School District	John L. Prueitt		37	47	37	37	37
831	Kern	Wasco Union School District	Karl F. Clemens	30	37	39	28	33	40
832	Kern	Wasco Union School District	Palm Avenue			33			33
833	Kern	Wasco Union School District	Teresa Burke			33			35
834	Yolo	Washington Unified School District	Elkhorn Village	40	40	39	41	42	40
835	Yolo	Washington Unified School District	Stonegate			58			40
836	Yolo	Washington Unified School District	Westfield Village	40	38	41	43	43	44
837	Contra Costa	West Contra Costa Unified School District	Bayview Elementary	33	41	38	38	38	36
838	Contra Costa	West Contra Costa Unified School District	Chavez (Ceasar E.) Elementary	47	48	48	36	35	33
839	Contra Costa	West Contra Costa Unified School District	Dover Elementary	31	34	39	38	37	37
840	Contra Costa	West Contra Costa Unified School District	Downer (Edward M.) Elementary	33	36	33	31	32	35

#	County	District	School	RFAI			RFII		
				2006	2007	2008	2006	2007	2008
841	Contra Costa	West Contra Costa Unified School District	Ford Elementary	47	49	55	37	37	37
842	Contra Costa	West Contra Costa Unified School District	Grant Elementary	36	45	42	43	39	34
843	Contra Costa	West Contra Costa Unified School District	Lake Elementary	31	35	35	37	34	31
844	Contra Costa	West Contra Costa Unified School District	Lincoln Elementary	24	34	44	34	37	39
845	Contra Costa	West Contra Costa Unified School District	Montalvin Elementary	40	37	46	33	32	34
846	Contra Costa	West Contra Costa Unified School District	Nystrom Elementary	33	37	38	42	41	40
847	Contra Costa	West Contra Costa Unified School District	Peres Elementary	42	41	50	44	42	39
848	Contra Costa	West Contra Costa Unified School District	Riverside Elementary	50	53	57	37	39	44
849	Contra Costa	West Contra Costa Unified School District	Verde Elementary	30	31	42	40	40	37
850	Contra Costa	West Contra Costa Unified School District	Wilson Elementary	51	53	47	32	32	33
851	Fresno	West Fresno School District	West Fresno Elementary		32	42		39	40
852	Imperial	Westmorland Union Elementary School District	Westmorland	38	40	39	51	52	54
853	Los Angeles	Whittier City Elementary School District	Hoover Elementary	55	49	54	46	45	44
854	Los Angeles	Whittier City Elementary School District	Lincoln Elementary	39	38	42	47	42	36
855	Los Angeles	Whittier City Elementary School District	Longfellow Elementary	54	53	51	46	45	44
856	Los Angeles	Whittier City Elementary School District	Orange Grove Elementary	56	56	55	38	40	40
857	Los Angeles	Whittier City Elementary School District	Phelan (Daniel) Elementary	57	57	62	55	51	46
858	Los Angeles	Whittier City Elementary School District	Sorensen Elementary	46	47	49	38	36	34
859	Los Angeles	Wilsona School District	Vista San Gabriel	44	49	53	52	50	46
860	Los Angeles	Wilsona School District	Wilsona	48	52	54	52	51	45
861	Merced	Winton Elementary School District	Crookham Elementary	45	47	45	36	39	38
862	Merced	Winton Elementary School District	Sparkes Elementary	41	49	50	42	40	38
863	Merced	Winton Elementary School District	Winfield			42			