

The California Reading First

Year 7

Evaluation Report

2008 – 2009

Appendices

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Appendix A: California Reading First Teacher Survey 2008-09

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 – 8,852, 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 – 8,852. For those questions where only one response was permitted, the total across the categories should approximately equal 8,852, though

this is not always the case due to missing responses. Other questions allow multiple responses and may total more than 8,852.

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
A1. What is your position as a teacher?		
a. General education teacher Grade K	2025	23%
b. General education teacher Grade 1	2311	26%
c. General education teacher Grade 2	2241	25%
d. General education teacher Grade 3	2068	23%
e. General education teacher split grade combination (answer questions A4 and A5)	207	2%
A2. How many years have you been teaching your district's adopted reading/language arts program?		
a. Less than 1 year	237	3%
b. 1 year	319	4%
c. 2 years	495	6%
d. 3 years	600	7%
e. 4 years	598	7%
f. 5 years	1231	14%
g. 6 years or more	5372	61%
A3. How many years will you have taught in the primary grades (K-3) as of July 2009?		
a. Less than 1 year	142	2%
b. 1 year	379	4%
c. 2 years	476	5%
d. 3 - 5 years	1567	18%
e. 6 - 10 years	2144	24%
f. 11 - 20 years	2898	33%
g. 21 - 25 years	693	8%
h. 26 or more years	553	6%
A4. If you teach a split grade combination, please indicate which grades:		
a. Kindergarten and Grade 1	123	1%
b. Grade 1 and Grade 2	117	1%
c. Grade 2 and Grade 3	152	2%
d. Grade 3 and Grade 4	63	1%
A5. If you teach a split grade combination, are you teaching two program levels at once?		
a. Yes, I teach both program levels	263	3%
b. No, I teach the lower program level	157	2%
c. No, I teach the higher program level	78	1%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
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	2326	26%
b. SRA/McGraw-Hill's Foro abierto para la lectura program	72	1%
c. Houghton-Mifflin's Reading: A Legacy of Literacy, 2003 program	5772	65%
d. Houghton-Mifflin's Lectura program	682	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	321	4%
b. SB 472 / AB 466, Year 1, Grade 1	410	5%
c. SB 472 / AB 466, Year 1, Grade 2	328	4%
d. SB 472 / AB 466, Year 1, Grade 3	321	4%
e. Advanced, Year 2, Kindergarten	176	2%
f. Advanced, Year 2, Grade 1	217	2%
g. Advanced, Year 2, Grade 2	278	3%
h. Advanced, Year 2, Grade 3	224	3%
i. Advanced or Mastery, Year 3, Year 4, Year 5, Year 6, or Year 7, Kindergarten or Grades 1, 2, or 3	3068	35%
j. Coach training	254	3%
k. None of the above. Skip to Question B7.	3097	35%
B2. Your attendance at the Reading Professional Development Institute was on:		
a. Not applicable	354	4%
b. My own time	3514	40%
c. Instructional day time	1958	22%
B3. When did the 5-day Reading Professional Development Institute training occur?		
a. Not applicable	406	5%
b. Before I began teaching the district adopted program	1098	12%
c. During my first year of teaching the district adopted program	1583	18%
d. After my first year of teaching the program	2670	30%
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	253	3%
b. It did not prepare me well	596	7%
c. It prepared me adequately	3629	41%
d. It prepared me very well	1258	14%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
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	765	9%
b. Less than 20 hours	166	2%
c. 20 - 39 hours	157	2%
d. 40 - 59 hours	313	4%
e. 60 - 79 hours	174	2%
f. 80 or more hours	4158	47%
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	867	10%
b. It has not supported me well	519	6%
c. It has supported me adequately	2835	32%
d. It has supported me very well	1366	15%
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	2483	28%
b. 1 - 5 hours	1769	20%
c. 6 - 10 hours	1219	14%
d. 11 -15 hours	661	7%
e. 16 - 20 hours	698	8%
f. More than 20 hours	1749	20%
C1. Open Court, Kindergarten, Teacher Materials		
a. Open Court Reading Teacher Editions		
Received?	476	99%
Did not receive?	5	1%
Used	364	76%
Effective	298	82%
b. Reading/Writing Workbook Teacher Editions (2000) or Sounds and Letters Workbook (2002)		
Received?	461	97%
Did not receive?	16	3%
Used	336	73%
Effective	267	79%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

		State-Level	
		# of Responses	Percent
c. English Learner Support Guide (2005)			
Received?		445	95%
Did not receive?		25	5%
Used		251	56%
Effective		132	53%
d. Big Books			
Received?		468	99%
Did not receive?		5	1%
Used		347	74%
Effective		278	80%
e. Manipulative Package (2000), or Reading, Phonemic Awareness, and Phonics Package (2002)			
Received?		371	82%
Did not receive?		83	18%
Used		247	67%
Effective		186	75%
f. Alphabet /Sound Wall Cards			
Received?		475	99%
Did not receive?		4	1%
Used		359	76%
Effective		304	85%
g. Intervention Guide			
Received?		450	96%
Did not receive?		21	4%
Used		243	54%
Effective		131	54%
C2. Open Court, Kindergarten, Student Materials			
a. Level A Pre-Decodable Books			
Received?		463	97%
Did not receive?		14	3%
Used		351	76%
Effective		283	81%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

		State-Level	
		# of Responses	Percent
b. Decodable Books			
Received?		457	97%
Did not receive?		15	3%
Used		340	74%
Effective		272	80%
c. Reading/Writing Workbooks (2000) or Phonics Skills Workbooks (2002)			
Received?		393	85%
Did not receive?		71	15%
Used		256	65%
Effective		186	73%
C3. Open Court, Grade 1, Teacher Materials			
a. Open Court Reading Teacher Editions			
Received?		631	100%
Did not receive?		1	0%
Used		496	79%
Effective		428	86%
b. Reading/Writing Workbook Teacher Editions (2000) or Phonics Skills Workbook (2002)			
Received?		613	97%
Did not receive?		16	3%
Used		460	75%
Effective		385	84%
c. English Learner Support Guide (2005)			
Received?		599	96%
Did not receive?		28	4%
Used		361	60%
Effective		230	64%
d. Intervention Guide			
Received?		600	97%
Did not receive?		21	3%
Used		357	60%
Effective		244	68%
e. Big Books			
Received?		612	97%
Did not receive?		17	3%
Used		470	77%
Effective		386	82%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
f. Sound/Spelling Wall Cards		
Received?	628	100%
Did not receive?	3	0%
Used	494	79%
Effective	437	88%
g. Language Arts Big Book (2002)		
Received?	577	93%
Did not receive?	43	7%
Used	372	64%
Effective	250	67%
h. Reading and Phonics Package (2002) or Manipulative Package (2000)		
Received?	426	71%
Did not receive?	178	29%
Used	283	66%
Effective	229	81%
C4. Open Court, Grade 1, Student Materials		
a. Decodable Books		
Received?	628	99%
Did not receive?	8	1%
Used	486	77%
Effective	404	83%
b. First and Second Readers		
Received?	612	97%
Did not receive?	16	3%
Used	468	76%
Effective	394	84%
c. Student Anthologies		
Received?	630	100%
Did not receive?	1	0%
Used	494	78%
Effective	437	88%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
d. Phonics Skills Workbook (2002) or Reading/Writing Workbooks (2000)		
Received?	626	99%
Did not receive?	5	1%
Used	485	77%
Effective	423	87%
e. Comprehension and Language Arts Skills Workbooks (2002)		
Received?	584	93%
Did not receive?	43	7%
Used	431	74%
Effective	342	79%
f. Writer's Workbooks (2002)		
Received?	350	57%
Did not receive?	259	43%
Used	158	45%
Effective	57	36%
C5. Open Court, Grade 2, Teacher Materials		
a. Open Court Reading Teacher Editions		
Received?	606	99%
Did not receive?	5	1%
Used	485	80%
Effective	393	81%
b. Reading/Writing Workbook Teacher Editions (2000) or Phonics Skills Workbook (2002)		
Received?	439	74%
Did not receive?	152	26%
Used	264	60%
Effective	175	66%
c. Inquiry Journal Teacher Edition		
Received?	470	80%
Did not receive?	120	20%
Used	189	40%
Effective	69	37%
d. Sound/Spelling Wall Cards		
Received?	598	99%
Did not receive?	4	1%
Used	472	79%
Effective	396	84%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

		State-Level	
		# of Responses	Percent
e. English Learner Support Guide (2005)			
Received?		581	96%
Did not receive?		22	4%
Used		382	66%
Effective		238	62%
f. Manipulative Package (2000) or Reading and Phonics Package (2002)			
Received?		299	53%
Did not receive?		264	47%
Used		187	63%
Effective		113	60%
g. Intervention Guide			
Received?		592	98%
Did not receive?		14	2%
Used		407	69%
Effective		285	70%
C6. Open Court, Grade 2, Student Materials			
a. Decodable Books			
Received?		596	98%
Did not receive?		12	2%
Used		468	79%
Effective		372	79%
b. Reading/Writing Workbooks (2000) or Phonics Skills Workbooks (2002)			
Received?		349	60%
Did not receive?		229	40%
Used		217	62%
Effective		147	68%
c. Inquiry Journals			
Received?		353	61%
Did not receive?		223	39%
Used		166	47%
Effective		55	33%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
d. Comprehension and Language Arts Skills Workbooks (2002)		
Received?	558	92%
Did not receive?	46	8%
Used	417	75%
Effective	300	72%
e. Student Anthologies		
Received?	595	99%
Did not receive?	8	1%
Used	472	79%
Effective	382	81%
f. Spelling and Vocabulary Skills (2002)		
Received?	575	95%
Did not receive?	31	5%
Used	441	77%
Effective	350	79%
g. Writer's Workbooks (2002)		
Received?	348	60%
Did not receive?	232	40%
Used	141	41%
Effective	45	32%
h. Language Arts Handbooks (2002)		
Received?	524	87%
Did not receive?	77	13%
Used	336	64%
Effective	204	61%
C7. Open Court, Grade 3, Teacher Materials		
a. Open Court Reading Teacher Editions		
Received?	582	100%
Did not receive?	0	0%
Used	467	80%
Effective	382	82%
b. English Learner Support Guide (2005)		
Received?	546	96%
Did not receive?	25	4%
Used	350	64%
Effective	209	60%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

		State-Level	
		# of Responses	Percent
c. Inquiry Journal Teacher Edition			
Received?		468	83%
Did not receive?		94	17%
Used		185	40%
Effective		75	41%
d. Sound/Spelling Wall Cards			
Received?		578	99%
Did not receive?		3	1%
Used		452	78%
Effective		367	81%
e. Manipulative Package (2000) or Reading and Phonics Package (2002)			
Received?		296	54%
Did not receive?		248	46%
Used		165	56%
Effective		99	60%
f. Intervention Guide			
Received?		569	98%
Did not receive?		12	2%
Used		400	70%
Effective		280	70%
C8. Open Court, Grade 3, Student Materials			
a. Sound/Spelling Cards			
Received?		520	90%
Did not receive?		56	10%
Used		392	75%
Effective		308	79%
b. Decodable Books			
Received?		564	98%
Did not receive?		13	2%
Used		433	77%
Effective		336	78%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
c. Reading/Writing Workbooks (2000) or Phonics Skills Workbooks (2002)		
Received?	325	58%
Did not receive?	231	42%
Used	189	58%
Effective	116	61%
d. Inquiry Journals		
Received?	372	66%
Did not receive?	188	34%
Used	178	48%
Effective	71	40%
e. Comprehension and Language Arts Skills Workbooks (2002)		
Received?	542	95%
Did not receive?	29	5%
Used	413	76%
Effective	307	74%
f. Student Anthologies		
Received?	578	99%
Did not receive?	3	1%
Used	464	80%
Effective	383	83%
g. Spelling and Vocabulary Skills (2002)		
Received?	550	95%
Did not receive?	28	5%
Used	422	77%
Effective	334	79%
h. Writer's Workbooks (2002)		
Received?	325	59%
Did not receive?	228	41%
Used	143	44%
Effective	54	38%
i. Language Arts Handbooks (2002)		
Received?	506	88%
Did not receive?	67	12%
Used	346	68%
Effective	223	64%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
C9. Houghton- Mifflin, Kindergarten, Teacher Materials		
a. Themes Teacher Editions		
Received?	1316	100%
Did not receive?	6	0%
Used	998	76%
Effective	840	84%
b. Universal Access Handbooks Set		
Received?	1222	95%
Did not receive?	65	5%
Used	797	65%
Effective	504	63%
c. Kindergarten Complete Set (10 Theme Packages, Welcome to School Big Books, Alphafriend Package, Letter/Word/Picture Cards, Phonics Center)		
Received?	1282	97%
Did not receive?	34	3%
Used	958	75%
Effective	838	87%
d. Alphafriend Display Cards		
Received?	1297	99%
Did not receive?	17	1%
Used	968	75%
Effective	849	88%
e. Phonics Library Classroom Set		
Received?	1287	98%
Did not receive?	29	2%
Used	955	74%
Effective	810	85%
C10. Houghton-Mifflin, Kindergarten, Student Materials		
a. Practice Books		
Received?	1305	99%
Did not receive?	15	1%
Used	976	75%
Effective	738	76%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

		State-Level	
		# of Responses	Percent
b. Phonics Library Takehomes (or Reproducible Masters)			
Received?		1249	96%
Did not receive?		58	4%
Used		907	73%
Effective		748	82%
C11. Houghton-Mifflin, Grade 1, Teacher Materials			
a. Themes Teacher Editions			
Received?		1494	100%
Did not receive?		4	0%
Used		1256	84%
Effective		1091	87%
b. Universal Access Handbooks Set			
Received?		1352	92%
Did not receive?		115	8%
Used		959	71%
Effective		593	62%
c. Phonics Library Classroom Set			
Received?		1463	98%
Did not receive?		24	2%
Used		1216	83%
Effective		1068	88%
d. Back to School Big Books (My Best Friend/ ABCs Rhyme, Chant, & Song)			
Received?		1389	94%
Did not receive?		91	6%
Used		1126	81%
Effective		829	74%
e. Big Book Anthologies			
Received?		1159	79%
Did not receive?		311	21%
Used		947	82%
Effective		780	82%
f. Theme Paperbacks			
Received?		1126	77%
Did not receive?		338	23%
Used		839	75%
Effective		580	69%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
g. Sound/Spelling Cards		
Received?	1495	100%
Did not receive?	2	0%
Used	1246	83%
Effective	1112	89%
C12. Houghton-Mifflin, Grade 1, Student Materials		
a. Practice Books		
Received?	1489	100%
Did not receive?	6	0%
Used	1240	83%
Effective	948	76%
b. Student Anthologies		
Received?	1490	100%
Did not receive?	4	0%
Used	1243	83%
Effective	1084	87%
c. I Love Reading Books		
Received?	1375	93%
Did not receive?	97	7%
Used	1095	80%
Effective	915	84%
d. Phonics Library Takehomes		
Received?	1214	83%
Did not receive?	253	17%
Used	937	77%
Effective	783	84%
e. Theme Paperbacks		
Received?	983	68%
Did not receive?	457	32%
Used	695	71%
Effective	469	67%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

		State-Level	
		# of Responses	Percent
C13. Houghton-Mifflin, Grade 2, Teacher Materials			
a. Themes Teacher Editions			
Received?		1484	100%
Did not receive?		7	0%
Used		1166	79%
Effective		975	84%
b. Universal Access Handbooks Set			
Received?		1363	93%
Did not receive?		95	7%
Used		938	69%
Effective		589	63%
c. Phonics Library Classroom Set			
Received?		1466	98%
Did not receive?		23	2%
Used		1134	77%
Effective		964	85%
d. Theme Paperbacks			
Received?		1190	82%
Did not receive?		264	18%
Used		753	63%
Effective		517	69%
e. Sound/Spelling Cards			
Received?		1484	100%
Did not receive?		5	0%
Used		1159	78%
Effective		1003	87%
C14. Houghton-Mifflin, Grade 2, Student Materials			
a. Practice Books			
Received?		1481	99%
Did not receive?		11	1%
Used		1164	79%
Effective		915	79%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
b. Student Anthologies		
Received?	1477	100%
Did not receive?	7	0%
Used	1157	78%
Effective	1018	88%
c. I Love Reading Books		
Received?	1372	93%
Did not receive?	106	7%
Used	1026	75%
Effective	858	84%
d. Phonics Library Takehomes (or Reproducible Masters)		
Received?	1309	90%
Did not receive?	152	10%
Used	849	65%
Effective	692	82%
C15. Houghton-Mifflin, Grade 3, Teacher Materials		
a. Themes Teacher Editions		
Received?	1469	100%
Did not receive?	4	0%
Used	1162	79%
Effective	960	83%
b. Universal Access Handbooks Set		
Received?	1336	93%
Did not receive?	105	7%
Used	924	69%
Effective	623	67%
c. Reader's Library Classroom Set		
Received?	1317	91%
Did not receive?	132	9%
Used	952	72%
Effective	686	72%
d. Theme Paperbacks		
Received?	1217	85%
Did not receive?	217	15%
Used	789	65%
Effective	505	64%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
e. Sound/Spelling Cards		
Received?	1464	100%
Did not receive?	3	0%
Used	1118	76%
Effective	825	74%
C16. Houghton-Mifflin, Grade 3, Student Materials		
a. Practice Books		
Received?	1457	99%
Did not receive?	15	1%
Used	1154	79%
Effective	913	79%
b. Student Anthologies		
Received?	1453	99%
Did not receive?	11	1%
Used	1140	78%
Effective	962	84%
c. Reader's Library Books		
Received?	1294	90%
Did not receive?	151	10%
Used	907	70%
Effective	624	69%
d. Reader's Library Takehomes (or Reproducible Masters)		
Received?	1057	75%
Did not receive?	347	25%
Used	502	47%
Effective	304	61%
C17. Foro abierto para la lectura, Kindergarten, Teacher Materials		
a. Edición del maestro (Teacher Editions)		
Received?	24	100%
Did not receive?	0	0%
Used	19	79%
Effective	17	89%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
b. Destrezas de sonidos y letras (Sounds and Letters), Destrezas de artes del lenguaje (Language Arts Skills workbook) Teacher Editions		
Received?	24	100%
Did not receive?	0	0%
Used	19	79%
Effective	15	79%
c. Guía de desarrollo del idioma inglés (ELD Guide)		
Received?	22	100%
Did not receive?	0	0%
Used	10	45%
Effective	5	50%
d. Libros grandes incluyendo Libro grande de artes de lenguaje (Big Books including Language Arts Big Books)		
Received?	24	100%
Did not receive?	0	0%
Used	19	79%
Effective	15	79%
e. Paquete de fonética y Tarjetas del alfabeto y sus sonidos (Phonics kit includes Alphabet/Sound Wall Cards)		
Received?	24	100%
Did not receive?	0	0%
Used	19	79%
Effective	15	79%
f. Libros decodificables (Decodable Books)		
Received?	24	100%
Did not receive?	0	0%
Used	19	79%
Effective	15	79%
g. Intervención (Intervention)		
Received?	22	100%
Did not receive?	0	0%
Used	11	50%
Effective	6	55%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
C18. Foro abierto para la lectura, Kindergarten, Student Materials		
a. Libros decodificables (Decodable Books)		
Received?	23	100%
Did not receive?	0	0%
Used	18	78%
Effective	14	78%
b. Destrezas de sonidos y letras (Sounds and Letters)		
Received?	23	100%
Did not receive?	0	0%
Used	17	74%
Effective	12	71%
c. Destrezas de artes del lenguaje (Language Arts Skills Workbook and Sounds and Letters Workbook)		
Received?	22	96%
Did not receive?	1	4%
Used	17	77%
Effective	10	59%
d. Cuaderno del escritor (Writer's Workbook)		
Received?	9	39%
Did not receive?	14	61%
Used	5	56%
Effective	1	20%
C19. Foro abierto para la lectura, Grade 1, Teacher Materials		
a. Edición del maestro (Teacher Editions)		
Received?	24	100%
Did not receive?	0	0%
Used	15	63%
Effective	12	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?	23	96%
Did not receive?	1	4%
Used	14	61%
Effective	13	93%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
c. Guía de desarrollo del idioma inglés (ELD Guide)		
Received?	22	92%
Did not receive?	2	8%
Used	7	32%
Effective	6	86%
d. Libros grandes incluyendo libro grande de artes del lenguaje (Big Books including Language Arts big book)		
Received?	22	100%
Did not receive?	0	0%
Used	13	59%
Effective	11	85%
e. Paquete de fonética incluyendo tarjetas de sonidos y su grafía (Reading and Phonics Package Includes Sounds/Spelling Wall Cards)		
Received?	24	100%
Did not receive?	0	0%
Used	14	58%
Effective	12	86%
f. Cuaderno del escritor hojas fotocopiables (Writer's Workbook Black Line Master)		
Received?	19	83%
Did not receive?	4	17%
Used	6	32%
Effective	5	83%
g. Intervención edicones del maestro (Intervention Teacher Editions)		
Received?	22	96%
Did not receive?	1	4%
Used	12	55%
Effective	9	75%
C20. Foro abierto para la lectura, Grade 1, Student Materials		
a. Destrezas de fonética (Phonics Skills Workbook)		
Received?	23	96%
Did not receive?	1	4%
Used	14	61%
Effective	13	93%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
b. Destrezas de comprensión y artes del lenguaje (Comprehension and Language Arts Skills Workbook)		
Received?	23	100%
Did not receive?	0	0%
Used	14	61%
Effective	11	79%
c. Antologías del estudiante (Student Anthologies)		
Received?	23	96%
Did not receive?	1	4%
Used	14	61%
Effective	12	86%
d. Primeras y segundas lecturas (First and Second Readers)		
Received?	24	100%
Did not receive?	0	0%
Used	13	54%
Effective	10	77%
e. Libros decodificables (Decodable Books)		
Received?	24	100%
Did not receive?	0	0%
Used	14	58%
Effective	12	86%
C21. Foro abierto para la lectura, Grade 2, Teacher Materials		
a. Edición del maestro (Teacher Editions)		
Received?	20	100%
Did not receive?	0	0%
Used	11	55%
Effective	10	91%
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?	20	100%
Did not receive?	0	0%
Used	11	55%
Effective	10	91%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
c. Guía de desarrollo del idioma inglés (ELD Guide)		
Received?	20	100%
Did not receive?	0	0%
Used	9	45%
Effective	7	78%
d. Paquete de fonética incluyendo tarjetas de sonidos y su grafía (Reading and Phonics Package Includes Sounds/Spelling Wall Cards)		
Received?	19	100%
Did not receive?	0	0%
Used	10	53%
Effective	7	70%
e. Cuaderno del escritor hojas fotocopiables (Writer's Workbook Black Line Master)		
Received?	13	68%
Did not receive?	6	32%
Used	4	31%
Effective	1	25%
f. Intervención edicones del maestro (Intervention Teacher Editions)		
Received?	20	100%
Did not receive?	0	0%
Used	10	50%
Effective	7	70%
C22. Foro abierto para la lectura, Grade 2, Student Materials		
a. Destrezas de fonética (Phonics Skills Workbook)		
Received?	11	58%
Did not receive?	8	42%
Used	4	36%
Effective	3	75%
b. Destrezas de ortografía y vocabulario (Spelling and Vocabulary Workbook)		
Received?	19	100%
Did not receive?	0	0%
Used	12	63%
Effective	9	75%
c. Destrezas de comprensión y artes del lenguaje (Comprehension and Language Arts Skills Workbook)		
Received?	19	100%
Did not receive?	0	0%
Used	12	63%
Effective	9	75%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
d. Antologías del estudiante (Student Anthologies)		
Received?	18	95%
Did not receive?	1	5%
Used	10	56%
Effective	9	90%
e. Primeras lecturas (First Readers)		
Received?	19	100%
Did not receive?	0	0%
Used	11	58%
Effective	9	82%
f. Libros decodificables (Decodable Books)		
Received?	19	100%
Did not receive?	0	0%
Used	12	63%
Effective	9	75%
g. Diario de investigación (Inquiry Journal)		
Received?	13	68%
Did not receive?	6	32%
Used	4	31%
Effective	2	50%
C23. Foro abierto para la lectura, Grade 3, Teacher Materials		
a. Edición del maestro (Teacher Editions)		
Received?	3	100%
Did not receive?	0	0%
Used	2	67%
Effective	2	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?	3	100%
Did not receive?	0	0%
Used	2	67%
Effective	2	100%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

		State-Level	
		# of Responses	Percent
c. Guía de desarrollo del idioma inglés (ELD Guide)			
Received?		3	100%
Did not receive?		0	0%
Used		2	67%
Effective		1	50%
d. Paquete de fonética incluyendo tarjetas de sonidos y su grafía (Reading and Phonics Package includes Sounds/Spelling Wall Cards)			
Received?		3	100%
Did not receive?		0	0%
Used		2	67%
Effective		2	100%
e. Cuaderno del escritor hojas fotocopiables (Writer's Workbook Black Line Master)			
Received?		2	67%
Did not receive?		1	33%
Used		1	50%
Effective		1	100%
f. Intervención ediciones del maestro (Intervention Teacher Editions)			
Received?		3	100%
Did not receive?		0	0%
Used		2	67%
Effective		2	100%
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?		2	67%
Did not receive?		1	33%
Used		2	100%
Effective		2	100%
b. Destrezas de ortografía y vocabulario (Spelling and Vocabulary Workbook)			
Received?		3	100%
Did not receive?		0	0%
Used		2	67%
Effective		2	100%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
c. Antologías del estudiante (Student Anthologies)		
Received?	3	100%
Did not receive?	0	0%
Used	2	67%
Effective	2	100%
d. Libros decodificables (Decodable Books)		
Received?	2	67%
Did not receive?	1	33%
Used	1	50%
Effective	1	100%
e. Diario de investigación (Inquiry Journal)		
Received?	2	67%
Did not receive?	1	33%
Used	2	100%
Effective	1	50%
C25. Houghton-Mifflin Lectura, Kindergarten, Teacher Materials		
a. Guía del maestro (Teacher Editions)		
Received?	205	99%
Did not receive?	2	1%
Used	143	70%
Effective	114	80%
b. Biblioteca fonética páginas duplicables (Phonics Library Takehome Black Line Master)		
Received?	192	94%
Did not receive?	13	6%
Used	123	64%
Effective	85	69%
c. ¡Adelante! Libros de práctica (On my way practice readers)		
Received?	163	84%
Did not receive?	32	16%
Used	100	61%
Effective	64	64%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
d. Recursos del maestro páginas duplicables (Resource Black Line Master)		
Received?	198	97%
Did not receive?	7	3%
Used	117	59%
Effective	74	63%
e. Biblioteca fonética páginas duplicables (Phonics Library Takehome Black Line Master)		
Received?	185	93%
Did not receive?	13	7%
Used	109	59%
Effective	72	66%
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?	192	96%
Did not receive?	7	4%
Used	131	68%
Effective	106	81%
g. Tarjetas de Alfamigos		
Received?	204	99%
Did not receive?	2	1%
Used	141	69%
Effective	120	85%
C26. Houghton-Mifflin Lectura, Kindergarten, Student Materials		
a. Cuaderno de práctica (Practice Workbooks Student Edition)		
Received?	197	96%
Did not receive?	8	4%
Used	137	70%
Effective	101	74%
C27. Houghton-Mifflin Lectura, Grade 1, Teacher Materials		
a. Guía del maestro (Teachers Editions)		
Received?	198	99%
Did not receive?	2	1%
Used	147	74%
Effective	123	84%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
b. Biblioteca fonética (Phonics Library Takehome)		
Received?	177	89%
Did not receive?	21	11%
Used	126	71%
Effective	102	81%
c. Recursos del maestro páginas duplicables (Teacher Resource Black Line Master)		
Received?	194	97%
Did not receive?	5	3%
Used	115	59%
Effective	70	61%
d. Biblioteca fonética páginas duplicables (Phonics Library Takehome Black Line Master)		
Received?	194	97%
Did not receive?	5	3%
Used	128	66%
Effective	99	77%
e. Superlibros: “Mi mejor amiga/Luna Lunera, un libro de versos” (Big books)		
Received?	182	92%
Did not receive?	15	8%
Used	129	71%
Effective	90	70%
f. Superlibros antologías (Big Book Anthologies)		
Received?	163	83%
Did not receive?	34	17%
Used	119	73%
Effective	99	83%
g. Me encanta leer páginas duplicables (I Love to Read Black Line Master)		
Received?	191	96%
Did not receive?	7	4%
Used	121	63%
Effective	86	71%
h. Libros del tema (Theme Paperbacks)		
Received?	164	84%
Did not receive?	32	16%
Used	104	63%
Effective	78	75%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

		State-Level	
		# of Responses	Percent
C28. Houghton-Mifflin Lectura, Grade 1, Student Materials			
a. Cuaderno de práctica (Practice Workbooks Student Edition)			
Received?		193	97%
Did not receive?		5	3%
Used		141	73%
Effective		110	78%
b. Antología del estudiante (Student Anthologies)			
Received?		196	99%
Did not receive?		1	1%
Used		147	75%
Effective		127	86%
C29. Houghton-Mifflin Lectura, Grade 2, Teacher Materials			
a. Guía del maestro (Teachers Editions)			
Received?		180	99%
Did not receive?		2	1%
Used		131	73%
Effective		98	75%
b. Biblioteca fonética (Phonics Library Takehome)			
Received?		163	92%
Did not receive?		14	8%
Used		113	69%
Effective		85	75%
c. Recursos del maestro páginas duplicables (Teacher Resource Black Line Master)			
Received?		176	97%
Did not receive?		5	3%
Used		109	62%
Effective		75	69%
d. Biblioteca fonética páginas duplicables (Phonics Library Takehome Black Line Master)			
Received?		172	95%
Did not receive?		9	5%
Used		113	66%
Effective		77	68%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
e. Superlibros: “Las vacas no vuelan/Hora de dormir” (Big books)		
Received?	132	76%
Did not receive?	42	24%
Used	85	64%
Effective	48	56%
f. Me encanta leer páginas duplicables (I Love to Read Black Line Master)		
Received?	169	94%
Did not receive?	11	6%
Used	107	63%
Effective	69	64%
g. Libros del tema (Theme Paperbacks)		
Received?	135	77%
Did not receive?	40	23%
Used	77	57%
Effective	47	61%
C30. Houghton-Mifflin Lectura, Grade 2, Student Materials		
a. Cuaderno de práctica (Practice Workbooks)		
Received?	177	97%
Did not receive?	5	3%
Used	127	72%
Effective	95	75%
b. Antologías del estudiante (Student Anthologies)		
Received?	179	98%
Did not receive?	3	2%
Used	128	72%
Effective	102	80%
C31. Houghton-Mifflin Lectura, Grade 3,Teacher Materials		
a. Guía del maestro (Teachers Editions)		
Received?	84	97%
Did not receive?	3	3%
Used	53	63%
Effective	40	75%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
b. Biblioteca del lector (Reader's Library Takehome)		
Received?	71	84%
Did not receive?	14	16%
Used	39	55%
Effective	22	56%
c. Recursos del maestro páginas duplicables (Resource Black Line Master)		
Received?	83	95%
Did not receive?	4	5%
Used	48	58%
Effective	34	71%
d. Libros del tema (Theme Paperbacks)		
Received?	75	88%
Did not receive?	10	12%
Used	41	55%
Effective	26	63%
C32. Houghton-Mifflin Lectura, Grade 3, Student Materials		
a. Cuaderno de práctica (Practice Workbooks)		
Received?	85	99%
Did not receive?	1	1%
Used	49	58%
Effective	35	71%
b. Antologías del estudiante (Student Anthologies)		
Received?	82	95%
Did not receive?	4	5%
Used	47	57%
Effective	39	83%
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	64	1%
b. Some	473	5%
c. Most	2295	26%
d. All	5913	
D1. Does your school have a pacing schedule?		
a. My school does not have a pacing schedule	135	2%
b. My school has a pacing schedule based only on the assessment schedule	2631	30%
c. My school has a pacing schedule that identifies lessons on a daily or weekly schedule and when to give assessments	6004	68%

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State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
D2. How often does your school provide time for teachers to plan collaboratively?		
a. Hardly ever	1229	14%
b. Monthly	2069	23%
c. Twice monthly	2482	28%
d. Weekly	2942	33%
e. Daily	57	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	3291	37%
b. I am provided some individual planning time during the day	3485	39%
c. My individual planning time is adequate	1719	19%
d. My individual planning time is more than adequate	258	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	516	6%
b. 20 - 59 minutes per day	4415	50%
c. 60 - 89 minutes per day	2531	29%
d. 90 - 119 minutes per day	695	8%
e. 120 or more minutes per day	617	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	1830	21%
b. The principal makes sure the skill assessments take place, but does not track results	613	7%
c. The principal makes sure that the skill assessments take place and keeps track of the results	2781	31%
d. The principal makes sure that the skill assessments take place, tracks results, and requires that instruction be adjusted as necessary	3515	40%
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	237	3%
b. To monitor student progress	3121	35%
c. To guide instructional decisions	4975	56%
d. To challenge students to achieve	238	3%
e. To compute grades for report cards	177	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)	442	5%
b. Less than monthly	1642	19%
c. Monthly	2720	31%
d. More than once a month	3953	45%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
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	1491	17%
b. Fewer than half	2987	34%
c. Half or more than half	1882	21%
d. All or almost all	1986	22%
D9. What topics are discussed at grade-level meetings? Select all that apply.		
a. Not applicable.	56	1%
b. Instructional reading/language arts strategies	7683	87%
c. School-level administrative issues and announcements	4814	54%
d. Students who are having trouble	6561	74%
e. Extracurricular activities	2809	32%
f. Reading/language arts assessment results	7624	86%
g. Intervention strategies	7193	81%
h. The school's and district's mission	1973	22%
i. Issues in the field of education	2530	29%
j. Teacher professional development issues	3662	41%
k. Upcoming special events	4545	51%
l. Issues related to specific teaching practices that are part of your adopted reading/language arts program	6594	74%
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	309	3%
b. The principal takes primary responsibility	1751	20%
c. The principal and the coach share equal responsibility	4041	46%
d. The principal gives the coach the primary responsibility	2624	30%
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	1401	16%
b. Adequate support	4912	55%
c. More than adequate support	2448	28%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
D12. Does your school leadership require K-3 teachers to fully implement the adopted reading/language arts program?		
a. Full implementation is required	7366	83%
b. Some variation from full implementation is permitted	1371	15%
E1. What is your access to a reading coach?		
a. The coach is often unavailable	1243	14%
b. The coach is usually available	4399	50%
c. The coach seeks me out to assure that I have the support I need	2889	33%
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	710	8%
b. The coach gives general answers to questions	2084	24%
c. The coach gives specific, detailed answers that I can use	5670	64%
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	2920	33%
b. The coach's demonstrations do not help much	352	4%
c. The coach provides adequate demonstrations	2490	28%
d. The coach provides demonstrations that significantly improve my teaching	2678	30%
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	3093	35%
b. The coach helps facilitate the meetings regularly	3282	37%
c. In addition to facilitating grade-level meetings regularly, the coach keeps them focused on the instructional needs of the teachers	2066	23%
E5. Does the coach help reinforce the school's pacing schedule?		
a. Not applicable. My school does not have a pacing schedule.	88	1%
b. The coach does not check on my location on the pacing schedule	2489	28%
c. The coach occasionally checks in on where I am on the pacing schedule	3721	42%
d. The coach takes notice and helps me catch up if I fall behind on the pacing	2149	24%
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.	263	3%
b. The coach is not involved with these assessments	1590	18%
c. The coach makes sure the assessments take place, but does not review results	1190	13%
d. The coach helps interpret the assessments and reviews results	5409	61%

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State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
E7. How much access does the coach have to classrooms in your school?		
a. Coaches need teacher or principal permission to visit a classroom	207	2%
b. Coaches have free access to classrooms, but only a few teachers welcome their presence	972	11%
c. Coaches have free access to classrooms, but only about half of the teachers welcome their presence	1542	17%
d. Coaches have free access to classrooms, and almost all of the teachers welcome their presence	5715	65%
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	1313	15%
b. Adequate support	3687	42%
c. More than adequate support	3474	39%
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	34	0%
b. 20 - 39 minutes	59	1%
c. 40 - 59 minutes	174	2%
d. 60 - 79 minutes	574	6%
e. 80 - 99 minutes	884	10%
f. 100 - 119 minutes	598	7%
g. 120 - 139 minutes	1684	19%
h. 140 - 159 minutes	1410	16%
i. 160 - 179 minutes	698	8%
j. 180 minutes or more	2666	30%
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	479	5%
b. 20 - 59 minutes	4226	48%
c. 60 - 89 minutes	2103	24%
d. 90 - 120 minutes	859	10%
e. More than 120 minutes	1081	12%
F3. What percentage of your total reading/language arts instruction relies on materials from your district's adopted program?		
a. 0% - 19%	38	0%
b. 20% - 39%	105	1%
c. 40% - 59%	422	5%
d. 60% - 79%	1084	12%
e. 80% - 100%	7116	80%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

		State-Level	
		# of Responses	Percent
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		64	1%
b. I do not follow the existing pacing schedule		50	1%
c. I keep in mind where I want to be and aim for that		425	5%
d. I follow the pacing schedule approximately		2035	23%
e. I follow the pacing schedule very closely		6188	70%
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.		70	1%
b. I am more than two weeks behind where I should be		90	1%
c. I am one to two weeks behind where I should be		300	3%
d. I am within a week of where I should be		7173	81%
e. I am one to two weeks ahead of where I should be		963	11%
f. I am more than two weeks ahead of where I should be		149	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		218	2%
b. I use teacher-developed assessments that my colleagues or I have written		2195	25%
c. I use assessments that come from the publisher with the adopted program		3388	38%
d. I use the 6-8 Week Skill Assessments		6740	76%
e. I use district-developed assessments		2937	33%
f. I use assessments other than those listed above		1447	16%
F7. How do you primarily use results of the 6-8 Week Skill Assessments?			
a. I don't use the results		209	2%
b. I use the results to monitor student progress every six to eight weeks		2895	33%
c. I use the results to guide my teaching		5410	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		1417	16%
b. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction		7648	86%
c. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice		3857	44%
d. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)		4733	53%
e. Call for the assistance of a program coach to help me improve my teaching		3403	38%
f. Call in a reading specialist or resource teacher to assist me with students		1775	20%
g. Recommend time after school or during the summer to help students practice using adopted materials		3585	40%
h. Transfer the student to a class more appropriate to the student's skill level		628	7%
i. Use a supplemental intervention program approved by the State Board of Education		1701	19%

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State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
F9. What options do you find to be most effective when students do poorly on the 6-8 Week Skill Assessments? Select all that apply.		
a. I don't generally use these options	358	4%
b. Adjust the pacing schedule to match student learning rates	1549	17%
c. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	6952	79%
d. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	3915	44%
e. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	2559	29%
f. Call for the assistance of a program coach to help me improve my teaching	2226	25%
g. Call in a reading specialist or resource teacher to assist me with students	1319	15%
h. Recommend time after school or during the summer to help students practice using adopted materials	2798	32%
i. Transfer the student to a class more appropriate to the student's skill level	473	5%
j. Use a supplemental intervention program approved by the State Board of Education	1401	16%
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	1153	56%
b. Rotate into a sequence of activities on a variety of topics	678	33%
c. Be assigned to a group with matched abilities	1221	59%
d. Work on specific skills or activities designed to meet their needs	1881	91%
G2. The adopted program components that are best delivered to the entire class at the same time are:		
a. Workbook/practice book	1210	59%
b. Pre-decodable books	859	42%
c. Reading the Big Book	1893	92%
G3. When teaching phonemic awareness, I:		
a. Check for understanding by calling on all students during each lesson	1328	64%
b. Make sure students have proficiency in one phonemic awareness skill before proceeding to the next skill	871	42%
c. Clarify meaning of all unknown words	1050	51%
d. Make sure students are in close proximity in order to monitor responses	1637	79%
G4. Most of my writing instruction is focused on:		
a. Introducing the writing process	1437	70%
b. Teaching the adopted program's lessons	858	42%
c. Giving students an opportunity to write on self-selected topics	1027	50%
d. Having students write on various topics in their journals	1448	70%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
G5. It is most important for Kindergarten students to be automatic in recognizing:		
a. Their names	1335	65%
b. Names of the Alphabet Sounds Cards / Alphafriends	1502	73%
c. Upper and lower case letters	1783	86%
d. Simple consonant-vowel-consonant words	1485	72%
G6. I use the workbook/practice book to:		
a. Have students complete assignments independently in class	784	38%
b. Provide guided practice	1875	91%
c. Have students work on the assignment as homework	271	13%
G7. I teach comprehension and vocabulary development through the use of:		
a. Decodable text	1066	52%
b. Read alouds	1861	90%
c. Strategies and skills	1513	73%
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	1145	55%
b. Provide guided practice of assigned independent work	334	16%
c. Teach core content more easily in a smaller group setting	556	27%
G9. Most of my writing instruction time is focused on:		
a. Teaching the writing process	4557	67%
b. Daily lessons or weekly projects as provided in the adopted program	3852	57%
c. Weekly writing topics selected by my students	930	14%
d. Writing projects the students are to publish, three times a year	818	12%
G10. Most of my spelling instruction is focused on:		
a. Weekly lessons based on the sound/spelling card patterns	6068	89%
b. Assigning students to write spelling words for practice	2420	36%
c. Providing word games to practice spelling	2675	39%
d. Having students memorize words to prepare for weekly tests	1935	29%
G11. When introducing a decodable book, I have my students:		
a. Follow along as I read the book aloud	2398	35%
b. Silently read the book on their own	2105	31%
c. Work with me in a small group	3183	47%
d. Preview the book first, and then chorally read each page aloud	5100	75%

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State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
G12. Generally, when students are given an opportunity to practice oral fluency, they are:		
a. Working in small groups with me	3679	54%
b. Working with a student partner	5206	77%
c. Working individually	2975	44%
G13. To introduce a new reading selection in the anthology, I:		
a. Have students listen to the selection on audio cassette/CD	2422	36%
b. Read the selection aloud	3545	52%
c. Select individual students to read parts of the selection aloud	1597	24%
d. Have students chorally read the selection	4241	63%
G14. After reading an anthology selection, my students generally:		
a. Participate in a whole group discussion	6175	91%
b. Write a summary of the selection	1628	24%
c. Complete workbook pages to verify understanding	3661	54%
G15. My vocabulary instruction focuses mainly on students:		
a. Writing definitions from the glossary	917	14%
b. Completing the vocabulary worksheets	2724	40%
c. Applying vocabulary strategies before and during reading	5829	86%
d. Using a graphic organizer to define and compare related words	3601	53%
G16. I use the workbook/practice book to:		
a. Have students complete assignments independently in class	2941	43%
b. Provide guided practice	6210	92%
c. Have students work on the assignment as homework	1331	20%
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	3959	58%
b. Provide guided practice of assigned independent work	1245	18%
c. Teach core content more easily in a smaller group setting	1498	22%
I1. Overall, how would you rate the effectiveness of your district's adopted reading/language arts program in your school?		
a. Poor	213	2%
b. Fair	1649	19%
c. Good	5032	57%
d. Excellent	1877	21%

California Reading First Teacher Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 8852

	State-Level	
	# of Responses	Percent
12. How well do you feel you implemented your district's adopted reading/language arts program as designed?		
a. Not well	40	0%
b. Somewhat well	445	5%
c. Reasonably well	4058	46%
d. Very well	4223	48%
13. 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%	66	1%
b. 30 - 59%	301	3%
c. 60 - 89%	1847	21%
d. 90 - 100%	6556	74%
14. 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	281	3%
b. Disagree	1075	12%
c. Unsure	2247	25%
d. Agree	4199	47%
e. Strongly agree	967	11%
15. 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	4664	53%
b. Reading/Language Arts Time Block	5803	66%
c. Collaboration/Lesson Studies	3718	42%
d. Substitute Days/Release Time	2771	31%
e. Curriculum/Materials, for waived classrooms	1751	20%
f. Pacing Plan or Guide	3920	44%
g. Instructional Strategies	4820	54%
h. Professional Development	3734	42%
i. English Learner handbook or support guide	2820	32%
j. Assessment and Data Analysis	3982	45%
k. Your school's reading coach	3938	44%
l. Curriculum/Materials, for non-waived classrooms	2085	24%
m. Supplementary Materials	3731	42%
n. Small Group Instruction/Universal Access	5562	63%

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State-Level Responses

Number of Surveys Received by Evaluator: 465

	State-Level	
	# of Responses	Percent
A1. What are your position(s) at the school? Select all that apply.		
a. Principal or chief school administrator	4	1%
b. Vice Principal	5	1%
c. Reading/language arts coach	448	96%
d. Reading First site-level coordinator	47	10%
e. Content Expert	24	5%
f. Reading First District-level coordinator	13	3%
g. Teacher, Kindergarten	6	1%
h. Teacher, Grade 1	3	1%
i. Teacher, Grade 2	3	1%
j. Teacher, Grade 3	5	1%
k. Teacher in Grade 4 or above	5	1%
A2. How many years of experience do you have with your district's adopted reading/language arts program?		
a. Less than 1 year	1	0%
b. 1 year	3	1%
c. 2 years	5	1%
d. 3 years	12	3%
e. 4 years	12	3%
f. 5 years	66	14%
g. 6 years or more	366	79%
A3. How many years will you have taught or provided instructional support in the primary grades (K-3) as of July 2009?		
a. Less than 1 year	4	1%
b. 1 year	7	2%
c. 2 years	14	3%
d. 3 - 5 years	64	14%
e. 6 - 10 years	105	23%
f. 11 - 20 years	167	36%
g. 21 - 25 years	47	10%
h. 26 or more years	56	12%
A4. How long have you been a Reading First coach?		
a. This is my first year	77	17%
b. This is my second year	74	16%
c. This is my third year	65	14%
d. This is my fourth year	61	13%
e. This is my fifth year	90	19%
f. This is my sixth year, or more	95	20%

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State-Level Responses

Number of Surveys Received by Evaluator: 465

	State-Level	
	# of Responses	Percent
A5. Are you serving teachers in waiver classrooms?		
a. Yes, I am serving only teachers in waiver classrooms	18	4%
b. Yes, I am serving both teachers in waiver and non-waiver classrooms	113	24%
c. No, I do not serve teachers in waiver classrooms	321	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	7	2%
b. SB 472 / AB 466, Year 1, Grade 1	20	4%
c. SB 472 / AB 466, Year 1, Grade 2	13	3%
d. SB 472 / AB 466, Year 1, Grade 3	15	3%
e. Advanced, Year 2, Kindergarten	5	1%
f. Advanced, Year 2, Grade 1	6	1%
g. Advanced, Year 2, Grade 2	8	2%
h. Advanced, Year 2, Grade 3	9	2%
i. Advanced or Mastery, Year 3, Year 4, Year 5, Year 6 or Year 7, Kindergarten or grades 1, 2, or 3	184	40%
j. Summer Coach Training	32	7%
k. None of the above. Skip to Question B8.	224	48%
B2. Your attendance at the Reading Professional Development Institute was on:		
a. Not applicable	26	6%
b. My own time	119	26%
c. Instructional day time	105	23%
B3. When did you attend the 5-day Reading Professional Development Institute training?		
a. Not applicable	16	3%
b. Before the district adopted program started being taught in the school	34	7%
c. During the first year the district adopted program was taught in the school	66	14%
d. Sometime after the first year that the district adopted program was taught in the school	135	29%
B4. How well did the Reading Professional Development Institute prepare you to support your district's adopted reading/language arts program?		
a. Not applicable	10	2%
b. It did not prepare me well	14	3%
c. It prepared me adequately	106	23%
d. It prepared me very well	118	25%

California Reading First Coach Survey 2008-2009

State-Level Responses

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State-Level
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	40	9%
b. Less than 20 hours	2	0%
c. 20 - 39 hours	2	0%
d. 40 - 59 hours	8	2%
e. 60 - 79 hours	1	0%
f. 80 or more hours	197	42%

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	42	9%
b. It has not supported me well	4	1%
c. It has supported me adequately	72	15%
d. It has supported me very well	132	28%

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

a. Not applicable	53	11%
b. Less than 16 hours (0 - 2 days)	92	20%
c. 17 - 32 hours (3 - 4 days)	45	10%
d. 33 - 48 hours (5 - 6 days)	25	5%
e. 49 - 64 hours (7 - 8 days)	11	2%
f. 65 - 80 hours (9 - 10 days)	26	6%

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	145	31%
b. 1 - 5 hours	72	15%
c. 6 - 10 hours	50	11%
d. 11 - 15 hours	26	6%
e. 16 - 20 hours	25	5%
f. More than 20 hours	139	30%

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	82	18%
b. Additional pay	73	16%
c. No change in professional status	343	74%

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State-Level Responses

Number of Surveys Received by Evaluator: 465

	State-Level	
	# of Responses	Percent
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	32	7%
b. 1-3 times	199	43%
c. 4-6 times	112	24%
d. 7 or more times	118	25%
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	23	5%
b. We have such a vision, but it has not been fully communicated to the teachers	72	15%
c. We have such a vision, and it has been fully communicated to the teachers	366	79%
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	6	1%
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	7	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	56	12%
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	390	84%
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 2008-09?		
a. Not known	32	7%
b. Less than 25%	116	25%
c. Between 25% and 49%	26	6%
d. Between 50% and 74%	29	6%
e. Between 75% and 99%	120	26%
f. 100 %	136	29%
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	62	13%
b. Less than 25%	84	18%
c. Between 25% and 49%	14	3%
d. Between 50% and 74%	14	3%
e. Between 75% and 99%	107	23%
f. 100 %	177	38%

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State-Level Responses

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	State-Level	
	# of Responses	Percent
C6. To your knowledge, what percentage of the K-3 Reading First teachers in your school completed the 5-day Advanced Training Institute in 2008-09?		
a. Not known	68	15%
b. Less than 25%	62	13%
c. Between 25% and 49%	32	7%
d. Between 50% and 74%	40	9%
e. Between 75% and 99%	150	32%
f. 100 %	106	23%
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	92	20%
b. Less than 25%	64	14%
c. Between 25% and 49%	15	3%
d. Between 50% and 74%	19	4%
e. Between 75% and 99%	112	24%
f. 100 %	158	34%
C8. Does your school leadership require K-3 teachers to fully implement the adopted reading/language arts program?		
a. We do require full implementation	395	85%
b. Some variation from full implementation is permitted	63	14%
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	10	2%
b. One to two days per week	22	5%
c. Three to four days per week	72	15%
d. Five days per week	358	77%
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	141	30%
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	318	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	1%
b. Some	4	1%
c. Most	98	21%
d. All	357	77%

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State-Level Responses

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	State-Level	
	# of Responses	Percent
D2. Does each teacher have his or her own full set of Teacher Editions?		
a. No, some or all teachers do not have access to Teacher Editions	0	0%
b. No, some teachers have to share Teacher Editions	5	1%
c. Yes, all teachers have their own set of Teacher Editions	457	98%
D3. Do you as a Reading First coach have your own full set of Teacher Editions for all the relevant grades?		
a. No	41	9%
b. Yes	418	90%
D4. To your knowledge, does your principal have his or her own full set of Teacher Editions for all grades?		
a. No	167	36%
b. Yes	249	54%
c. I don't know	45	10%
E1. Does your school have a pacing schedule?		
a. My school does not have a pacing schedule	1	0%
b. My school has a pacing schedule based only on the assessment schedule	96	21%
c. My school has a pacing schedule that identifies lessons on a daily or weekly schedule and when to give assessments	364	78%
E2. How often does your school leadership provide time for teachers to plan collaboratively?		
a. Hardly ever	8	2%
b. Monthly	72	15%
c. Twice monthly	179	38%
d. Weekly	197	42%
e. Daily	5	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	65	14%
b. The principal makes sure the skill assessments take place, but does not track results	34	7%
c. The principal makes sure that the skill assessments take place and keeps track of the	124	27%
d. The principal makes sure that the skill assessments take place, tracks results, and requires that instruction be adjusted as necessary	239	51%
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	104	22%
c. To guide instructional decisions	349	75%
d. To challenge students to achieve	5	1%
e. To compute grades for report cards	3	1%

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State-Level
of Percent
Responses

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	19	4%
b. Fewer than half	138	30%
c. Half or more than half	133	29%
d. All or almost all	173	37%

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

a. Not applicable	2	0%
b. Instructional reading/language arts strategies	445	96%
c. School-level administrative issues and announcements	149	32%
d. Students who are having trouble	379	82%
e. Extracurricular activities	124	27%
f. Reading/language arts assessment results	444	95%
g. Intervention strategies	425	91%
h. The school's and district's mission	88	19%
i. Issues in the field of education	81	17%
j. Teacher professional development issues	216	46%
k. Upcoming special events	168	36%
l. Issues related to specific teaching practices that are part of your adopted reading/language arts program	423	91%

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	192	41%
c. The principal and I share equal responsibility	224	48%
d. The principal gives me the primary responsibility	45	10%

E8. Do you feel that the district has adequately prepared you to serve as a peer coach for teachers implementing the adopted reading/language arts program?

a. I do not feel prepared for this role	9	2%
b. I feel somewhat prepared	37	8%
c. I feel adequately prepared	183	39%
d. I feel more than adequately prepared	232	50%

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	State-Level	
	# of Responses	Percent
E9. How often does the principal hold meetings with you as a reading coach?		
a. Less than monthly	56	12%
b. Once a month on average	83	18%
c. Once a week on average	200	43%
d. Multiple times during an average week	123	26%
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	303	65%
b. Preparing the principal for what to look for during classroom visits	238	51%
c. Planning grade-level meeting agendas	269	58%
d. Analyzing the 6-8 Week Skill Assessment data	348	75%
e. Addressing instructional needs of teachers	412	89%
f. Planning site professional development programs and services	379	82%
g. Planning classroom walkthroughs together	228	49%
E11. How often do you and your principal conduct joint classroom visits?		
a. Less than monthly	280	60%
b. Once a month on average	118	25%
c. Once a week on average	50	11%
d. Multiple times during an average week	12	3%
E12. How much access do you have to teacher classrooms?		
a. I need teacher or principal permission to visit a classroom	16	3%
b. I have free access to classrooms, but only a few teachers welcome my presence	20	4%
c. I have free access to classrooms, but only about half of the teachers welcome my	39	8%
d. I have free access to classrooms, and almost all of the teachers welcome my presence	387	83%
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	36	8%
b. Adequate support	123	26%
c. More than adequate support	300	65%

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Number of Surveys Received by Evaluator: 465

		State-Level	
		# of Responses	Percent
F1. What kinds of support are the reading coaches in your school expected to provide K-3 teachers in the effective use of the adopted reading/language arts program? Select all that apply.			
a. Be available for teacher consultation only if asked, but otherwise do not interfere	94	20%	
b. Conduct demonstration lessons	447	96%	
c. Assist with planning and pacing of the adopted program	415	89%	
d. Conduct focused observations and provide specific feedback to teachers	398	86%	
e. Assist the classroom teachers in diagnosing reading problems and planning appropriate interventions	386	83%	
f. Assist in referring students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	234	50%	
g. Provide formal and informal staff development related to both research and practice for classroom teachers	432	93%	
h. Facilitate teacher grade-level meetings	352	76%	
i. Help write and administer assessments and quizzes for Kindergarten through Grade 3	93	20%	
j. Help analyze assessment results	438	94%	
k. Assist with formal and informal classroom reading assessments	306	66%	
l. Prepare reports for the district's Reading First coordinator regarding work activities	351	75%	
F2. What qualifications does your school leadership require of its reading coaches? Select All that apply.			
a. A valid California teaching credential	448	96%	
b. Three years or more of successful classroom teaching experience	441	95%	
c. Recent, relevant training in scientifically-based reading instruction	364	78%	
d. Demonstrated skill in working with adult learners	359	77%	
F3. What is your school's coach-to-teacher ratio?			
a. One coach to more than 30 teachers	129	28%	
b. One coach to 21-30 teachers	187	40%	
c. One coach to 16-20 teachers	81	17%	
d. One coach to 10-15 teachers	51	11%	
e. One coach to less than 10 teachers	15	3%	
F4. How much access do teachers generally have to a reading coach?			
a. Coaches are often unavailable	11	2%	
b. Coaches are usually available	150	32%	
c. Coaches seek out teachers to assure that they have the support they need	300	65%	
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	3	1%	
b. I am able to give general answers to questions	46	10%	
c. I give specific, detailed answers that teachers can use	411	88%	

California Reading First Coach Survey 2008-2009

State-Level Responses

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State-Level
of
Responses Percent

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

a. I do not usually conduct demonstrations	26	6%
b. My demonstrations do not seem to help much	6	1%
c. My demonstrations are adequate	137	29%
d. My demonstrations often significantly improve teaching	293	63%

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	95	20%
b. I facilitate the meetings regularly	169	36%
c. In addition to facilitating grade-level meetings regularly, I keep them focused on the instructional needs of the teachers	192	41%

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

a. Not applicable. Our school does not have a pacing schedule.	1	0%
b. I do not check on teacher locations on the pacing schedule	21	5%
c. I occasionally check in on teacher locations on the pacing schedule	131	28%
d. I take notice and help teachers catch up if they fall behind on the pacing schedule	309	66%

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.	5	1%
b. I am not involved with these assessments	9	2%
c. I make sure the assessments take place, but do not review results	15	3%
d. I help interpret the assessments and review results	433	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	0	0%
b. 20 - 39 minutes	5	1%
c. 40 - 59 minutes	27	6%
d. 60 - 79 minutes	79	17%
e. 80 - 99 minutes	115	25%
f. More than 100 minutes	233	50%

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State-Level Responses

Number of Surveys Received by Evaluator: 465

		State-Level	
		# of Responses	Percent
G2. On average over the last four instructional weeks, how many minutes per day would you say Grade 1 - 3 teachers in your school have spent on teaching the district's adopted reading/language arts program?			
a. Less than 20 minutes		1	0%
b. 20 - 39 minutes		0	0%
c. 40 - 59 minutes		1	0%
d. 60 - 79 minutes		6	1%
e. 80 - 99 minutes		12	3%
f. 100 - 119 minutes		21	5%
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		22	5%
b. 20 - 59 minutes		214	46%
c. 60 - 89 minutes		112	24%
d. 90 - 120 minutes		49	11%
e. More than 120 minutes		63	14%
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%		0	0%
b. 20% - 39%		2	0%
c. 40% - 59%		4	1%
d. 60% - 79%		39	8%
e. 80% - 100%		417	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		2	0%
c. The teachers keep in mind where they want to be and aim for that		8	2%
d. The teachers follow the pacing schedule approximately		124	27%
e. The teachers follow the pacing schedule very closely		327	70%
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)		1	0%
b. Teachers use teacher-developed assessments that they or their colleagues have written		91	20%
c. Teachers use assessments that come from the publisher with the adopted program		186	40%
d. Teachers use the 6-8 Week Skill Assessments		440	95%
e. Teachers use district-developed assessments		157	34%
f. Teachers use assessments other than those listed above		70	15%

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State-Level Responses

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	State-Level	
	# of Responses	Percent
G7. How do teachers primarily use results of the 6-8 Week Skill Assessments?		
a. They don't use the results	7	2%
b. They use the results to monitor student progress	148	32%
c. They use the results to guide their teaching	303	65%
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	54	12%
b. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	442	95%
c. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	302	65%
d. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	322	69%
e. Call for the assistance of a program coach to help improve teaching	366	79%
f. Call in a reading specialist or resource teacher to assist with students	206	44%
g. Recommend time after school or during the summer to help students practice using adopted material	293	63%
h. Transfer the student to a class more appropriate to the student's skill level	50	11%
i. Use a supplemental intervention program approved by the State Board of Education	218	47%
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	12	3%
b. Adjust the pacing schedule to match student learning rates	40	9%
c. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	398	86%
d. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	266	57%
e. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	186	40%
f. Call for the assistance of a program coach to help improve teaching	274	59%
g. Call in a reading specialist or resource teacher to assist with students	140	30%
h. Recommend time after school or during the summer to help students practice using adopted material	215	46%
i. Transfer the student to a class more appropriate to the student's skill level	42	9%
j. Use a supplemental intervention program approved by the State Board of Education	164	35%
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	225	48%
b. Rotate into a sequence of activities on a variety of topics	86	18%
c. Be assigned to a group with matched abilities	242	52%
d. Work on specific skills or activities designed to meet their needs	442	95%

California Reading First Coach Survey 2008-2009

State-Level Responses

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State-Level
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	261	56%
b. Pre-decodable books	193	42%
c. Reading the Big Book	435	94%

H3. When teaching phonemic awareness, teachers should:

a. Check for understanding by calling on all students during each lesson	211	45%
b. Make sure students have proficiency in one phonemic awareness skill before proceeding to the next skill	152	33%
c. Clarify meaning of all unknown words	87	19%
d. Make sure students are in close proximity in order to monitor responses	423	91%

H4. Most writing instruction should be focused on:

a. Introducing the writing process	338	73%
b. Teaching the adopted program's lessons	293	63%
c. Giving students an opportunity to write on self-selected topics	165	35%
d. Having students write on various topics in their journals	171	37%

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

a. Their name	265	57%
b. Names of the Alphabet Sounds Cards / Alphafriends	327	70%
c. Upper and lower case letters	405	87%
d. Simple consonant-vowel-consonant words	312	67%

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

a. Have students complete assignments independently in class	95	20%
b. Provide guided practice by the teacher	441	95%
c. Have students work on the assignment as homework	33	7%

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

a. Decodable text	110	24%
b. Read alouds	364	78%
c. Using strategies and skills	401	86%

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	392	84%
b. Provide guided practice of assigned independent work	21	5%
c. Teach core content more easily in a smaller group setting	43	9%

H9. Most writing instruction time should be focused on:

a. Teaching the writing process	394	85%
b. Daily lessons or weekly projects as provided in the adopted program	332	71%
c. Weekly writing topics selected by students	100	22%
d. Writing projects the students are to publish, three times a year	100	22%

California Reading First Coach Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 465

	State-Level	
	# of Responses	Percent
H10. Most spelling instruction should be focused on:		
a. Weekly lessons based on the sound/spelling card patterns	455	98%
b. Assigning students to write spelling words for practice	31	7%
c. Providing word games to practice spelling	167	36%
d. Memorizing words to prepare for weekly tests	25	5%
H11. When introducing a decodable book, teachers should have their students:		
a. Follow along as the teacher reads the book	84	18%
b. Silently read the book on their own	139	30%
c. Work with the teacher in a small group	170	37%
d. Preview the book first, and then chorally read each page aloud	339	73%
H12. Generally, when students are given an opportunity to practice oral fluency, they should be:		
a. Working in small groups with the teacher	255	55%
b. Working with a student partner	390	84%
c. Working individually	143	31%
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	126	27%
b. Read the selection aloud	384	83%
c. Select individual students to read parts of the selection aloud	90	19%
H14. After reading an anthology selection, students should generally:		
a. Participate in a whole group discussion	452	97%
b. Write a summary of the selection	77	17%
c. Complete workbook pages to verify understanding	102	22%
H15. Vocabulary instruction should focus mainly on:		
a. Writing definitions from the glossary	7	2%
b. Completing the vocabulary worksheets	22	5%
c. Applying vocabulary strategies before and during reading	453	97%
d. Using a graphic organizer to define and compare related words	288	62%
H16. The workbook/practice book should be used to:		
a. Have students complete assignments independently in class	111	24%
b. Provide guided practice by the teacher	434	93%
c. Have students work on the assignment as homework	41	9%
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	392	84%
b. Provide guided practice of assigned independent work	20	4%
c. Teach core content more easily in a smaller group setting	44	9%

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State-Level Responses

Number of Surveys Received by Evaluator: 465

	State-Level	
	# of Responses	Percent
I1. Overall, how would you rate the effectiveness of your district's adopted reading/language arts program in your school?		
a. Poor	2	0%
b. Fair	49	11%
c. Good	279	60%
d. Excellent	128	28%
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%	6	1%
b. 30 - 59%	21	5%
c. 60 - 89%	122	26%
d. 90 - 100%	310	67%
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	10	2%
b. Disagree	66	14%
c. Unsure	62	13%
d. Agree	261	56%
e. Strongly agree	59	13%
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	224	48%
b. I'm not sure	85	18%
c. There are some negative consequences, but they are minor	132	28%
d. There are severe negative consequences	16	3%
I6. Are any other programs, school initiatives, or activities having an adverse effect on the implementation of your district's adopted reading/language arts program?		
a. No	317	68%
b. I'm not sure	79	17%
c. Yes	61	13%

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State-Level Responses

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of Percent
Responses

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	328	71%
b. Reading/Language Arts Time Block	388	83%
c. Collaboration/Lesson Studies	335	72%
d. Substitute Days/Release Time	177	38%
e. Curriculum/Materials, for waived classrooms	88	19%
f. Pacing Plan or Guide	320	69%
g. Instructional Strategies	373	80%
h. Professional Development	358	77%
i. English Learner handbook or support guide	237	51%
j. Assessment and Data Analysis	379	82%
k. Your school's reading coach	373	80%
l. Curriculum/Materials, for non-waived classrooms	137	29%
m. Supplementary Materials	130	28%
n. Small Group Instruction/Universal Access	391	84%

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State-Level Responses

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	State-Level	
	# of Responses	Percent
A1. What is your position at the school?		
a. Principal or chief school administrator	434	91%
b. Vice Principal	37	8%
A2. How many years have you been in this position at your current school?		
a. Less than 1 year	69	14%
b. 1 year	64	13%
c. 2 years	110	23%
d. 3 years	81	17%
e. 4 years	39	8%
f. 5 years	43	9%
g. 6 years or more	68	14%
A3. How many years of experience do you have with your district's adopted reading/language arts program?		
a. Less than 1 year	15	3%
b. 1 year	8	2%
c. 2 years	23	5%
d. 3 years	28	6%
e. 4 years	34	7%
f. 5 years	66	14%
g. 6 years or more	295	62%
A4. How many years will you have taught or provided administrative support for the primary grades (K-3) as of July 2009?		
a. Less than 1 year	7	1%
b. 1 year	14	3%
c. 2 years	19	4%
d. 3 - 5 years	76	16%
e. 6 - 10 years	115	24%
f. 11 - 20 years	144	30%
g. 21 - 25 years	38	8%
h. 26 or more years	59	12%
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	23	5%
b. The AB 75 Principal Training Program, Module 1	392	82%
c. The 40-hour follow-up to the AB 75 Principal Training Program, Module 1	312	66%
d. The SB 472 / AB 466, Year 1 training ordinarily given to teachers	196	41%
e. The Reading First Administrator's Modules (one or more)	273	57%

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State-Level Responses

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	State-Level	
	# of Responses	Percent
B2. If you attended the AB 75 Principal Training Program, Module 1, when did this occur?		
a. Not applicable	37	8%
b. Before the district adopted program started being taught in the school	28	6%
c. During the first year the district adopted program was taught in the school	141	30%
d. Some time after the first year that the district adopted program was taught in the school	245	51%
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	38	8%
b. It did not prepare me well	45	9%
c. It prepared me adequately	260	55%
d. It prepared me very well	109	23%
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	109	23%
b. Less than 10 hours	11	2%
c. 10 - 19 hours	7	1%
d. 20 - 29 hours	5	1%
e. 30 - 39 hours	6	1%
f. 40 or more hours	314	66%
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	86	18%
b. They have not supported me well	26	5%
c. They have supported me adequately	215	45%
d. They have supported me very well	127	27%
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	2%
b. 1-3 times	91	19%
c. 4-6 times	101	21%
d. 7 or more times	273	57%
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	20	4%
b. We have such a vision, but it has not been fully communicated to the teachers	55	12%
c. We have such a vision, and it has been fully communicated to the teachers	395	83%

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State-Level Responses

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	State-Level	
	# 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	15	3%
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	5	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	31	7%
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	422	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 2008-09?		
a. Less than 25%	115	24%
b. Between 25% and 49%	20	4%
c. Between 50% and 74%	12	3%
d. Between 75% and 99%	138	29%
e. 100%	187	39%
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%	74	16%
b. Between 25% and 49%	18	4%
c. Between 50% and 74%	25	5%
d. Between 75% and 99%	158	33%
e. 100%	192	40%
C6. What percentage of the K-3 Reading First teachers in your school completed the 5-day Advanced Training Institute in 2008-09?		
a. Less than 25%	155	33%
b. Between 25% and 49%	29	6%
c. Between 50% and 74%	41	9%
d. Between 75% and 99%	133	28%
e. 100%	104	22%
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%	145	30%
b. Between 25% and 49%	30	6%
c. Between 50% and 74%	35	7%
d. Between 75% and 99%	115	24%
e. 100 %	138	29%

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State-Level Responses

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of Percent
Responses

C8. Do you require K-3 teachers to fully implement the adopted reading/language arts program?

- | | | |
|---|-----|-----|
| a. I require full implementation | 417 | 88% |
| b. I permit some variation from full implementation | 53 | 11% |

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 | 9 | 2% |
| b. One or two days per week | 6 | 1% |
| c. Three or four days per week | 45 | 9% |
| d. Five days per week | 411 | 86% |

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 | 106 | 22% |
| 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 | 360 | 76% |

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 | 17 | 4% |
| b. Not much progress yet | 2 | 0% |
| c. Some progress | 37 | 8% |
| d. Satisfactory progress | 201 | 42% |
| e. Progress more than satisfactory | 215 | 45% |

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

- | | | |
|---------|-----|-----|
| a. None | 0 | 0% |
| b. Some | 2 | 0% |
| c. Most | 56 | 12% |
| d. All | 411 | 86% |

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

- | | | |
|--|-----|-----|
| a. No, some or all teachers do not have access to Teacher Editions | 0 | 0% |
| b. No, some or all teachers have to share Teacher Editions | 3 | 1% |
| c. Yes, all teachers have their own sets of Teacher Editions | 467 | 98% |

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State-Level Responses

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	State-Level	
	# of Responses	Percent
D3. Does each Reading First coach have his or her own full set of Teacher Editions for all the relevant grades?		
a. No	14	3%
b. Yes	449	94%
D4. Do you yourself have a full set of Teacher Editions for all grades?		
a. No	188	39%
b. Yes	282	59%
E1. Does your school have a pacing schedule?		
a. My school does not have a pacing schedule	2	0%
b. My school has a pacing schedule based only on the assessment schedule	76	16%
c. My school has a pacing schedule that identifies lessons on a daily or weekly schedule and when to give assessments	391	82%
E2. How often does your school leadership provide time for teachers to plan collaboratively?		
a. Hardly ever	2	0%
b. Monthly	64	13%
c. Twice monthly	181	38%
d. Weekly	215	45%
e. Daily	8	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	20	4%
b. I make sure that the skill assessments take place, but I do not track results	19	4%
c. I make sure that the skill assessments take place and I keep track of the results	140	29%
d. I make sure that the skill assessments take place, I track results, and I require that instruction is adjusted as necessary	291	61%
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	3	1%
b. To monitor student progress	88	18%
c. To guide instructional decisions	370	78%
d. To challenge students to achieve	7	1%
e. To compute grades for report cards	0	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	3	1%
b. Fewer than half	80	17%
c. Half or more than half	205	43%
d. All or almost all	182	38%

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

a. Not applicable	2	0%
b. Instructional reading/language arts strategies	462	97%
c. School-level administrative issues and announcements	105	22%
d. Students who are having trouble	390	82%
e. Extracurricular activities	93	20%
f. Reading/language arts assessment results	453	95%
g. Intervention strategies	447	94%
h. The school's and district's mission	139	29%
i. Issues in the field of education	81	17%
j. Teacher professional development issues	259	54%
k. Upcoming special events	119	25%
l. Issues related to specific teaching practices that are part of your adopted reading/language arts program	423	89%

E7. Who takes responsibility for teachers using the district's adopted reading/language arts program?

a. Neither I nor the coach take much responsibility	1	0%
b. I take primary responsibility	158	33%
c. The coach and I share equal responsibility	250	53%
d. I give the coach the primary responsibility	37	8%

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	8	2%
c. The coaches are somewhat prepared	22	5%
d. The coaches are adequately prepared	129	27%
e. The coaches are more than adequately prepared	287	60%

E9. How often do you hold meetings with your reading coach?

a. Not applicable	4	1%
b. Less than monthly	16	3%
c. Once a month on average	79	17%
d. Once a week on average	189	40%
e. Multiple times during an average week	160	34%

California Reading First Principal Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 476

	State-Level	
	# of Responses	Percent
E10. How often do you and your coach conduct joint classroom visits?		
a. Not applicable	44	9%
b. Less than monthly	167	35%
c. Once a month on average	159	33%
d. Once a week on average	61	13%
e. Multiple times during an average week	17	4%
E11. How much access do coaches have to teacher classrooms?		
a. Not applicable	3	1%
b. Coaches need teacher or principal permission to visit a classroom	6	1%
c. Coaches have free access to classrooms, but only a few teachers welcome their presence	17	4%
d. Coaches have free access to classrooms, but only about half of the teachers welcome their presence	47	10%
e. Coaches have free access to classrooms, and almost all of the teachers welcome their presence	375	79%
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	141	30%
c. More than adequate support	300	63%
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	92	19%
b. Conduct demonstration lessons	436	92%
c. Assist with planning and pacing of the adopted program	421	88%
d. Conduct focused observations and provide specific feedback to teachers	390	82%
e. Assist the classroom teachers in diagnosing reading problems and planning appropriate interventions	390	82%
f. Assist in referring students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	241	51%
g. Provide formal and informal staff development related to both research and practice for classroom teachers	417	88%
h. Facilitate teacher grade-level meetings	342	72%
i. Help write and administer assessments and quizzes for Kindergarten through Grade 3	147	31%
j. Help analyze assessment results	429	90%
k. Assist with formal and informal classroom reading assessments	320	67%
l. Prepare reports for the district's Reading First coordinator regarding work	396	83%
m. Not applicable	5	1%

California Reading First Principal Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 476

	State-Level	
	# of Responses	Percent
F2. What qualifications does your district require of its reading coaches? Select all that apply.		
a. A valid California teaching credential	428	90%
b. Three years or more of successful classroom teaching experience	424	89%
c. Recent, relevant training in scientifically-based reading instruction	365	77%
d. Demonstrated skill in working with adult learners	323	68%
e. Not applicable	2	0%
F3. What is your school's coach-to-teacher ratio?		
a. One coach to more than 30 teachers	99	21%
b. One coach to 21-30 teachers	177	37%
c. One coach to 16-20 teachers	87	18%
d. One coach to 10-15 teachers	59	12%
e. One coach to less than 10 teachers	20	4%
f. Not applicable	3	1%
F4. How much access do teachers generally have to a reading coach?		
a. Coaches are often unavailable	16	3%
b. Coaches are usually available	152	32%
c. Coaches seek out teachers to assure that they have the support they need	275	58%
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	1	0%
b. Coaches are able to give general answers to questions	39	8%
c. Coaches give specific, detailed answers that teachers can use	403	85%
F6. Do the coaches conduct helpful demonstration lessons?		
a. Coaches do not usually conduct demonstrations	14	3%
b. Coach demonstrations do not seem to help much	3	1%
c. Coach demonstrations are adequate	105	22%
d. Coach demonstrations often significantly improve teaching	320	67%
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	54	11%
b. Coaches facilitate the meetings regularly	147	31%
c. In addition to facilitating grade-level meetings regularly, the coaches keep them focused on the instructional needs of the teachers	236	50%
F8. Do the coaches help reinforce the school's pacing schedule?		
a. Not applicable. Our school does not have a pacing schedule	1	0%
b. Coaches do not check on teacher locations on the pacing schedule	14	3%
c. Coaches occasionally check in on teacher locations on the pacing schedule	104	22%
d. Coaches take notice and help teachers catch up if they fall behind on the pacing schedule	327	69%

California Reading First Principal Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 476

State-Level
of Percent
Responses

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	1%
b. Coaches are not involved with these assessments	11	2%
c. Coaches make sure the assessments take place, but do not review results	16	3%
d. Coaches help interpret the assessments and review results	416	87%

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	0	0%
b. 20 - 39 minutes	1	0%
c. 40 - 59 minutes	11	2%
d. 60 - 79 minutes	108	23%
e. 80 - 99 minutes	113	24%
f. More than 100 minutes	234	49%

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	3	1%
d. 60 - 79 minutes	4	1%
e. 80 - 99 minutes	7	1%
f. 100 - 119 minutes	11	2%
g. 120 - 139 minutes	71	15%
h. 140 - 159 minutes	148	31%
i. 160 - 179 minutes	67	14%
j. More than 180 minutes	157	33%

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	12	3%
b. 20 - 59 minutes	208	44%
c. 60 - 89 minutes	111	23%
d. 90 - 120 minutes	58	12%
e. More than 120 minutes	76	16%

California Reading First Principal Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 476

	State-Level	
	# of Responses	Percent
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%	8	2%
d. 60% - 79%	36	8%
e. 80% - 100%	423	89%
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	0	0%
c. The teachers keep in mind where they want to be and aim for that	10	2%
d. The teachers follow the pacing schedule approximately	78	16%
e. The teachers follow the pacing schedule quite very closely	380	80%
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)	1	0%
b. Teachers use assessments that they or their colleagues have written	93	20%
c. Teachers use assessments that come from the publisher with the adopted	198	42%
d. Teachers use the 6-8 Week Skill Assessments	438	92%
e. Teachers use district-developed assessments	193	41%
f. Teachers use assessments other than those listed above	82	17%
G7. How do teachers primarily use results of the 6-8 Week Skill Assessments?		
a. They don't use the results	1	0%
b. They use the results to monitor student progress	131	28%
c. They use the results to guide their teaching	332	70%
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	19%
b. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	452	95%
c. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	327	69%
d. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	357	75%

California Reading First Principal Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 476

	State-Level	
	# of Responses	Percent
e. Call for the assistance of a program coach to help improve teaching	355	75%
f. Call in a reading specialist or resource teacher to assist with students	208	44%
g. Recommend time after school or during the summer to help students practice using adopted materials	311	65%
h. Transfer the student to a class more appropriate to the student's skill level	50	11%
i. Use a supplemental intervention program approved by the State Board of Education	239	50%
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	2	0%
b. Adjust the pacing schedule to match student learning rates	78	16%
c. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	418	88%
d. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	308	65%
e. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	260	55%
f. Call for the assistance of a program coach to help improve teaching	278	58%
g. Call in a reading specialist or resource teacher to assist with students	156	33%
h. Recommend time after school or during the summer to help students practice using adopted material	259	54%
i. Transfer the student to a class more appropriate to the student's skill level	39	8%
j. Use a supplemental intervention program approved by the State Board of Education	175	37%
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	225	47%
b. Rotate into a sequence of activities on a variety of topics	109	23%
c. Be assigned to a group with matched abilities	244	51%
d. Work on specific skills or activities designed to meet their needs	449	94%
H2. The adopted program components that are best delivered to the entire class at the same time are:		
a. Workbook/practice book	247	52%
b. Pre-decodable books	165	35%
c. Reading the Big Book	415	87%
H3. When teaching phonemic awareness, teachers should:		
a. Check for understanding by calling on all students during each lesson	229	48%
b. Make sure students have proficiency in one phonemic awareness skill before proceeding to the next skill	196	41%
c. Clarify meaning of all unknown words	130	27%
d. Make sure students are in close proximity in order to monitor responses	384	81%

California Reading First Principal Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 476

	State-Level	
	# of Responses	Percent
H4. Most writing instruction should be focused on:		
a. Introducing the writing process	334	70%
b. Teaching the adopted program's lessons	289	61%
c. Giving students an opportunity to write on self-selected topics	177	37%
d. Having students write on various topics in their journals	183	38%
H5. It is most important for Kindergarten students to be automatic in recognizing:		
a. Their name	251	53%
b. Names of the Alphabet Sounds Cards / Alphafriends	344	72%
c. Upper and lower case letters	353	74%
d. Simple consonant-vowel-consonant words	334	70%
H6. The workbook/practice book should be used to:		
a. Have students complete assignments independently in class	115	24%
b. Provide guided practice by the teacher	441	93%
c. Have students work on the assignment as homework	58	12%
H7. Comprehension and vocabulary development should be taught through the use of:		
a. Decodable text	176	37%
b. Read alouds	329	69%
c. Using strategies and skills	379	80%
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	349	73%
b. Provide guided practice of assigned independent work	32	7%
c. Teach core content more easily in a smaller group setting	83	17%
H9. Most writing instruction time should be focused on:		
a. Teaching the writing process	383	80%
b. Daily lessons or weekly projects as provided in the adopted program	330	69%
c. Weekly writing topics selected by students	130	27%
d. Writing projects the students are to publish, three times a year	112	24%
H10. Most spelling instruction should be focused on:		
a. Weekly lessons based on the sound/spelling card patterns	458	96%
b. Assigning students to write spelling words for practice	49	10%
c. Providing word games to practice spelling	151	32%
d. Memorizing words to prepare for weekly tests	34	7%

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State-Level Responses

Number of Surveys Received by Evaluator: 476

	State-Level	
	# of Responses	Percent
H11. When introducing a decodable book, teachers should have their students:		
a. Follow along as the teacher reads the book	169	36%
b. Silently read the book on their own	102	21%
c. Work with the teacher in a small group	213	45%
d. Preview the book first, and then chorally read each page aloud	360	76%
H12. Generally, when students are given an opportunity to practice oral fluency, they should be:		
a. Working in small groups with the teacher	259	54%
b. Working with a student partner	381	80%
c. Working individually	132	28%
H13. To introduce a new reading selection in the anthology, teachers should:		
a. Have students listen to the anthology selection on audio cassette/CD	212	45%
b. Read the selection aloud	287	60%
c. Select individual students to read parts of the selection aloud	77	16%
d. Have students chorally read the selection	277	58%
H14. After reading an anthology selection, students should generally:		
a. Participate in a whole group discussion	454	95%
b. Write a summary of the selection	101	21%
c. Complete workbook pages to verify understanding	128	27%
H15. Vocabulary instruction should focus mainly on:		
a. Writing definitions from the glossary	16	3%
b. Completing the vocabulary worksheets	34	7%
c. Applying vocabulary strategies before and during reading	448	94%
d. Using a graphic organizer to define and compare related words	302	63%
H16. The workbook/practice book should be used to:		
a. Have students complete assignments independently in class	122	26%
b. Provide guided practice by the teacher	438	92%
c. Have students work on the assignment as homework	60	13%
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	122	26%
b. Provide guided practice of assigned independent work	438	92%
c. Teach core content more easily in a smaller group setting	60	13%

California Reading First Principal Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 476

	State-Level	
	# of Responses	Percent
11. Overall, how would you rate the effectiveness of your district's adopted reading/language arts program in your school?		
a. Poor	4	1%
b. Fair	37	8%
c. Good	282	59%
d. Excellent	146	31%
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%	7	1%
c. 60 - 89%	99	21%
d. 90 - 100%	361	76%
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	5	1%
b. Disagree	76	16%
c. Unsure	36	8%
d. Agree	286	60%
e. Strongly agree	67	14%
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	239	50%
b. I'm not sure	52	11%
c. There are some negative consequences, but they are minor	157	33%
d. There are severe negative consequences	21	4%
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	367	77%
b. I'm not sure	54	11%
c. Yes	47	10%

California Reading First Principal Survey 2008-2009

State-Level Responses

Number of Surveys Received by Evaluator: 476

State-Level
of Percent
Responses

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	329	69%
b. Reading/Language Arts Time Block	380	80%
c. Collaboration/Lesson Studies	333	70%
d. Substitute Days/Release Time	202	42%
e. Curriculum/Materials, for waived classrooms	70	15%
f. Pacing Plan or Guide	308	65%
g. Instructional Strategies	347	73%
h. Professional Development	340	71%
i. English Learner handbook or support guide	222	47%
j. Assessment and Data Analysis	352	74%
k. Your school's reading coach	367	77%
l. Curriculum/Materials, for non-waived classrooms	109	23%
m. Supplementary Materials	131	28%
n. Small Group Instruction/Universal Access	360	76%

Appendix D: Achievement Trend-lines 2004-2009

Achievement Trend-lines

This appendix presents tables and trend-line charts showing starting scores, ending (2009) scores, and gains on a variety of achievement metrics across Reading First schools that have been in the program for five years (YIP 5). These tables and charts supplement the YIP 6 tables and charts in Chapter 2 and contain similar trend-lines and statistical conclusions. 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. Gains tables and trend-lines are also included for English Learners for grades 2, 3, and 4.

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 (RFII > 41.4)	Medium Implementation Schools (36.0 < RFII < 41.4)	Low Implementation Schools (RFII < 36.0)	Statistical Control Group (RFII = 25)	
Number of Schools	121	27	52	42	N/A	4082
% Proficient and Above						
2004	16.1	17.4	16.4	14.7	16.3	41.5
2009	38.1	37.3	40.0	36.2	35.5	56.4
Change Since Starting Year	22.0^{bc}	19.9^c	23.5^{abc}	21.5^{bc}	19.2	14.9
% Below or Far Below Basic						
2004	53.8	52.9	51.4	57.2	53.8	28.3
2009	29.8	28	29.3	31.8	33.1	18.5
Change Since Starting Year	-23.9^{abc}	-24.9^{bc}	-22.2^{bc}	-25.5^{abc}	-20.7	-9.8
Mean Scale Score Per Student						
2004	301.9	303.8	303.7	298.5	302.0	339.4
2009	331.3	333.3	333.4	327.5	326.2	357.6
Change Since Starting Year	29.4^{abc}	29.5^{bc}	29.7^{abc}	29.0^{bc}	24.1	18.2

^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.1a: CST % Proficient & Above, YIP = 5, Grade = 2

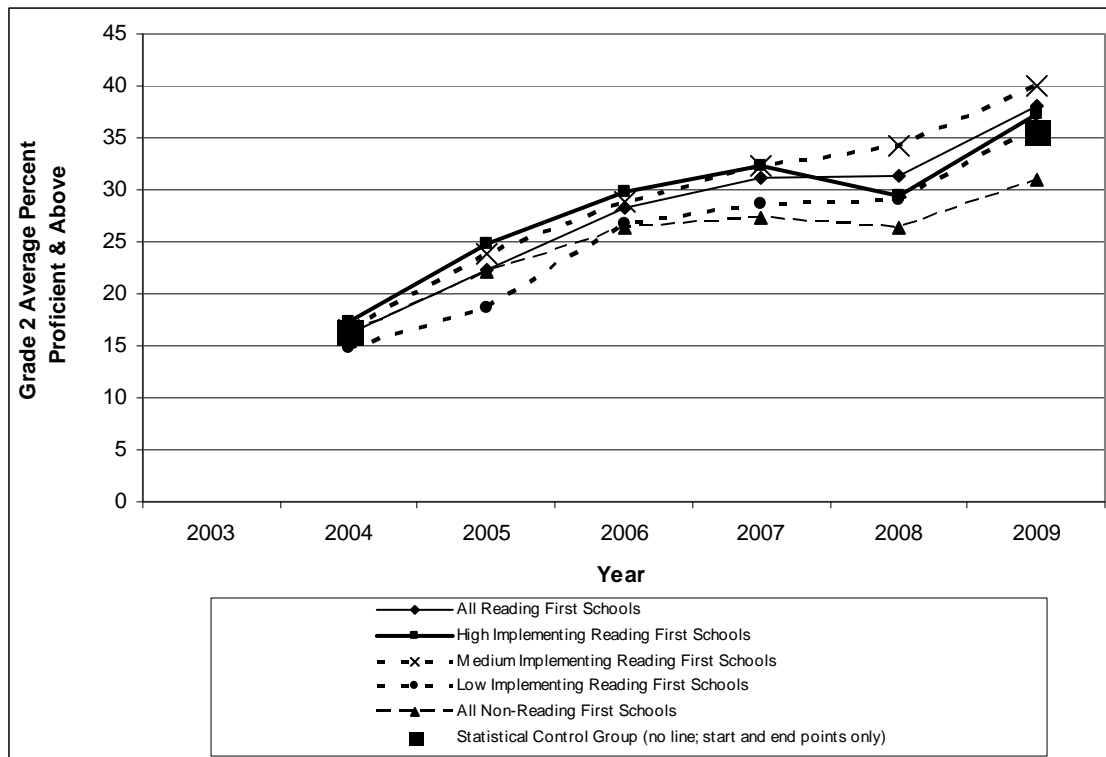


Figure D.1b: % Below Basic and Far Below Basic, YIP = 5, Grade = 2

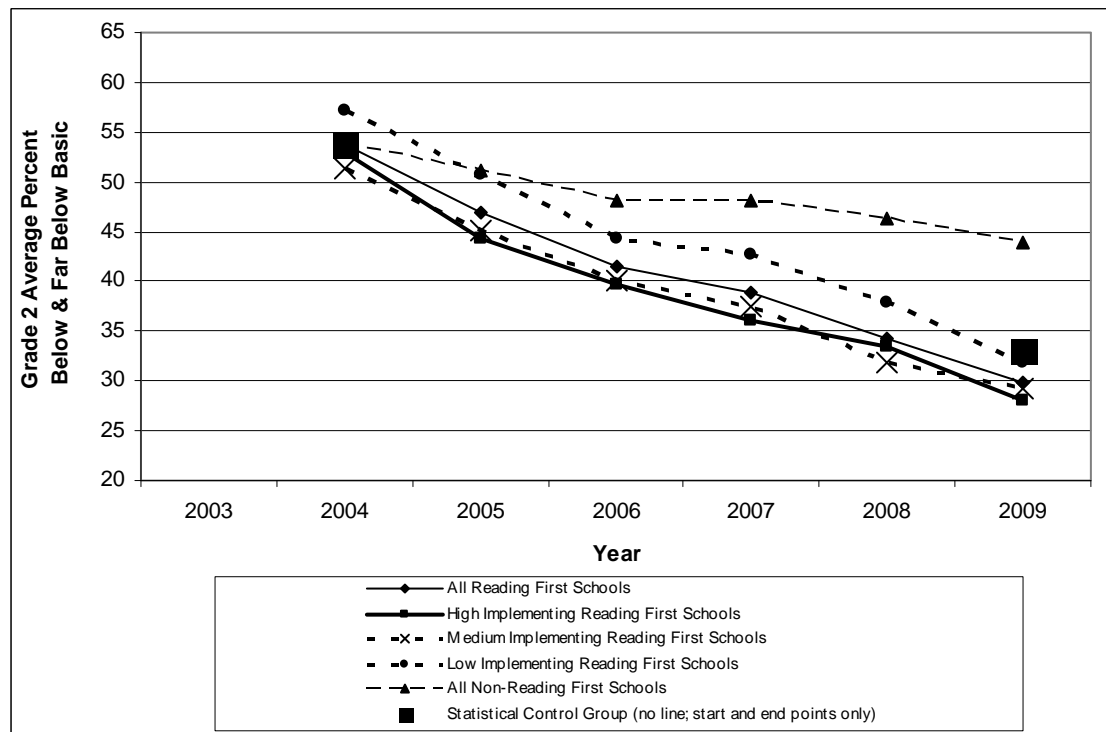


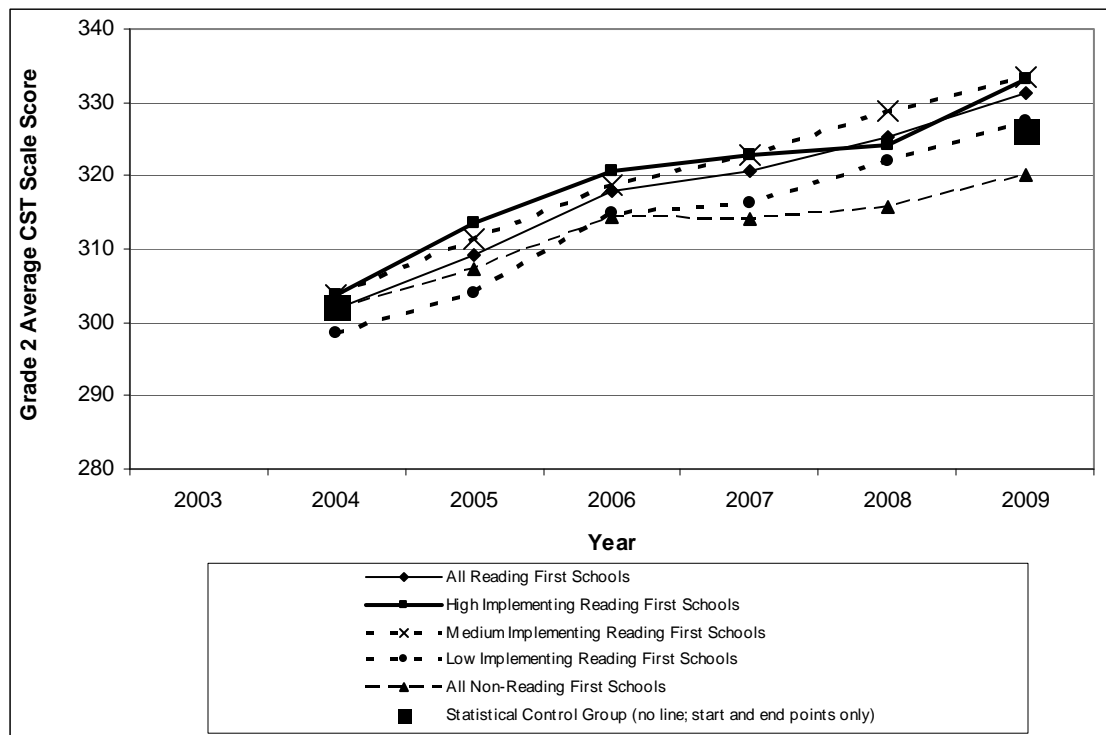
Figure D.1c: CST Mean Scale Score, YIP = 5, Grade = 2

Table D.2: CST Metric, 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 (RFII > 41.4)	Medium Implementation Schools (36.0 < RFII < 41.4)	Low Implementation Schools (RFII < 36.0)	Statistical Control Group (RFII = 25)	
Number of Schools	122	27	53	42	N/A	4077
% Proficient and Above						
2004	12.0	13.4	12.5	10.5	12.3	36.3
2009	25.8	25.3	27.9	23.5	24.1	47.7
Change Since Starting Year	13.8^{bc}	11.9^c	15.4^{abc}	12.9^c	11.8	11.5
% Below or Far Below Basic						
2004	59.6	58.9	57.5	62.8	59.3	31.8
2009	43.2	42.6	40.2	47.3	46.5	24.8
Change Since Starting Year	-16.5^{abc}	-16.3^{bc}	-17.3^{abc}	-15.5^{bc}	-12.8	-7.0
Mean Scale Score Per Student						
2004	292.3	294.6	293.7	288.9	292.7	331.2
2009	313.8	313.6	317.2	309.7	310.5	346.1
Change Since Starting Year	21.6^{bc}	19.0^c	23.4^{abc}	20.8^{bc}	17.8	14.8

^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.

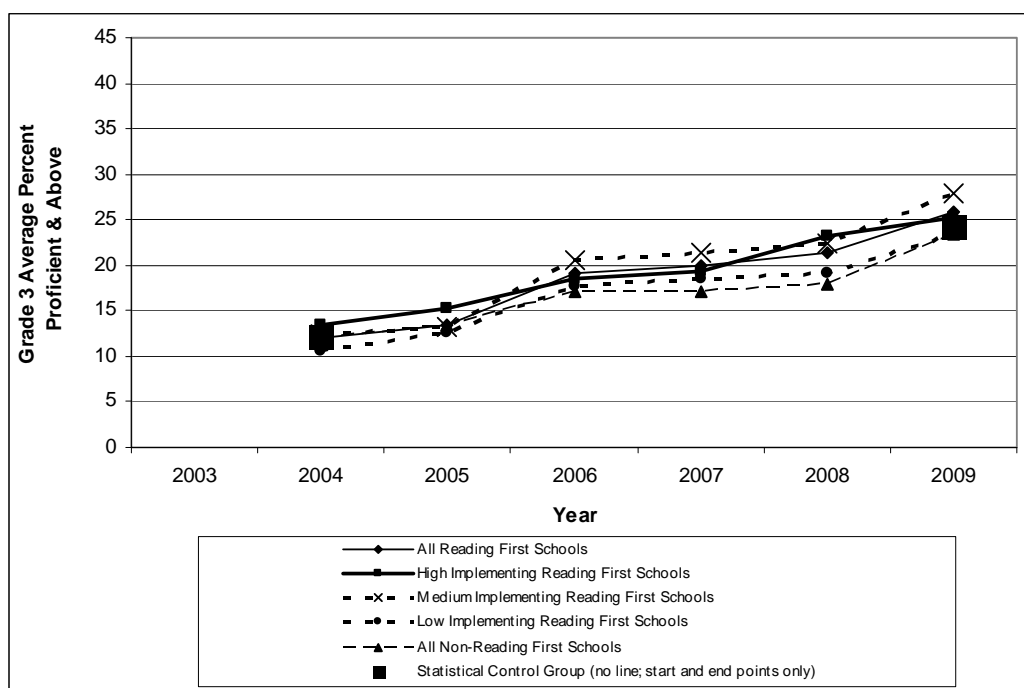
Figure D.2a: CST % Proficient & Above, YIP = 5, Grade = 3

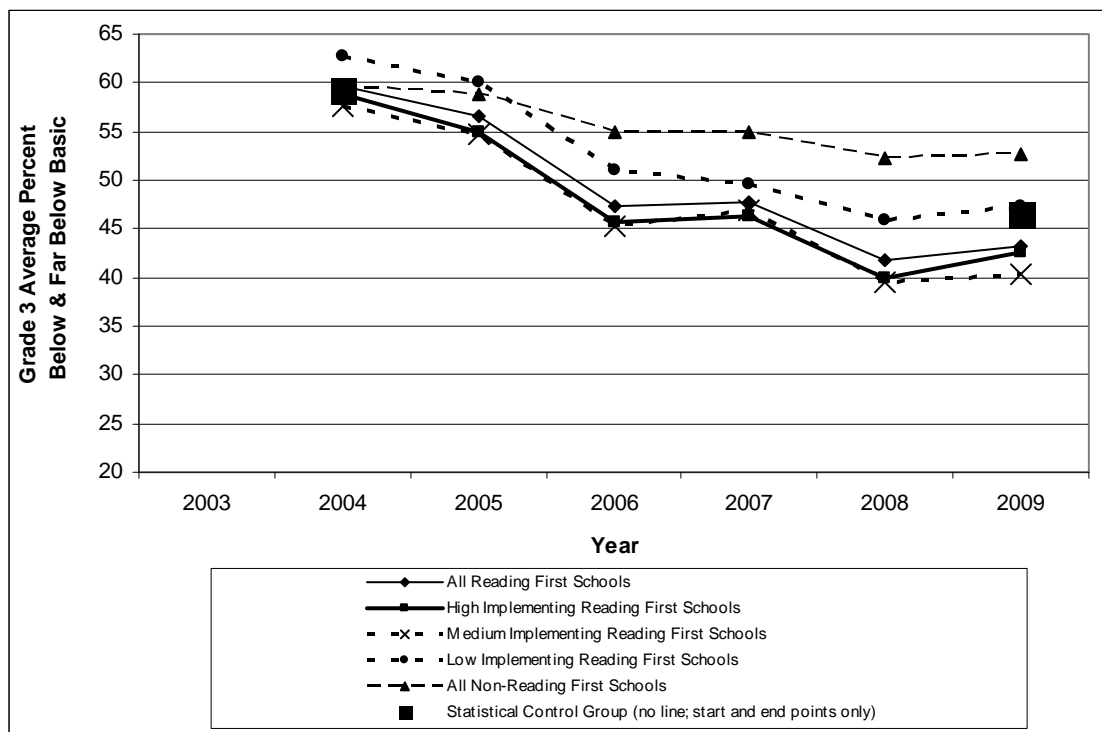
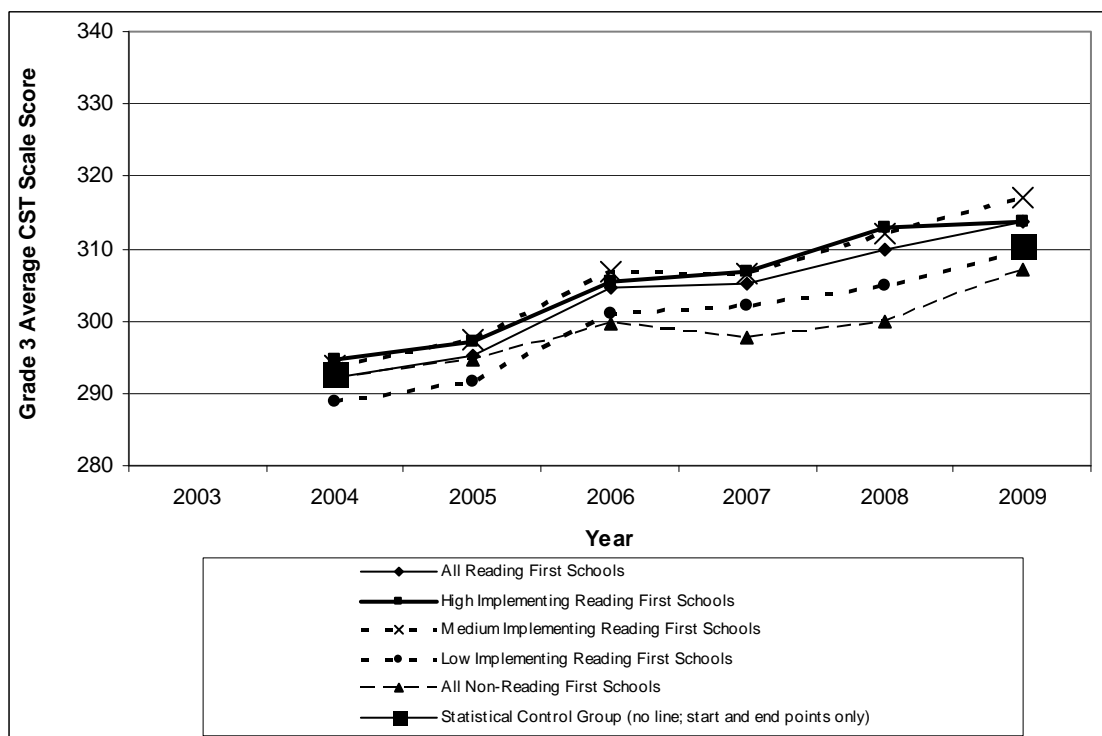
Figure D.2b: % Below Basic and Far Below Basic, YIP = 5, Grade = 3**Figure D.2c: CST Mean Scale Score, YIP = 5, Grade = 3**

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 (RFII > 41.4)	Medium Implementation Schools (36.0 < RFII < 41.4)	Low Implementation Schools (RFII < 36.0)	Statistical Control Group (RFII = 25)	
Number of Schools	115	25	50	40	N/A	4049
% Proficient and Above						
2004	18.9	20.6	19.5	17.1	18.8	46.2
2009	44.1	46.4	46.1	40.1	42.6	65.0
Change Since Starting Year	25.2^{bc}	25.8^{bc}	26.6^{bc}	23.0^{bc}	23.8	18.8
% Below or Far Below Basic						
2004	44.4	42.3	43.0	47.4	44.2	21.6
2009	22.5	21.6	20.4	25.7	23.6	12.4
Change Since Starting Year	-21.9^{bc}	-20.7^{bc}	-22.6^{bc}	-21.8^{bc}	-20.6	-9.3
Mean Scale Score Per Student						
2004	312.4	314.6	313.8	309.3	312.5	347.1
2009	342.3	344.5	345.4	337.2	339.8	372.3
Change Since Starting Year	29.9^{bc}	29.9^{bc}	31.6^{bc}	27.9^c	27.3	25.1

^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.

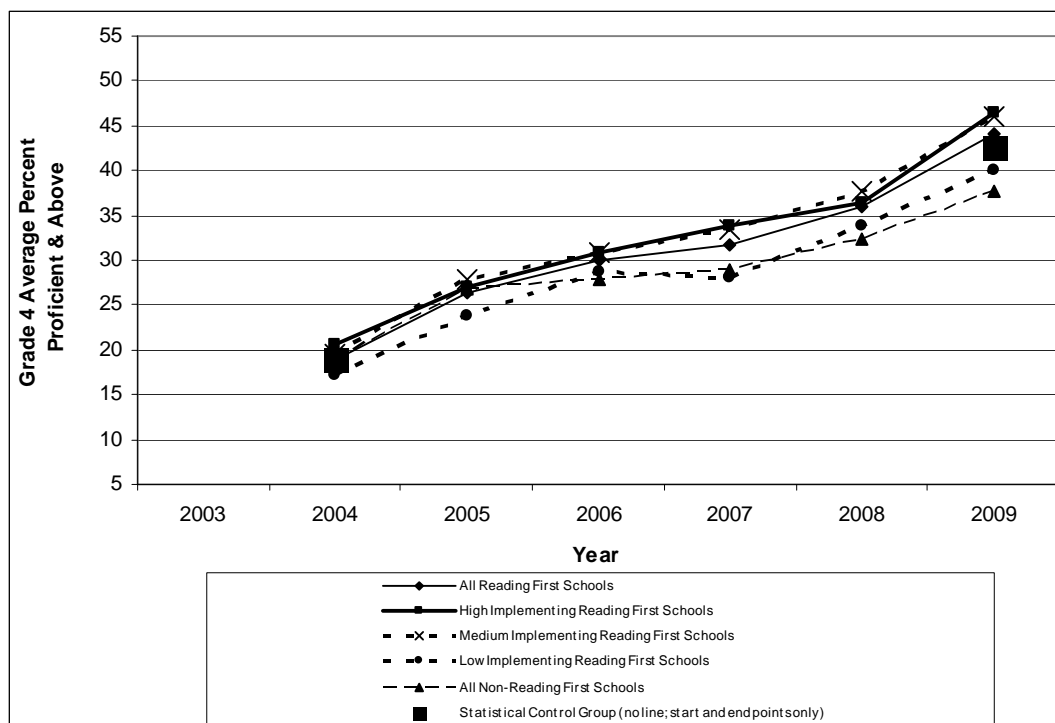
Figure D.3a: CST % Proficient & Above, YIP = 5, Grade = 4

Figure D.3b: % Below Basic and Far Below Basic, YIP = 5, Grade = 4

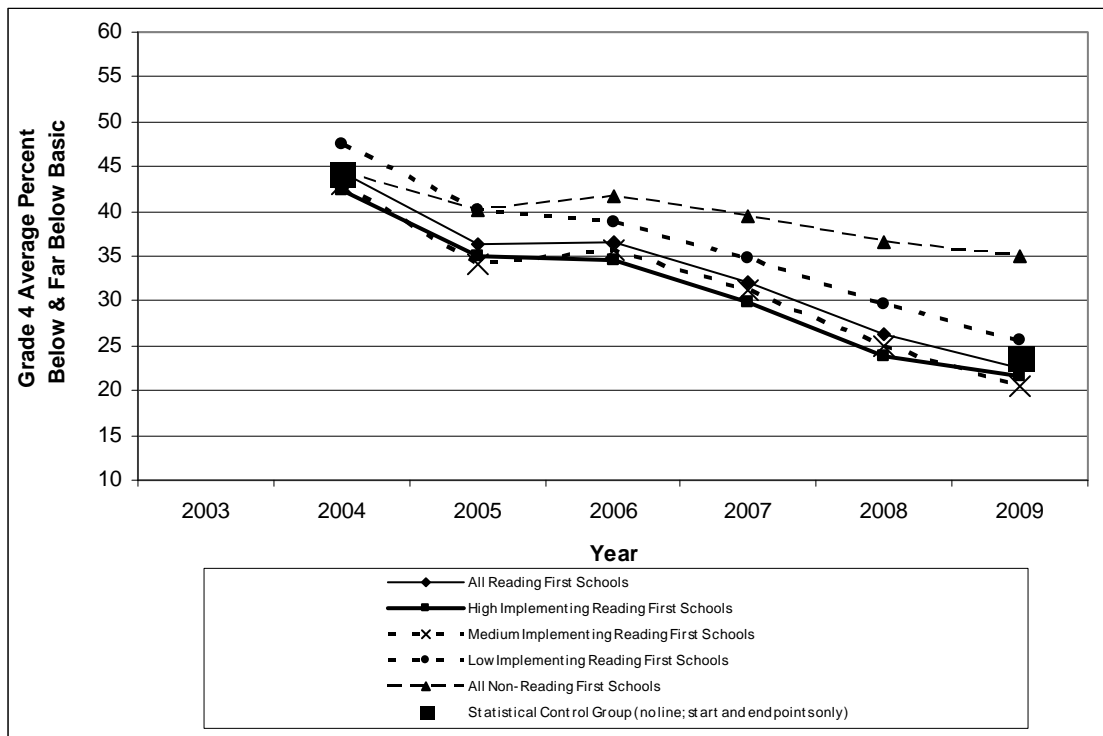
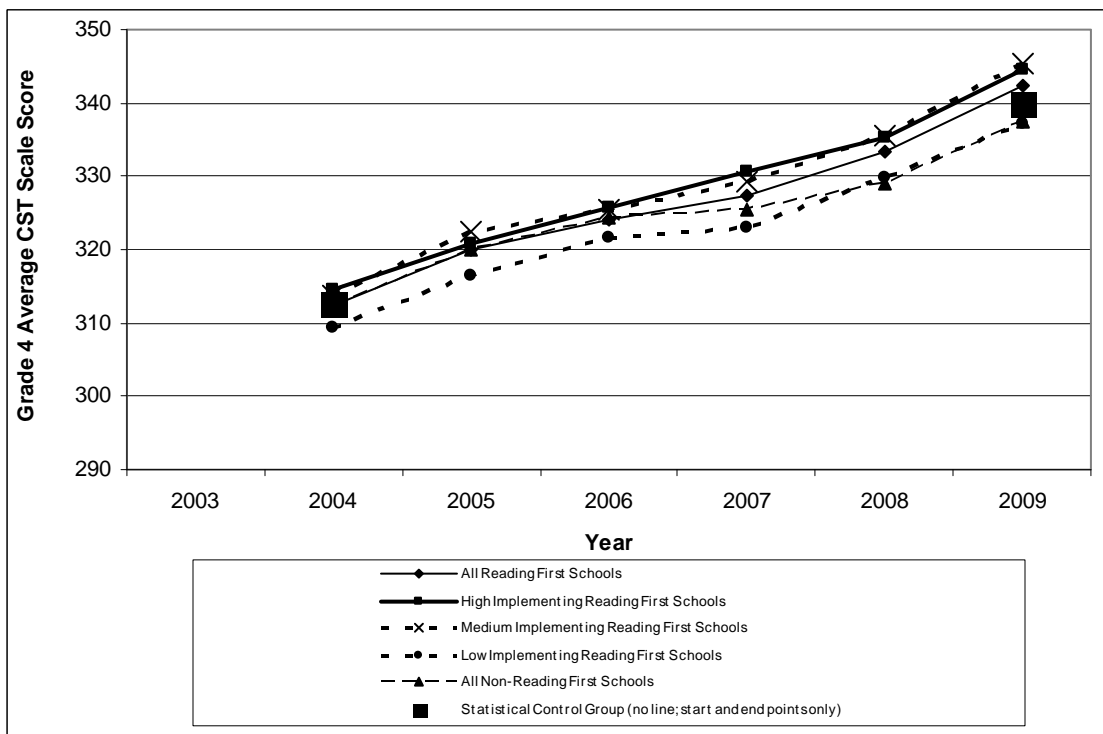


Figure D.3c: CST Mean Scale Score, YIP = 5, Grade = 4



English Learners – YIP 5

Table D.4: CST Metric, YIP = 5, Grade = 2 – English Learners

Years in Program: 5 Grade: 2	Reading First Schools					
		English Learner Students				
	All Reading First Schools All Students	All Reading First Schools	High Implementation Schools (RFII > 41.4)	Medium Implementation Schools (36.0 < RFII < 41.4)	Low Implementation Schools (RFII < 36.0)	All Non-Reading First Elementary Schools
Number of Schools	121	111	25	49	37	2354
% Proficient and Above						
2004	16.1	10.4	12.3	9.8	9.9	22.6
2009	38.1	35.6	36.8	38.0	31.7	41.4
Change Since Starting Year	22.0	25.2 ^{bc}	24.4 ^c	28.2 ^{bc}	21.8 ^c	18.8
Mean Scale Score Per Student						
2004	301.9	293.1	294.5	293.4	291.8	313.2
2009	331.3	327.5	330.2	330.0	322.3	336.2
Change Since Starting Year	29.4	34.4 ^{bc}	35.7 ^{bc}	36.7 ^{bc}	30.6 ^{bc}	23.0

^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 = 5, Grade = 2 – English Learners

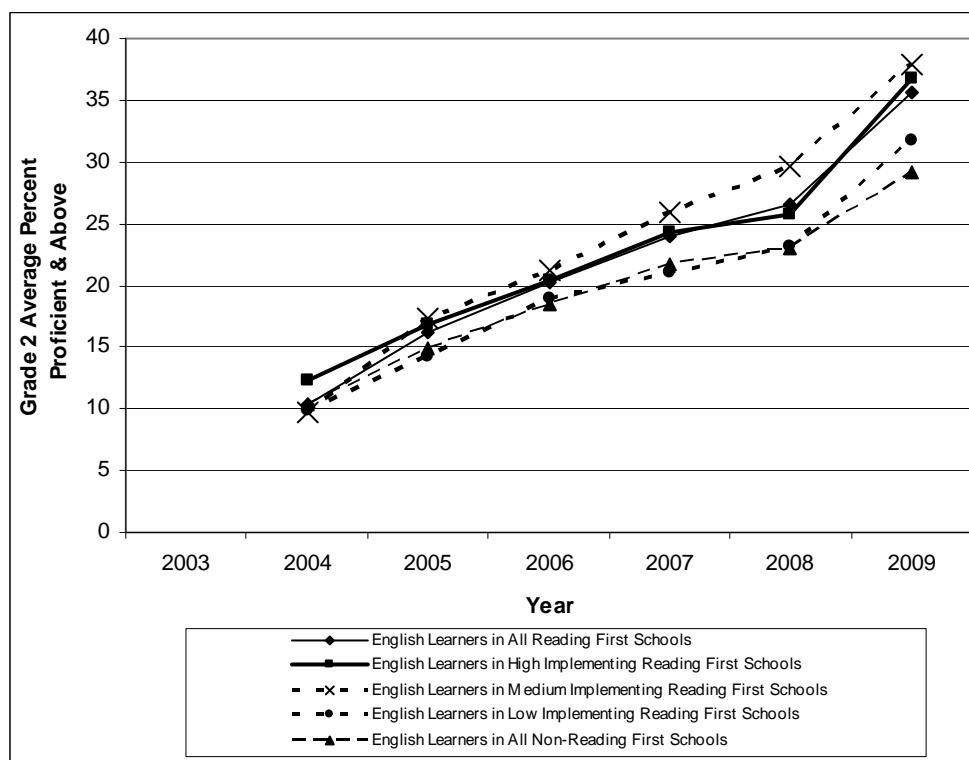


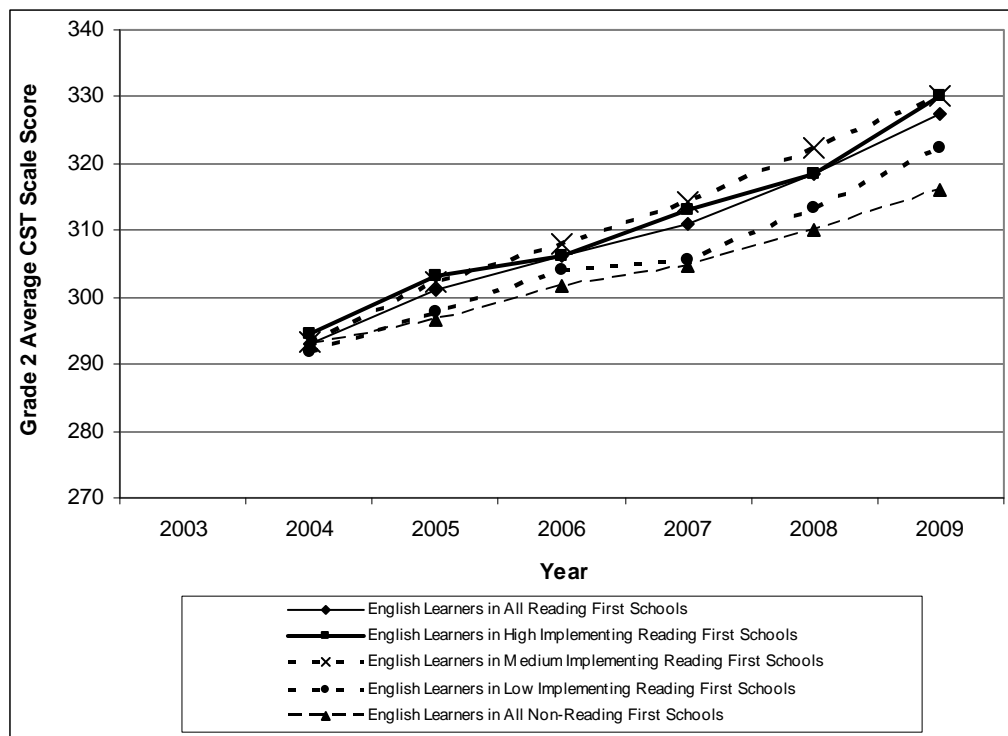
Figure D.4b: CST Mean Scale Scores, YIP = 5, Grade = 2 – English Learners

Table D.5: CST Metric, YIP = 5, Grade = 3 – English Learners

Years in Program: 5 Grade: 3	Reading First Schools					
		English Learner Students				
	All Reading First Schools All Students	All Reading First Schools	High Implementation Schools (RFII > 41.4)	Medium Implementation Schools (36.0 < RFII < 41.4)	Low Implementation Schools (RFII < 36.0)	All Non-Reading First Elementary Schools
Number of Schools	122	114	25	50	39	2130
% Proficient and Above						
2004	12.0	5.9	5.4	6.4	5.7	13.0
2009	25.8	18.2	16.3	19.6	17.7	22.6
Change Since Starting Year	13.8	12.3 ^{bc}	10.9 ^c	13.2 ^{bc}	11.9 ^c	9.6
Mean Scale Score Per Student						
2004	292.3	280.2	280.3	281.7	278.0	296.6
2009	313.8	303.6	302.6	306.0	301.2	311.2
Change Since Starting Year	21.6	23.4 ^{bc}	22.3 ^{bc}	24.2 ^{bc}	23.2 ^{bc}	14.5

^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.

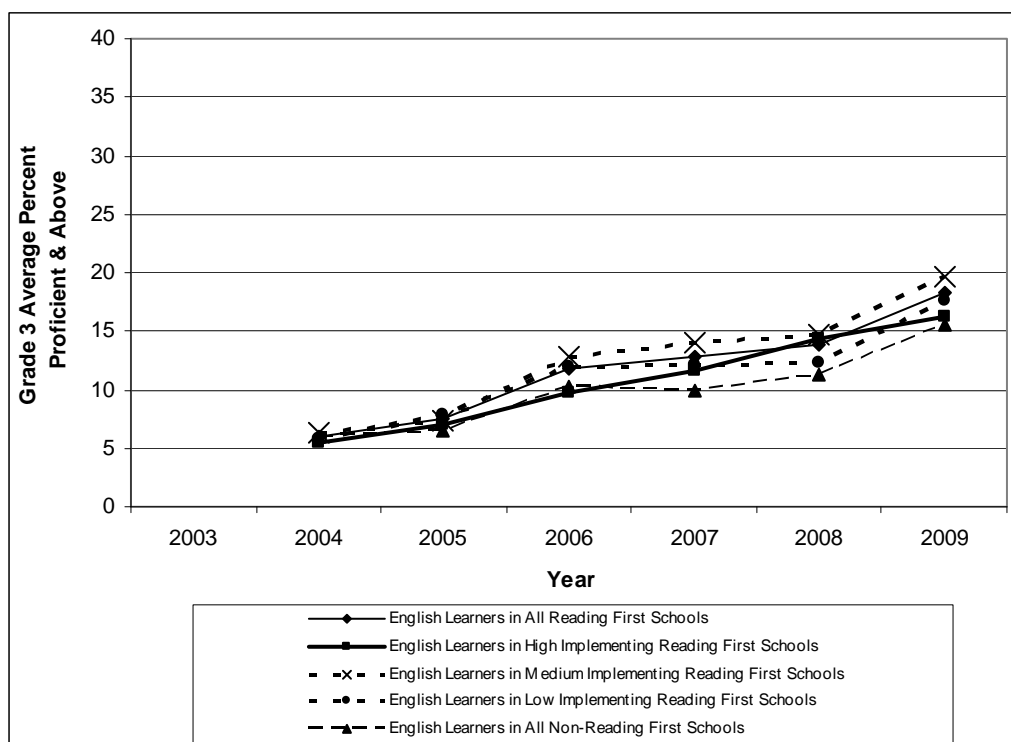
Figure D.5a: CST % Proficient & Above, YIP = 5, Grade = 3 – English Learners

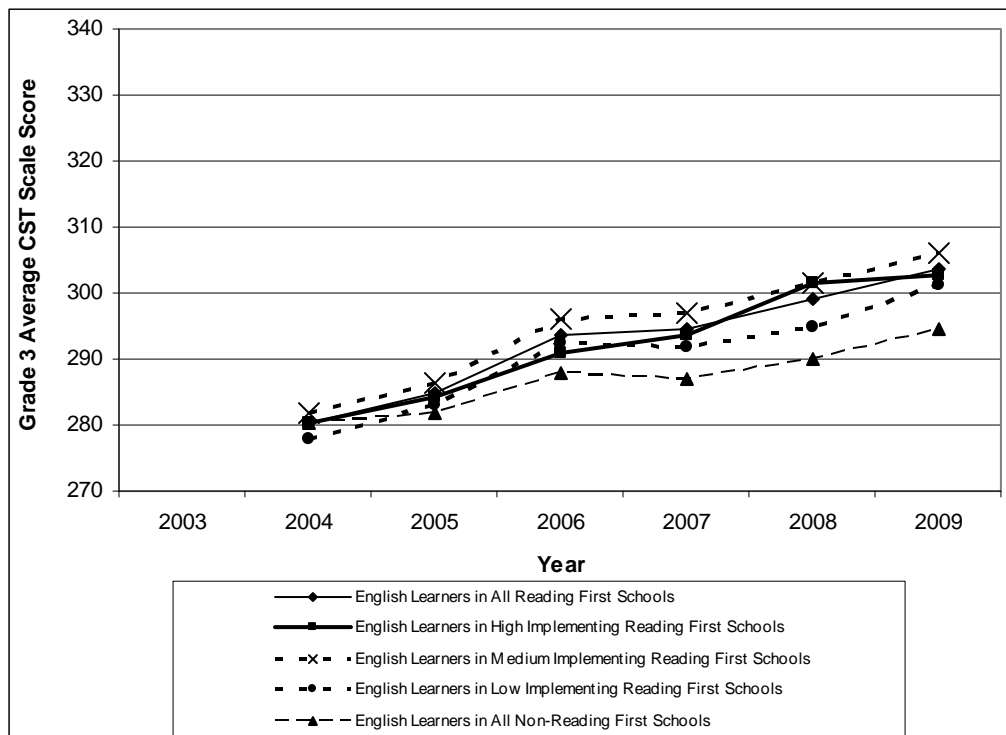
Figure D.5b: CST Mean Scale Scores, YIP = 5, Grade = 3 – English Learners

Table D.6: CST Metric, YIP = 5, Grade = 4 – English Learners

Years in Program: 5 Grade: 4	Reading First Schools					
		English Learner Students				
	All Reading First Schools All Students	All Reading First Schools	High Implementation Schools (RFII > 41.4)	Medium Implementation Schools (36.0 < RFII < 41.4)	Low Implementation Schools (RFII < 36.0)	All Non-Reading First Elementary Schools
Number of Schools	115	109	24	49	36	1944
% Proficient and Above						
2004	18.9	9.9	9.8	10.5	9.1	16.5
2009	44.1	30.8	33.3	32.6	26.6	36.1
Change Since Starting Year	25.2	20.9 ^c	23.5 ^c	22.1 ^c	17.6 ^c	19.6
Mean Scale Score Per Student						
2004	312.4	300.3	300.8	301.5	298.2	312.3
2009	342.3	327.2	328.3	330.4	322.2	332.6
Change Since Starting Year	29.9	27.0 ^{bc}	27.5 ^{bc}	28.9 ^{bc}	24.0 ^c	20.3

^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.

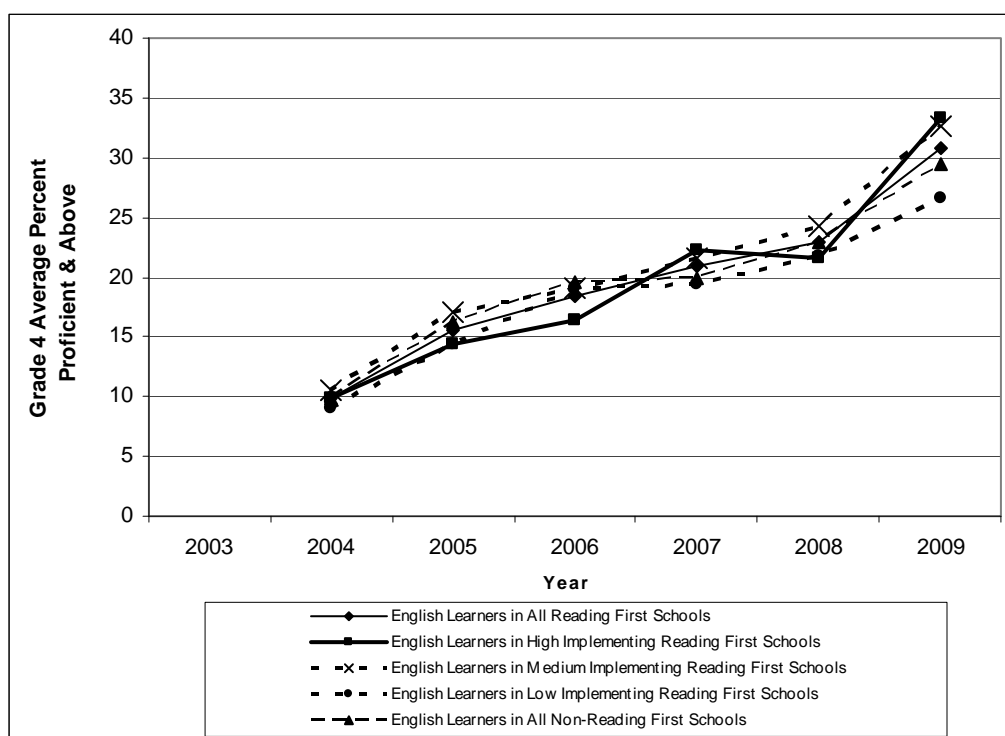
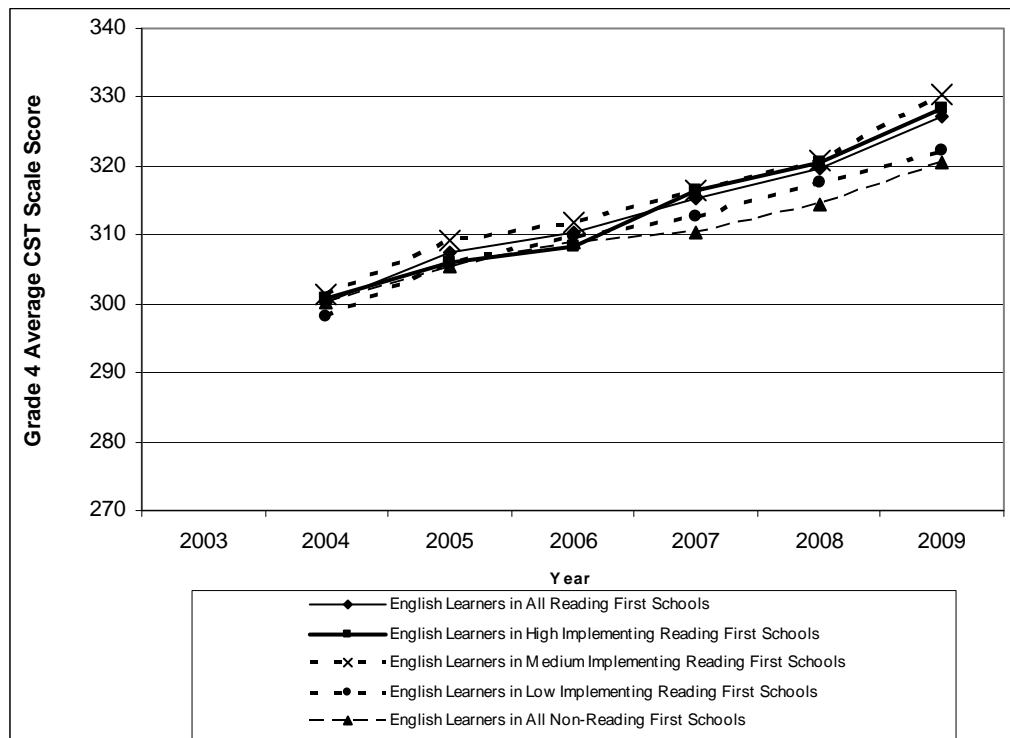
Figure D.6a: CST % Proficient & Above, YIP = 5, Grade = 4 – English Learners

Figure D.6b: CST Mean Scale Scores, YIP = 5, Grade = 4 – English Learners

Appendix E: Reading First Achievement Index (RFAI)

Year 7 of the Evaluation study (2009) is the sixth 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 changed because the CAT/6 data were no longer available. In 2008-09, CAT/6 was dropped from the California Standardized Testing and Reporting (STAR) program. The details of how the RFAI was computed in Year 7 are described below.

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 original weight distributions gave the CSTs 60%, the CAT/6 scores 10%, and the EOY scores 30%.

As noted above, the CAT/6 component of the RFAI was discontinued in 2008-09. This required re-weighting the RFAI formula and adjusting it to maximize its comparability with past year RFAI statistics. The re-weighting was done by changing the CAT/6 weight to 0% and increasing the CST weight to 70%, thereby increasing the grade 2 and grade 3 CST weights from 30% to 35%. The EOY weight was left at 30%. To maximize comparability to past year RFAI statistics, a regression equation was calculated to estimate the original 2007-08 RFAI statistic using the re-weighted 2007-08 RFAI statistic (in which the CAT/6 component was dropped). The resulting regression line had a slope coefficient of 0.96917 and a y-intercept of 1.25098. This yields the following formula:

$$2009 \text{ RFAI (adjusted)} = \text{Re-weighted 2009 RFAI} * 0.96917 + 1.25098$$

A small comparison study was conducted to compare the original 2008 RFAI with the “adjusted” 2008 RFAI obtained using the new weights and the formula above. It found that their correlation was 0.997

and their Root Mean Square Error (RMSE) was 0.612 of a scale score point – the two versions of the RFAI are virtually identical, in other words. We concluded that the adjusted RFAI can be compared with the original RFAI to compute gain scores. Because Reading First funding has ended as of 2008-09, there is no need to use the “adjusted” RFAI statistic to make funding decisions.

The weight distributions are provided on the tree diagram of Figure E.1. Computing the 2009 RFAI was a two step process. First, a preliminary RFAI is calculated where the CSTs were weighted 70% and the EOY scores were weighted 30%. Second, the preliminary RFAI is adjusted by multiplying it by the slope from regression analysis, then adding the y-intercept. 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.

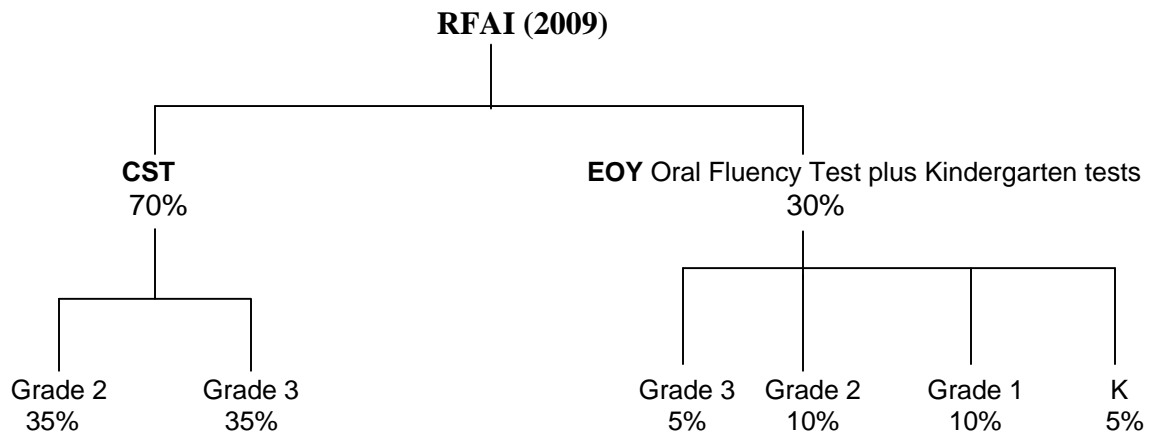
Therefore, based on recommendations made by the EAG subcommittee in April 2006, the following procedure for calculating the RFAI and handling missing data was adopted, to be identical for both C-TAC and the External Evaluator. The steps should proceed as follows:

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 was 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.

As of 2008-09, it is no longer necessary to make “significant progress” determinations.

Figure E.1: Tree Diagram showing RFAI Weight Distribution**Performance Level weights with the CST:**

Weight of 0 to Far Below Basic and Below Basic
 Weight of 0.5 to Basic
 Weight of 1 to Proficient and Advanced

Weights across Kindergarten tests:

Weight of 0.10 to each category, except
 Lower and Upper Case Letters, which are
 weighted as 0.20.

CST: The California Standards Test is administered as part of the California Standardized Testing and Reporting (STAR) test.

EOY: The Reading First End-of-Year tests are administered only to students in Reading First Schools.

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	$0.00 \times 1.00 = 0.000$
Proficient	20.00	1.00	$20.00 \times 1.00 = 20.000$
Basic	40.00	0.50	$40.00 \times 0.50 = 20.000$
Below Basic	20.00	0.00	$20.00 \times 0.00 = 0.000$
Far Below Basic	20.00	0.00	$20.00 \times 0.00 = 0.000$
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	35%
Total CST Grade 2 Weighted Score	$40.0 \times 0.35 = 14.000$

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	$0.00 \times 1.00 = 0.000$
Proficient	10.00	1.00	$10.00 \times 1.00 = 10.000$
Basic	39.00	0.50	$39.00 \times 0.50 = 19.500$
Below Basic	35.00	0.00	$35.00 \times 0.00 = 0.000$
Far Below Basic	16.00	0.00	$16.00 \times 0.00 = 0.000$
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	35%
Total CST Grade 3 Weighted Score	$29.5 \times 0.35 = 10.325$

STEP 3: Compute a Weighted End of Year Kindergarten Score

A	B	C	D
Test Categories	Percent Students at Benchmark	Weight	Weighted Score at Benchmark $B \times C$
Consonants	67.5	0.10	$67.50 \times 0.10 = 6.750$
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	$95.00 \times 0.10 = 9.500$
Syllables	76.19	0.10	$76.19 \times 0.10 = 7.619$
Upper Case	90	0.20	$90.00 \times 0.20 = 18.000$
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 4: 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 $B \times C$
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 5: Sum the final results obtained in Steps 1 through 7 to obtain the Preliminary RFAI score.

Total CST Grade 2 Weighted Score	14.000
+	
Total CST Grade 3 Weighted Score	10.325
+	
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
=	
Preliminary RFAI Score	36.685

STEP 6: Adjust Preliminary RFAI Score to obtain Final RFAI Score.

Preliminary RFAI x Slope ($36.685 \times .96917$) =	35.554
+	
y-intercept 1.25098	36.805
=	
Final RFAI = 36.80	

Appendix F: Reading First Schools, RFAI and RFII Listings

Reading First School Listings

Tables F.1.1 – F.1.3 contain the top ranked 20 schools from each cohort (Cohorts 2 – 4) sorted by their Reading First Achievement Index (RFAI) in 2009. 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.1.3.

Tables F.2.1 – F.2.2 contain the bottom 20 ranked schools from each cohort sorted by their RFAI in 2009.

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, 2008, and 2009.

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. Lewiston SD and Junction SD have too few students to have data from the STAR report and an accurate RFAI cannot be computed for these districts.

Table F.1.1: Reading First Schools, Cohort 2, Top 20 Schools, Ranked by RFAI 2009¹

#	Cohort	County	District	School	RFAI				RFII			
					2006	2007	2008	2009	2006	2007	2008	2009
1	2	Imperial	El Centro Elementary	De Anza	56	63	71	77	42	41	41	43
2	2	San Mateo	East Palo Alto Charter School/Ravenswood	East Palo Alto Charter School	65	65	57	75	39	44	44	43
3	2	Los Angeles	Glendale Unified SD	Jefferson (Thomas) Elementary	69	66	76	74	35	34	34	34
4	2	San Francisco	San Francisco Unified SD	Sheridan Elementary	68	64	62	71	41	44	42	42
5	2	Lassen	Johnstonville Elementary SD	Johnstonville Elementary	72	65	57	71	31	35	35	33
6	2	San Diego	San Ysidro Elementary SD	Sunset Elementary	52	52	65	69	37	39	39	41
7	2	Orange	Magnolia Elementary SD	Lord Baden-Powell Elementary	54	59	66	68	58	48	49	52
8	2	Los Angeles	Mountain View Elementary SD	La Primaria Elementary	59	61	70	67	34	33	33	32
9	2	San Bernardino	Fontana Unified SD	Hemlock Elementary	54	57	55	66	45	39	39	40
10	2	Merced	Livingston Union ESD	Yamato Colony Elementary	62	55	58	66	46	40	41	41
11	2	Los Angeles	Glendale Unified SD	Mann (Horace) Elementary	55	54	61	65	45	39	40	42
12	2	Ventura	Santa Paula Elementary SD	Thille (Grace S.) Elementary	51	56	56	65	35	36	36	37
13	2	San Bernardino	Ontario-Montclair Elementary SD	Edison Elementary	51	56	66	64	41	40	40	40
14	2	Los Angeles	Whittier City Elementary SD	Orange Grove Elementary	56	56	55	64	38	43	42	41
15	2	Orange	Magnolia Elementary SD	Sweitzer (Dr. Albert) Elementary	52	47	57	64	37	38	38	38
16	2	Los Angeles	Whittier City Elementary SD	Phelan (Daniel) Elementary	57	57	62	63	55	50	49	48
17	2	San Diego	Chula Vista Elementary SD	Silver Wing Elementary		48	56	63		49	43	41
18	2	San Joaquin	Manteca Unified SD	Sequoia Elementary	49	50	60	63	45	46	47	49
19	2	Los Angeles	Hacienda La Puente USD	Baldwin	53	60	63	63	38	38	38	37
20	2	San Francisco	San Francisco Unified SD	Glen Park Elementary	58	60	57	63	36	37	37	37

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

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

Table F.1.2: Reading First Schools, Cohort 3, Top 20 Schools, Ranked by RFAI 2009¹

#	Cohort	County	District	School	RFAI				RFII			
					2006	2007	2008	2009	2006	2007	2008	2009
1	3	Riverside	Banning Unified SD	Central	53	59	53	66	42	40	40	39
2	3	Los Angeles	Lynwood Unified SD	Helen Keller Elementary	30	48	47	64	38	40	40	40
3	3	Los Angeles	Lynwood Unified SD	Rosa Parks School, was Agnes School	54	49	59	64	44	38	38	38
4	3	Tehama	Corning Union Elementary SD	Olive View	51	59	59	63	49	47	46	44
5	3	San Diego	South Bay Union SD	Mendoza	50	49	53	63	36	38	38	38
6	3	Los Angeles	El Rancho Unified SD	Birney	62	58	59	63	41	40	40	41
7	3	Los Angeles	Palmdale SD	Los Amigos	46	49	54	61	39	38	46	46
8	3	Los Angeles	El Rancho Unified SD	Rivera	56	60	64	61	38	37	39	40
9	3	Tehama	Corning Union Elementary SD	Woodson	61	53	49	60	36	35	35	36
10	3	Kern	Wasco Union SD	John L. Prueitt		37	47	60	37	37	37	37
11	3	Los Angeles	Palmdale SD	Summerwind	47	46	48	60	37	34	35	35
12	3	Los Angeles	El Rancho Unified SD	North Ranchito	58	63	62	59	32	32	32	32
13	3	Los Angeles	Lynwood Unified SD	Mark Twain	49	54	53	59	37	36	36	36
14	3	Los Angeles	Lynwood Unified SD	Abbott Elementary		58	57	59		38	38	37
15	3	Los Angeles	Compton Unified SD	Tibby	51	46	46	59	30	32	32	32
16	3	Sonoma	Santa Rosa City Schools	Luther Burbank	44	45	55	59	40	35	36	37
17	3	Los Angeles	Compton Unified SD	Ronald E. McNair	53	54	61	59	43	38	38	38
18	3	Los Angeles	Compton Unified SD	Robert F. Kennedy	54	52	55	58	34	37	37	36
19	3	Los Angeles	Compton Unified SD	Jefferson	37	50	48	58	38	37	36	35
20	3	Yolo	Washington Unified SD	Stonegate			58	57			40	39

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

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

Table F.1.3: Reading First Schools, Cohort 4, All Schools, Ranked by RFAI 2009¹

#	Cohort	County	District	School	RFAI				RFII			
					2006	2007	2008	2009	2006	2007	2008	2009
1	4	Kings	Corcoran Joint Unified SD	Fremont Elementary		51	53	62		46	46	46
2	4	Kings	Corcoran Joint Unified SD	Bret Harte Elementary		51	53	62		40	40	38
3	4	Riverside	Hemet Unified SD	Winchester Elementary School		51	53	58		42	42	43
4	4	Riverside	Hemet Unified SD	McSweeney Elementary School		46	52	57		37	40	40
5	4	Tulare	Pleasant View Elementary SD	Pleasant View West		50	50	56		39	43	42
6	4	Riverside	Hemet Unified SD	Hamilton Elementary School		48	51	55		41	44	44
7	4	Riverside	Hemet Unified SD	Whittier Elementary School		49	53	53		35	35	36
8	4	Riverside	Hemet Unified SD	Ramona Elementary School		44	48	52		39	39	38
9	4	Colusa	Colusa Unified SD	Burchfield Primary School		54	52	50		32	33	32
10	4	Sonoma	Healdsburg Unified	Healdsburg Elementary		39	41	48		35	36	35
11	4	Solano	Vallejo City Unified SD	Highland Elementary		46	41	48		34	37	36
12	4	Fresno	West Fresno SD	West Fresno Elementary		32	42	48		39	40	40
13	4	Imperial	San Pasqual Valley USD	San Pasqual Valley Elementary		39	43	47		37	38	38
14	4	Solano	Vallejo City Unified SD	Johnston Cooper Elementary		51	48	46		41	41	42
15	4	Solano	Vallejo City Unified SD	Lincoln Elementary		47	54	45		35	33	34
16	4	Solano	Vallejo City Unified SD	Mare Island Elementary			42	40			33	36
17	4	Solano	Vallejo City Unified SD	Loma Vista Elementary		36	31	36		44	40	37
18	4	Solano	Vallejo City Unified SD	Grace Patterson Elementary		34	42	33		39	41	42
19	4	Mendocino	Round Valley Unified SD	Round Valley Elementary		29	29	31		41	44	46
20	4	Tulare	Stone Corral Elementary SD	Stone Corral Elementary		39	17	20		34	31	32

¹ NOTE: Cohort 4 includes data for only 20 schools, which are listed here ranked by their 2009 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 2, Bottom 20 Schools, Ranked by RFAI 2009¹

#	Cohort	County	District	School	RFAI				RFII			
					2006	2007	2008	2009	2006	2007	2008	2009
1	2	Fresno	Fresno Unified School District	Muir Elementary	25	32	37	36	40	41	40	39
2	2	San Francisco	San Francisco Unified School District	John Muir Elementary		26	38	36		37	39	37
3	2	Sacramento	San Juan Unified School District	Dyer-Kelley Elementary	32	36	32	36	37	37	36	38
4	2	Monterey	Salinas City Elementary School District	Natividad Elementary	35	35	39	35	36	32	34	36
5	2	Monterey	Salinas City Elementary School District	Los Padres Elementary	28	31	30	35	33	33	34	35
6	2	Los Angeles	Whittier City Elementary School District	Lydia Jackson				35				42
7	2	San Francisco	San Francisco Unified School District	Revere (Paul) Elementary	27	30	31	35	37	32	33	33
8	2	San Bernardino	San Bernardino City USD	Riley Elementary	27	29	33	35	45	42	43	41
9	2	San Bernardino	San Bernardino City USD	Rio Vista Elementary	44	38	38	35	37	38	39	36
10	2	San Bernardino	San Bernardino City USD	Inghram Elementary	32	29	30	34	43	42	42	44
11	2	Fresno	Fresno Unified School District	Hidalgo Elementary	32	34	33	33	42	41	41	44
12	2	Monterey	Salinas City Elementary School District	Sherwood Elementary	24	26	31	33	36	33	35	36
13	2	San Francisco	San Francisco Unified School District	Sanchez Elementary	40	37	38	32	33	34	34	34
14	2	Santa Clara	San Jose Unified School District	Washington Elementary	37	42	41	32	38	37	38	37
15	2	San Francisco	San Francisco Unified School District	Harte (Bret)	52	57	38	30	40	36	36	34
16	2	Kern	Lamont Elementary School District	Alicante	39	42	43	30	35	35	35	35
17	2	Fresno	Fresno Unified School District	Lowell Elementary	33	31	28	30	41	36	36	38
18	2	Fresno	Fresno Unified School District	Columbia Elementary	32	33	32	28	41	40	38	37
19	2	Fresno	Fresno Unified School District	Rowell (Chester)	30	41	39	26	39	36	37	38
20	2	Siskiyou	Junction Elementary School District	Junction Elementary					45	35	39	39

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

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

Table F.2.2: Reading First Schools, Cohort 3, Bottom 20 Schools, Ranked by RFAI 2009¹

#	Cohort	County	District	School	RFAI				RFII			
					2006	2007	2008	2009	2006	2007	2008	2009
2	3	San Mateo	Ravenswood City School District	Belle Haven	30	33	34	39	40	34	34	34
3	3	Santa Cruz	Pajaro Valley Unified School District	Mintie White Elementary	27	31	37	39	36	37	38	38
4	3	Kern	Wasco Union School District	Palm Avenue			33	39			33	32
5	3	Yolo	Washington Unified School District	Westfield Village	40	38	41	38	43	43	44	43
6	3	Santa Cruz	Pajaro Valley Unified School District	Amesti	32	36	38	38	36	34	34	34
7	3	Monterey	Alisal Union School District	Fremont	33	32	34	38	36	33	34	34
8	3	Fresno	Raisin City School District	Raisin City	30	38	43	38	37	37	38	39
9	3	San Mateo	Ravenswood City School District	Green Oaks	17	24	34	37	28	27	27	28
10	3	Riverside	Desert Sands Unified School District	Dwight Eisenhower	24	33	34	37	35	34	34	35
11	3	San Bernardino	Oro Grande School District	Oro Grande	45	55	48	37	32	31	30	29
12	3	Los Angeles	Palmdale School District	Yucca	29	30	36	36	40	39	42	41
13	3	Ventura	Rio Elementary School District	Rio Real	32	32	31	35	35	32	33	33
14	3	Santa Cruz	Pajaro Valley Unified School District	MacQuiddy	32	38	32	34	35	34	34	33
15	3	Santa Cruz	Pajaro Valley Unified School District	Landmark	31	29	29	33	44	41	40	40
16	3	Monterey	Greenfield Union School District	Greenfield Elementary	28	27	35	32	36	36	35	36
17	3	Imperial	Westmorland Union Elementary School District	Westmorland	38	40	39	32	51	48	49	50
18	3	Santa Cruz	Pajaro Valley Unified School District	Ohlone	22	24	26	31	31	31	31	31
19	3	Santa Cruz	Pajaro Valley Unified School District	Hall	33	38	36	31	38	36	35	35
20	3	Trinity	Lewiston Elementary School District	Lewiston					31	33	36	40

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

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

Table F.3.1: All Reading First Schools, Sorted Alphabetically by District Name and School Name, 2009

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
1	Monterey	Alisal Union School District	Alisal Community	38	45	42	43	34	33	33	36
2	Monterey	Alisal Union School District	Barton	36	36	43	45	35	33	35	37
3	Monterey	Alisal Union School District	Chavez	41	43	48	44	36	32	32	34
4	Monterey	Alisal Union School District	Creekside	52	55	54	52	37	33	32	31
5	Monterey	Alisal Union School District	Fremont	33	32	34	38	36	33	34	35
6	Monterey	Alisal Union School District	Loya	47	39	50	49	37	34	34	32
7	Monterey	Alisal Union School District	Sanchez	36	39	37	42	38	34	33	29
8	Riverside	Alvord Unified School District	Arlanza	36	39	42	49	40	41	41	42
9	Riverside	Alvord Unified School District	Collett	50	50	51	49	36	33	34	35
10	Riverside	Alvord Unified School District	Foothill	42	38	38	47	35	34	34	37
11	Riverside	Alvord Unified School District	La Granada	33	33	37	40	44	38	39	40
12	Riverside	Alvord Unified School District	Myra Linn	55	58	63	56	37	36	37	42
13	Riverside	Alvord Unified School District	Rosemary Kennedy	43	44	46	54	38	36	37	40
14	Riverside	Alvord Unified School District	Terrace	46	44	43	45	43	41	41	42
15	Orange	Anaheim Elementary School District	Franklin (Benjamin) Elementary	51	53	60	61	46	46	47	47
16	Orange	Anaheim Elementary School District	Gauer (Melbourne A.) Elementary	40	36	43	48	44	46	46	41
17	Orange	Anaheim Elementary School District	Guinn (James) Elementary	46	47	51	55	38	39	39	38
18	Orange	Anaheim Elementary School District	Henry (Patrick) Elementary	39	36	38	43	41	37	38	35
19	Orange	Anaheim Elementary School District	Juarez (Benito) Elementary	42	44	49	52	38	39	40	39
20	Orange	Anaheim Elementary School District	Loara Elementary	53	50	55	56	38	39	38	35
21	Orange	Anaheim Elementary School District	Madison (James) Elementary	40	46	50	59	38	37	37	38
22	Orange	Anaheim Elementary School District	Marshall (John) Elementary	40	39	47	51	36	36	35	33

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
23	Orange	Anaheim Elementary School District	Olive Street Elementary, formerly Jeffer	41	42	52	46	67	58	60	73
24	Orange	Anaheim Elementary School District	Orange Grove			53	51			48	47
25	Orange	Anaheim Elementary School District	Palm Lane Elementary	37	42	45	50	38	37	38	39
26	Orange	Anaheim Elementary School District	Price (Adelaide) Elementary	46	48	52	58	42	43	43	42
27	Orange	Anaheim Elementary School District	Revere (Paul)	39	43	45	38	37	39	39	35
28	Orange	Anaheim Elementary School District	Roosevelt Elementary	43	50	60	55	32	34	34	34
29	Orange	Anaheim Elementary School District	Ross (Betsy) Elementary	49	48	51	54	34	35	35	36
30	Orange	Anaheim Elementary School District	Sunkist Elementary	40	43	44	47	40	40	39	37
31	Orange	Anaheim Elementary School District	Westmont Elementary	43	43	49	49	43	42	41	38
32	Mendocino	Arena Union Elementary School District	Arena Union	56	45	40	41	50	48	47	45
33	Kern	Arvin Union Elementary School District	Bear Mountain Elementary	29	33	38	41	43	37	36	33
34	Kern	Arvin Union Elementary School District	El Camino Real			44	43			45	43
35	Kern	Arvin Union Elementary School District	Sierra Vista Elementary	36	39	39	39	36	36	36	37
36	Merced	Atwater Elementary School District	Bellevue	45	52	51	51	39	38	37	36
37	Merced	Atwater Elementary School District	Mitchell Elementary	43	45	48	51	39	39	38	37
38	Merced	Atwater Elementary School District	Olaeta (Thomas) Elementary	56	51	56	61	38	41	40	33
39	Riverside	Banning Unified School District	Central	53	59	53	66	42	40	40	38
40	Riverside	Banning Unified School District	Hemmerling	50	54	53	51	40	37	37	39
41	Riverside	Banning Unified School District	Hoffer	45	50	49	50	46	44	43	40
42	San Diego	Cajon Valley Union Elementary	Anza Elementary	53	52	54	44	53	52	52	50
43	San Diego	Cajon Valley Union Elementary	Johnson Elementary			46	48			45	48
44	San Diego	Cajon Valley Union Elementary	Lexington Elementary	43	37	41	42	47	45	45	47
45	San Diego	Cajon Valley Union Elementary	Naranca Elementary	53	55	58	55	49	47	48	55

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
46	Imperial	Calexico Unified	Cesar Chavez			53	56			35	37
47	Imperial	Calexico Unified School District	Dool Elementary	45	52	54	46	55	50	51	50
48	Imperial	Calexico Unified School District	Jefferson Elementary	32	35	35	37	40	39	39	39
49	Imperial	Calexico Unified School District	Kennedy Garden	40	39	41	43	44	42	41	37
50	Imperial	Calexico Unified School District	Mains Elementary	44	38	42	46	41	40	43	44
51	Imperial	Calexico Unified School District	Rockwood Elementary	35	40	37	39	48	45	45	38
52	Stanislaus	Chatom Union Elementary	Chatom Elementary	49	46	54	55	41	40	39	37
53	Monterey	Chualar Union School District	Chualar Union	36	41	48	43	38	35	36	38
54	San Diego	Chula Vista Elementary School District	Lauderbach (J. Calvin) Elementary	46	47	48	59	40	36	37	37
55	San Diego	Chula Vista Elementary School District	Castle Park Elementary	46	47	51	47	36	30	31	38
56	San Diego	Chula Vista Elementary School District	Harborside Elementary	42	41	55	59	52	45	45	45
57	San Diego	Chula Vista Elementary School District	Juarez-Lincoln Accelerated Elementary	53	56	63	62	51	45	46	45
58	San Diego	Chula Vista Elementary School District	Loma Verde Elementary	52	57	51	57	36	35	36	37
59	San Diego	Chula Vista Elementary School District	Los Altos Elementary	48	47	52	58	47	43	43	45
60	San Diego	Chula Vista Elementary School District	Montgomery Elementary	45	43	46	62	34	33	34	35
61	San Diego	Chula Vista Elementary School District	Otay Elementary		51	55	56		37	38	36
62	San Diego	Chula Vista Elementary School District	Rice Comer Elementary	42	47	48	55	38	33	33	35
63	San Diego	Chula Vista Elementary School District	Silver Wing Elementary		48	56	63		49	43	37
64	San Diego	Chula Vista Elementary School District	Vista Square Elementary	49	53	54	56	43	40	40	41
65	Colusa	Colusa Unified School District	Burchfield Primary School		54	52	50		32	33	32
66	Los Angeles	Compton Unified School District	Anderson	30	39	41	46	32	35	35	36
67	Los Angeles	Compton Unified School District	Emerson	50	39	44	49	38	35	34	36
68	Los Angeles	Compton Unified School District	Foster	31	34	39	51	32	31	32	32

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
69	Los Angeles	Compton Unified School District	George Washington	29	42	51	56	33	33	34	31
70	Los Angeles	Compton Unified School District	George Washington Carver	38	43	50	56	41	39	39	40
71	Los Angeles	Compton Unified School District	Jefferson	37	50	48	58	38	37	36	33
72	Los Angeles	Compton Unified School District	Lincoln Drew Magnet	34	36	45	45	34	34	33	30
73	Los Angeles	Compton Unified School District	Robert F. Kennedy	54	52	55	58	34	37	37	36
74	Los Angeles	Compton Unified School District	Ronald E. McNair	53	54	61	59	43	38	38	39
75	Los Angeles	Compton Unified School District	Roosevelt	41	38	42	51	41	38	39	40
76	Los Angeles	Compton Unified School District	Tibby	51	46	46	59	30	32	32	32
77	Kings	Corcoran Joint Unified School District	Bret Harte Elementary		51	53	62		40	40	37
78	Kings	Corcoran Joint Unified School District	Fremont Elementary		51	53	62		46	46	46
79	Tehama	Corning Union Elementary School District	Olive View	51	59	59	63	49	47	46	40
80	Tehama	Corning Union Elementary School District	Rancho Tehama	47	41	48	52	35	41	39	36
81	Tehama	Corning Union Elementary School District	Woodson	61	53	49	60	36	35	35	37
82	Del Norte	Del Norte County Unified School District	Hamilton (Joe)	36	41	50	49	38	35	37	45
83	Del Norte	Del Norte County Unified School District	Keating (Margaret) Elementary	42	49	46	41	31	37	38	45
84	Sacramento	Del Paso Heights ESD	Del Paso Heights Elementary	40	43	53	55	34	33	33	30
85	Sacramento	Del Paso Heights ESD	Fairbanks Elementary	33	37	34	42	37	35	34	30
86	Sacramento	Del Paso Heights ESD	Garden Valley Elementary	36	36	43	45	36	34	34	30
87	Sacramento	Del Paso Heights ESD	North Avenue Elementary	31	35	41	44	33	29	30	30
88	Merced	Delhi Unified School District	Harmony Elementary	40	42	48	51		37	37	35
89	Merced	Delhi Unified School District	Schendel	45	51	50	54	42	43	42	38
90	Riverside	Desert Sands Unified School District	Andrew Jackson	40	41	42	52	42	42	40	38
91	Riverside	Desert Sands Unified School District	Dwight Eisenhower	24	33	34	37	35	34	34	35

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
92	Riverside	Desert Sands Unified School District	Herbert Hoover	36	43	48	53	41	42	45	46
93	Riverside	Desert Sands Unified School District	John Adams	51	55	54	51	34	36	37	42
94	Riverside	Desert Sands Unified School District	John F. Kennedy	37	41	47	56	45	41	42	43
95	Riverside	Desert Sands Unified School District	Lyndon B. Johnson	45	45	58	57	40	41	42	45
96	Tulare	Dinuba Unified School District	Jefferson Elementary	37	39	46	52	46	46	45	40
97	San Mateo	East Palo Alto Charter School/Ravenswood	East Palo Alto Charter School	65	65	57	75	39	44	44	42
98	Imperial	El Centro Elementary	De Anza	56	63	71	77	42	41	41	43
99	Imperial	El Centro Elementary	Desert Garden	49	53	64	58	39	37	37	37
100	Imperial	El Centro Elementary	Harding Elementary	55	55	60	55	38	40	39	39
101	Imperial	El Centro Elementary	Washington	38	46	57	46	37	37	37	37
102	Los Angeles	El Rancho Unified School District	Birney	62	58	59	63	41	40	40	42
103	Los Angeles	El Rancho Unified School District	Magee	53	56	61	54	37	33	37	39
104	Los Angeles	El Rancho Unified School District	North Ranchito	58	63	62	59	32	32	32	32
105	Los Angeles	El Rancho Unified School District	Rivera	56	60	64	61	38	37	39	45
106	Los Angeles	El Rancho Unified School District	South Ranchito	42	52	61	55	31	30	32	36
107	Sacramento	Elk Grove Unified School District	Kennedy (Samuel) Elementary	46	49	45	46	35	33	33	34
108	Sacramento	Elk Grove Unified School District	Mack (Charles E.) Elementary	42	42	43	46	32	31	31	30
109	Sacramento	Elk Grove Unified School District	Prairie Elementary	51	56	56	59	37	34	34	38
110	San Diego	Escondido Union School District	Farr Avenue	31	37	44	46	44	41	41	42
111	San Diego	Escondido Union School District	Felicita	36	36	42	40	40	37	37	36
112	San Diego	Escondido Union School District	Glen View	48	43	44	45	39	38	39	40
113	San Diego	Escondido Union School District	Lincoln	41	42	44	48	44	44	44	46
114	San Diego	Escondido Union School District	Pioneer School	40	36	39	47	41	42	43	43

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
115	San Diego	Escondido Union School District	Rose School	44	49	46	46	45	43	44	46
116	San Bernardino	Fontana Unified School District	Citrus Elementary	42	41	50	49	40	35	36	39
117	San Bernardino	Fontana Unified School District	Date Elementary	39	42	45	45	35	35	34	33
118	San Bernardino	Fontana Unified School District	Hemlock Elementary	54	57	55	66	45	39	39	39
119	San Bernardino	Fontana Unified School District	Juniper Elementary	46	45	47	55	38	36	36	38
120	San Bernardino	Fontana Unified School District	Live Oak Elementary	42	45	49	51	39	36	37	42
121	San Bernardino	Fontana Unified School District	Locust Elementary	48	51	54	61	41	38	39	42
122	San Bernardino	Fontana Unified School District	Maple Elementary	45	47	49	46	43	39	39	40
123	San Bernardino	Fontana Unified School District	North Tamarind Elementary	45	47	46	46	40	37	38	40
124	San Bernardino	Fontana Unified School District	Oleander Elementary	36	45	49	61	40	37	39	43
125	San Bernardino	Fontana Unified School District	Palmetto Elementary	48	43	47	45	38	34	34	35
126	San Bernardino	Fontana Unified School District	Poplar Elementary	46	41	46	56	39	36	37	42
127	San Bernardino	Fontana Unified School District	Randall Pepper Elementary	44	44	48	50	37	34	35	37
128	San Bernardino	Fontana Unified School District	Redwood Elementary	57	55	50	47	36	33	35	43
129	San Bernardino	Fontana Unified School District	South Tamarind Elementary	48	48	47	51	37	34	34	38
130	San Bernardino	Fontana Unified School District	Virginia Primrose Elementary	41	46	43	49	43	40	41	41
131	San Bernardino	Fontana Unified School District	West Randall Elementary	38	40	36	44	38	35	36	38
132	Fresno	Fowler Unified School District	Malaga Elementary	48	40	47	45	43	42	43	49
133	Fresno	Fresno Unified School District	Ayer Elementary	56	53	54	56	44	35	35	34
134	Fresno	Fresno Unified School District	Aynesworth Elementary	49	49	49	48	37	36	37	39
135	Fresno	Fresno Unified School District	Burroughs Elementary	38	45	45	47	38	37	38	38
136	Fresno	Fresno Unified School District	Calwa Elementary	25	31	36	40	37	36	35	32
137	Fresno	Fresno Unified School District	Centennial Elementary	37	38	40	43	32	33	35	36

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
138	Fresno	Fresno Unified School District	Columbia Elementary	32	33	32	28	41	40	38	33
139	Fresno	Fresno Unified School District	David L Greenberg Elementary	25	28	37	46	36	39	41	46
140	Fresno	Fresno Unified School District	Del Mar Elementary	45	42	43	46	41	37	37	35
141	Fresno	Fresno Unified School District	Ericson Elementary	48	41	44	51	38	39	38	33
142	Fresno	Fresno Unified School District	Ewing Elementary	32	37	43	47	36	37	36	34
143	Fresno	Fresno Unified School District	Fremont Elementary	53	53	54	50	45	38	39	41
144	Fresno	Fresno Unified School District	Heaton Elementary	36	39	41	39	38	32	33	36
145	Fresno	Fresno Unified School District	Hidalgo Elementary	32	34	33	33	42	41	41	42
146	Fresno	Fresno Unified School District	Holland Elementary	56	54	49	53	43	43	42	37
147	Fresno	Fresno Unified School District	Jefferson Elementary	35	35	47	45	42	38	38	39
148	Fresno	Fresno Unified School District	King Elementary	30	31	34	41	41	36	36	35
149	Fresno	Fresno Unified School District	Kirk Elementary	32	40	38	45	38	38	39	40
150	Fresno	Fresno Unified School District	Lane Elementary	36	33	44	54	40	36	37	41
151	Fresno	Fresno Unified School District	Lincoln Elementary	24	30	39	45	38	35	36	43
152	Fresno	Fresno Unified School District	Lowell Elementary	33	31	28	30	41	36	36	37
153	Fresno	Fresno Unified School District	Mayfair Elementary	30	32	40	36	36	35	35	34
154	Fresno	Fresno Unified School District	Muir Elementary	25	32	37	36	40	41	40	37
155	Fresno	Fresno Unified School District	Pyle Elementary	38	35	40	43	39	42	42	42
156	Fresno	Fresno Unified School District	Roeding Elementary	49	48	56	57	42	35	36	42
157	Fresno	Fresno Unified School District	Rowell (Chester)	30	41	39	26	39	36	37	37
158	Fresno	Fresno Unified School District	Slater Elementary	36	41	50	42	36	35	35	33
159	Fresno	Fresno Unified School District	Sunset Elementary	41	35	43	41	39	34	35	37
160	Fresno	Fresno Unified School District	Susan B Anthony Elementary	35	31	35	37	38	37	38	40

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
161	Fresno	Fresno Unified School District	Turner Elementary	35	41	41	41	40	37	35	31
162	Fresno	Fresno Unified School District	Webster Elementary	41	42	33	38	45	40	40	37
163	Fresno	Fresno Unified School District	Wilson Elementary	42	42	45	52	36	33	33	35
164	Fresno	Fresno Unified School District	Wishon Elementary	49	50	46	49	44	36	36	36
165	Fresno	Fresno Unified School District	Wolters Elementary	49	44	44	51	36	36	37	39
166	Los Angeles	Glendale Unified School District	Jefferson (Thomas) Elementary	69	66	76	74	35	34	34	34
167	Los Angeles	Glendale Unified School District	Mann (Horace) Elementary	55	54	61	65	45	39	40	42
168	Los Angeles	Glendale Unified School District	Muir (John) Elementary	60	60	65	59	43	42	44	47
169	Monterey	Greenfield Union School District	Cesar Chavez Elementary	34	36	41	44	39	39	40	42
170	Monterey	Greenfield Union School District	Greenfield Elementary	28	27	35	32	36	36	35	35
171	Monterey	Greenfield Union School District	Oak Avenue	30	33	38	43	47	45	44	44
172	Santa Barbara	Guadalupe Union ESD	Mary Buren	45	49	50	44	33	34	33	30
173	Merced	Gustine Unified School District	Romero	39	48	46	42	48	45	45	46
174	Los Angeles	Hacienda La Puente USD	Baldwin	53	60	63	63	38	38	38	36
175	Los Angeles	Hacienda La Puente USD	California Elementary	52	50	50	54	35	38	37	36
176	Los Angeles	Hacienda La Puente USD	Del Valle Elementary	46	42	41	47	38	39	39	38
177	Los Angeles	Hacienda La Puente USD	Glenelder Elementary	43	47	50	47	42	43	42	35
178	Los Angeles	Hacienda La Puente USD	Kwis Elementary	64	67	62	55	41	37	37	37
179	Los Angeles	Hacienda La Puente USD	Lassalette Elementary	53	55	54	59	38	37	38	43
180	Los Angeles	Hacienda La Puente USD	Temple Academy	40	52	42	49	34	33	34	35
181	Los Angeles	Hacienda La Puente USD	Valinda School of Academics	50	53	53	58	35	36	36	37
182	Los Angeles	Hacienda La Puente USD	Wing Lane Elementary	44	45	55	54	33	35	36	40
183	Los Angeles	Hacienda La Puente USD	Workman Elementary	58	49	59	57	42	42	44	45

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
184	Alameda	Hayward Unified School District	Cherryland Elementary	41	39	40	42	37	35	34	30
185	Alameda	Hayward Unified School District	Glassbrook Elementary	36	40	39	41	24	27	27	28
186	Alameda	Hayward Unified School District	Markham Elementary	56	46	40	42	40	34	33	31
187	Alameda	Hayward Unified School District	Park Elementary	43	45	44	41	37	34	34	32
188	Sonoma	Healdsburg Unified	Healdsburg Elementary		39	41	48		35	36	35
189	Imperial	Heber School District	Heber	50	47	52	55	52	48	47	45
190	Riverside	Hemet Unified School District	Hamilton Elementary School		48	51	55		41	44	46
191	Riverside	Hemet Unified School District	McSweeney Elementary School		46	52	57		37	40	41
192	Riverside	Hemet Unified School District	Ramona Elementary School		44	48	52		39	39	38
193	Riverside	Hemet Unified School District	Whittier Elementary School		49	53	53		35	35	37
194	Riverside	Hemet Unified School District	Winchester Elementary School		51	53	58		42	42	43
195	Lassen	Johnstonville Elementary School District	Johnstonville Elementary	72	65	57	71	31	35	35	32
196	Siskiyou	Junction Elementary School District	Junction Elementary					45	35	39	44
197	Los Angeles	Keppel Union Elementary	Antelope Elementary	43	45	46	50	49	40	39	35
198	Los Angeles	Keppel Union Elementary	Daisy Gibson Elementary	44	46	41	51	46	44	44	42
199	Los Angeles	Keppel Union Elementary	Lake Los Angeles Elementary	40	39	43	39	45	43	43	40
200	Stanislaus	Keyes Union Elementary School District	Keyes	41	42	46	49	45	43	44	44
201	Monterey	King City Union Elementary	Del Ray Elementary	38	41	40	42	38	39	38	37
202	Monterey	King City Union Elementary	Santa Lucia Elementary	47	46	44	39	32	33	33	33
203	Lake	Konocti Unified School District	Burns Valley	44	43	38	41	39	37	36	33
204	Lake	Konocti Unified School District	East Lake	54	52	45	52	42	38	36	31
205	Kern	Lamont Elementary School District	Alicante	39	42	43	30	35	35	35	36
206	Los Angeles	Lancaster School District	Desert View	47	40	47	46	41	39	39	37

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
207	Los Angeles	Lancaster School District	El Dorado	42	48	46	52	36	33	34	36
208	Los Angeles	Lancaster School District	Joshua	42	45	38	45	38	37	37	36
209	Los Angeles	Lancaster School District	Lincoln Elementary	43	40	45	50	39	39	38	37
210	Los Angeles	Lancaster School District	Mariposa	37	38	42	49	40	35	36	38
211	Los Angeles	Lancaster School District	Sierra	43	44	44	44	36	35	35	36
212	Merced	Le Grand Union ESD	Le Grand Elementary	44	48	52	56	37	40	41	42
213	Trinity	Lewiston Elementary School District	Lewiston					31	33	36	50
214	Merced	Livingston Union ESD	Herndon (Selma) Elementary	52	54	58	60	45	44	43	39
215	Merced	Livingston Union ESD	Yamato Colony Elementary	62	55	58	66	46	40	41	41
216	Los Angeles	Long Beach Unified School District	Barton Elementary	57	56	53	54	54	43	42	38
217	Los Angeles	Long Beach Unified School District	Burbank Elementary	48	46	46	47	33	37	35	30
218	Los Angeles	Long Beach Unified School District	Burnett Elementary	42	45	51	36	35	37	36	30
219	Los Angeles	Long Beach Unified School District	Dooley			52	50			33	32
220	Los Angeles	Long Beach Unified School District	Harte Elementary	55	55	56	57	42	41	39	32
221	Los Angeles	Long Beach Unified School District	Lafayette Elementary	48	51	57	62	34	33	34	35
222	Los Angeles	Long Beach Unified School District	Lee Elementary	54	54	54	56	43	41	40	35
223	Los Angeles	Long Beach Unified School District	Lincoln Elementary	39	43	47	47	39	40	38	35
224	Los Angeles	Long Beach Unified School District	McKinley Elementary	49	48	50	51	58	47	45	38
225	Los Angeles	Long Beach Unified School District	Muir Elementary	65	58	59	62	47	42	41	39
226	Los Angeles	Long Beach Unified School District	Powell	54	49	48	50	33	36	36	34
227	Los Angeles	Long Beach Unified School District	Roosevelt Elementary	52	49	46	54	47	40	39	30
228	Los Angeles	Long Beach Unified School District	Webster Elementary	59	60	58	53	38	41	40	36
229	Los Angeles	Long Beach Unified School District	Whittier Elementary	54	54	56	58	58	45	43	33

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
230	Los Angeles	Los Angeles USD	Santa Monica Boulevard Community Charter	47	50	53	52	36	36	38	40
231	Santa Clara	Luther Burbank ESD	Burbank (Luther)	63	64	60	61	41	41	41	44
232	Los Angeles	Lynwood Unified School District	Abbott Elementary		58	57	59		38	38	36
233	Los Angeles	Lynwood Unified School District	Helen Keller Elementary	30	48	47	64	38	40	40	41
234	Los Angeles	Lynwood Unified School District	Mark Twain	49	54	53	59	37	36	36	34
235	Los Angeles	Lynwood Unified School District	Roosevelt	41	49	43	50	43	39	38	34
236	Los Angeles	Lynwood Unified School District	Rosa Parks School, was Agnes School	54	49	59	64	44	38	38	38
237	Los Angeles	Lynwood Unified School District	Wilson	41	50	48	51	40	38	37	34
238	Orange	Magnolia Elementary School District	Lord Baden-Powell Elementary	54	59	66	68	58	48	49	52
239	Orange	Magnolia Elementary School District	Maxwell (Mattie Lou) Elementary	46	48	53	60	42	40	40	41
240	Orange	Magnolia Elementary School District	Pyles (Robert M.) Elementary	40	44	48	53	49	44	43	38
241	Orange	Magnolia Elementary School District	Sweitzer (Dr. Albert) Elementary	52	47	57	64	37	38	38	39
242	Orange	Magnolia Elementary School District	Walter (Esther L.) Elementary	38	40	50	56	40	39	41	47
243	San Joaquin	Manteca Unified School District	French Camp Elementary	40	50	55	57	53	50	52	56
244	San Joaquin	Manteca Unified School District	Lincoln Elementary	49	56	53	55	58	51	53	55
245	San Joaquin	Manteca Unified School District	Sequoia Elementary	49	50	60	63	45	46	47	54
246	Kern	McFarland Unified School District	Browning Road Elementary	43	45	45	40	40	38	38	36
247	Kern	McFarland Unified School District	Kern Avenue Elementary	41	43	41	42	36	33	34	36
248	Imperial	Meadows Union Elementary School District	Meadows Elementary	45	40	46	51	47	47	45	41
249	Merced	Merced City Elementary School District	Franklin			49	50			34	35
250	Merced	Merced City Elementary School District	Fremont Charter	52	54	46	48	40	40	41	40
251	Merced	Merced City Elementary School District	Gracey Elementary	48	56	52	47	45	45	44	41
252	Merced	Merced City Elementary School District	Muir (John) Elementary	47	52	49	59	38	40	41	43

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
253	Merced	Merced City Elementary School District	Reyes Elementary	49	45	48	48	45	42	41	39
254	Merced	Merced City Elementary School District	Sheehy Elementary	50	49	50	46	44	40	39	37
255	Merced	Merced City Elementary School District	Stefani			48	53			37	34
256	Merced	Merced City Elementary School District	Stowell Elementary	44	49	49	47	47	43	42	39
257	Merced	Merced City Elementary School District	Wright Elementary	56	61	57	56	37	40	39	39
258	Los Angeles	Mountain View Elementary School District	Cogswell Elementary	49	57	59	54	55	43	42	36
259	Los Angeles	Mountain View Elementary School District	La Primaria Elementary	59	61	70	67	34	33	33	30
260	Los Angeles	Mountain View Elementary School District	Maxson Elementary	53	54	58	61	53	44	44	38
261	Los Angeles	Mountain View Elementary School District	Miramonte Elementary	50	47	48	46	57	45	49	50
262	Los Angeles	Mountain View Elementary School District	Monte Vista Elementary	54	62	69	62	49	39	39	37
263	Los Angeles	Mountain View Elementary School District	Parkview Elementary	50	54	55	60	66	49	48	40
264	Los Angeles	Mountain View Elementary School District	Payne Elementary	44	41	44	50	43	45	44	38
265	Los Angeles	Mountain View Elementary School District	Twin Lakes	55	54	57	59	47	40	41	41
266	San Joaquin	New Hope Elementary School District	New Hope Elementary	54	61	55	50	40	37	39	46
267	Orange	Newport-Mesa Unified School District	Adams Elementary	53	51	54	62	48	43	44	44
268	Orange	Newport-Mesa Unified School District	Pomona Elementary	39	43	48	48	43	40	41	43
269	Orange	Newport-Mesa Unified School District	Whittier Elementary	47	45	50	48	42	39	39	40
270	San Bernardino	Ontario-Montclair Elementary School District	Berlyn Elementary	39	45	47	47	43	40	41	39
271	San Bernardino	Ontario-Montclair Elementary School District	Bon View Elementary	36	43	43	44	41	41	41	39
272	San Bernardino	Ontario-Montclair Elementary School District	Corona Elementary	37	40	46	48	45	44	42	33
273	San Bernardino	Ontario-Montclair Elementary School District	Edison Elementary	51	56	66	64	41	40	40	40
274	San Bernardino	Ontario-Montclair Elementary School District	Elderberry Elementary	44	42	43	55	38	36	37	41
275	San Bernardino	Ontario-Montclair Elementary School District	Euclid Elementary	32	38	43	44	40	41	41	42

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
276	San Bernardino	Ontario-Montclair Elementary School District	Hawthorne Elementary	51	48	47	55	34	36	35	32
277	San Bernardino	Ontario-Montclair Elementary School District	Haynes Elementary	40	42	46	50	40	37	36	31
278	San Bernardino	Ontario-Montclair Elementary School District	Howard Elementary	52	51	56	59	42	44	43	41
279	San Bernardino	Ontario-Montclair Elementary School District	Kingsley Elementary	42	39	46	53	42	40	40	37
280	San Bernardino	Ontario-Montclair Elementary School District	Lehigh Elementary	30	44	46	49	36	36	36	36
281	San Bernardino	Ontario-Montclair Elementary School District	Mariposa Elementary	31	35	37	49	36	37	38	36
282	San Bernardino	Ontario-Montclair Elementary School District	Mission Elementary				46				41
283	San Bernardino	Ontario-Montclair Elementary School District	Monte Vista Elementary	47	44	48	57	41	40	40	37
284	San Bernardino	Ontario-Montclair Elementary School District	Montera	39	48	39	37	38	38	37	32
285	San Bernardino	Ontario-Montclair Elementary School District	Ramona Elementary	45	43	51	54	47	41	41	41
286	San Bernardino	Ontario-Montclair Elementary School District	Sultana Elementary	37	38	43	44	34	36	37	37
287	San Bernardino	Ontario-Montclair Elementary School District	Vista Grande Elementary	48	52	49	50	43	44	44	40
288	Orange	Orange Unified School District	California Elementary	55	60	63	60	30	34	34	37
289	Orange	Orange Unified School District	Cambridge Elementary	52	42	45	52	31	31	31	31
290	Orange	Orange Unified School District	Esplanade Elementary	42	50	53	55	48	44	43	38
291	Orange	Orange Unified School District	Fairhaven Elementary	37	36	38	50	41	44	42	41
292	Orange	Orange Unified School District	Handy Elementary	43	43	50	42	34	36	37	47
293	Orange	Orange Unified School District	Sycamore Elementary	42	42	48	61	39	37	37	38
294	Orange	Orange Unified School District	West Orange Elementary	59	68	64	60	43	39	38	34
295	San Bernardino	Oro Grande School District	Oro Grande	45	55	48	37	32	31	30	27
296	Santa Cruz	Pajaro Valley Unified School District	Amesti	32	36	38	38	36	34	34	33
297	Santa Cruz	Pajaro Valley Unified School District	Freedom	35	35	34	41	40	38	37	33
298	Santa Cruz	Pajaro Valley Unified School District	Hall	33	38	36	31	38	36	35	33

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
299	Santa Cruz	Pajaro Valley Unified School District	Landmark	31	29	29	33	44	41	40	38
300	Santa Cruz	Pajaro Valley Unified School District	MacQuiddy	32	38	32	34	35	34	34	32
301	Santa Cruz	Pajaro Valley Unified School District	Mintie White Elementary	27	31	37	39	36	37	38	38
302	Santa Cruz	Pajaro Valley Unified School District	Ohlone	22	24	26	31	31	31	31	33
303	Santa Cruz	Pajaro Valley Unified School District	Radcliff Elementary	22	31	30	40	28	29	29	29
304	Santa Cruz	Pajaro Valley Unified School District	Starlight	29	28	37	42	33	31	31	32
305	Riverside	Palm Springs Unified School District	Wenzlaff (Edward) Elementary	42	43	46	52	37	36	37	40
306	Riverside	Palm Springs Unified School District	Cahuilla Elementary	47	54	57	58	39	37	36	34
307	Riverside	Palm Springs Unified School District	Cathedral City Elementary	41	52	48	53	36	33	34	34
308	Riverside	Palm Springs Unified School District	Corsini (Julius) Elementary	42	39	44	46	39	37	36	36
309	Riverside	Palm Springs Unified School District	Lindley (Della S.) Elementary	53	45	49	52	37	36	36	35
310	Riverside	Palm Springs Unified School District	Two Bunch Palms Elementary	36	37	38	45	39	35	35	36
311	Riverside	Palm Springs Unified School District	Vista del Monte Elementary	44	41	42	41	32	31	31	31
312	Los Angeles	Palmdale School District	Chaparral Elementary	52	53	53	54	35	35	34	34
313	Los Angeles	Palmdale School District	Golden Poppy	44	43	47	52	33	36	39	43
314	Los Angeles	Palmdale School District	Los Amigos	46	49	54	61	39	38	46	57
315	Los Angeles	Palmdale School District	Manzanita Elementary	34	38	49	55	30	32	32	36
316	Los Angeles	Palmdale School District	Palm Tree	46	47	46	49	37	39	44	51
317	Los Angeles	Palmdale School District	Summerwind	47	46	48	60	37	34	35	38
318	Los Angeles	Palmdale School District	Tamarisk	44	43	42	41	46	43	44	43
319	Los Angeles	Palmdale School District	Tumbleweed	42	39	43	45	42	42	44	44
320	Los Angeles	Palmdale School District	Yucca	29	30	36	36	40	39	42	45
321	Riverside	Perris Elementary School District	Enchanted Hills Elementary	41	45	52	57	42	40	42	48

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
322	Riverside	Perris Elementary School District	Good Hope Elementary	33	32	33	39	40	41	42	43
323	Riverside	Perris Elementary School District	Palms Elementary	42	46	44	50	36	34	34	37
324	Riverside	Perris Elementary School District	Park Avenue Elementary	41	43	48	47	43	39	40	39
325	Riverside	Perris Elementary School District	Perris Elementary	32	33	36	42	38	40	42	47
326	Contra Costa	Pittsburg Unified School District	Foothill Elementary	46	45	46	53	40	37	37	36
327	Contra Costa	Pittsburg Unified School District	Heights Elementary	53	51	53	50	45	42	41	35
328	Contra Costa	Pittsburg Unified School District	Highlands Elementary	50	47	47	44	38	36	35	32
329	Contra Costa	Pittsburg Unified School District	Willow Cove	47	45	44	47	38	39	38	37
330	Tulare	Pleasant View Elementary School District	Pleasant View West		50	50	56		39	43	43
331	Fresno	Raisin City School District	Raisin City	30	38	43	38	37	37	38	41
332	San Mateo	Ravenswood City School District	Belle Haven	30	33	34	39	40	34	34	33
333	San Mateo	Ravenswood City School District	Green Oaks	17	24	34	37	28	27	27	29
334	San Mateo	Ravenswood City School District	Willow Oaks Elementary	36	34	43	52	25	27	27	30
335	San Bernardino	Rialto Unified School District	Bemis Elementary	43	44	48	53	37	34	35	37
336	San Bernardino	Rialto Unified School District	Boyd Elementary	45	46	48	50	54	42	44	54
337	San Bernardino	Rialto Unified School District	Casey Elementary	44	44	44	45	41	40	39	38
338	San Bernardino	Rialto Unified School District	Curtis Elementary	43	43	48	48	43	38	40	47
339	San Bernardino	Rialto Unified School District	Dr. Ernest Garcia	51	53	57	58	42	37	37	39
340	San Bernardino	Rialto Unified School District	Dunn Elementary	44	42	45	47	44	41	42	46
341	San Bernardino	Rialto Unified School District	Henry Elementary	37	36	34	50	42	38	39	44
342	San Bernardino	Rialto Unified School District	Kelley Elementary	46	45	46	58	52	43	44	49
343	San Bernardino	Rialto Unified School District	Morgan Elementary	44	39	52	48	43	37	40	46
344	San Bernardino	Rialto Unified School District	Morris Elementary	47	45	53	49	42	38	38	33

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
345	San Bernardino	Rialto Unified School District	Preston	48	41	43	49	45	39	40	37
346	Tulare	Richgrove School District	Richgrove	38	36	43	45	42	39	40	40
347	Ventura	Rio Elementary School District	Rio Del Mar			42	51			33	33
348	Ventura	Rio Elementary School District	Rio Plaza	31	29	38	46	31	33	35	37
349	Ventura	Rio Elementary School District	Rio Real	32	32	31	35	35	32	33	34
350	Sonoma	Roseland Elementary	Roseland Elementary	36	34	42	45	32	34	34	33
351	Sonoma	Roseland Elementary	Sheppard Elementary	46	45	47	48	36	36	36	32
352	Mendocino	Round Valley Unified School District	Round Valley Elementary		29	29	31		41	44	48
353	Monterey	Salinas City Elementary School District	Boranda Meadows	39	46	47	53	33	33	34	37
354	Monterey	Salinas City Elementary School District	El Gabilan Elementary	36	38	38	40	38	35	34	34
355	Monterey	Salinas City Elementary School District	Loma Vista Elementary	39	39	43	49	40	38	38	41
356	Monterey	Salinas City Elementary School District	Los Padres Elementary	28	31	30	35	33	33	34	38
357	Monterey	Salinas City Elementary School District	Natividad Elementary	35	35	39	35	36	32	34	39
358	Monterey	Salinas City Elementary School District	Sherwood Elementary	24	26	31	33	36	33	35	40
359	San Bernardino	San Bernardino City USD	Bin Wong				38				38
360	San Bernardino	San Bernardino City USD	Bradley Elementary	31	36	37	36	42	37	38	36
361	San Bernardino	San Bernardino City USD	Burbank Elementary	35	40	47	55	42	42	43	43
362	San Bernardino	San Bernardino City USD	Cole Elementary	36	49	55	54	49	45	45	42
363	San Bernardino	San Bernardino City USD	Davidson Elementary	38	43	44	42	42	37	38	37
364	San Bernardino	San Bernardino City USD	E. Neal Roberts Elementary	33	34	42	43	44	46	44	41
365	San Bernardino	San Bernardino City USD	Emmertton Elementary	39	36	39	41	40	40	39	38
366	San Bernardino	San Bernardino City USD	Inghram Elementary	32	29	30	34	43	42	42	46
367	San Bernardino	San Bernardino City USD	Jefferson Hunt Elementary			33	36			35	37

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
368	San Bernardino	San Bernardino City USD	Juanita Blakely Jones Elementary		33	42	52		47	48	45
369	San Bernardino	San Bernardino City USD	Lankershim Elementary			50	51			41	39
370	San Bernardino	San Bernardino City USD	Lincoln Elementary	31	31	34	42	46	40	42	44
371	San Bernardino	San Bernardino City USD	Lytle Creek Elementary	33	31	39	46	38	38	38	39
372	San Bernardino	San Bernardino City USD	Manuel A Salinas Creative Arts Elementar	41	41	42	39	43	47	46	41
373	San Bernardino	San Bernardino City USD	Marshall Elementary	36	39	39	39	42	44	45	44
374	San Bernardino	San Bernardino City USD	Monterey Elementary	34	38	40	44	41	45	48	56
375	San Bernardino	San Bernardino City USD	Mt. Vernon Elementary	33	34	33	41	47	41	41	37
376	San Bernardino	San Bernardino City USD	Muscoy Elementary	36	40	40	38	49	49	48	45
377	San Bernardino	San Bernardino City USD	Newmark Elementary	48	51	55	61	39	38	41	48
378	San Bernardino	San Bernardino City USD	Oehl Elementary	45	44	50	52	61	53	53	46
379	San Bernardino	San Bernardino City USD	Riley Elementary	27	29	33	35	45	42	43	40
380	San Bernardino	San Bernardino City USD	Rio Vista Elementary	44	38	38	35	37	38	39	34
381	San Bernardino	San Bernardino City USD	Roosevelt Elementary	41	39	48	53	40	39	39	36
382	San Bernardino	San Bernardino City USD	Vermont Elementary	39	34	35	39	38	38	37	34
383	San Bernardino	San Bernardino City USD	Warm Springs Elementary	28	28	36	40	37	35	36	37
384	San Bernardino	San Bernardino City USD	Wilson Elementary	36	35	38	41	43	38	38	32
385	San Francisco	San Francisco Unified School District	Bryant Elementary	36	32	33	37	26	30	31	30
386	San Francisco	San Francisco Unified School District	Carmichael (Bessie)	62	61	59	60	38	36	36	36
387	San Francisco	San Francisco Unified School District	Chavez (Cesar) Elementary	55	33	38	38	37	35	34	31
388	San Francisco	San Francisco Unified School District	Drew (Charles) Elementary	47	40	39	43	29	31	31	32
389	San Francisco	San Francisco Unified School District	Glen Park Elementary	58	60	57	63	36	37	37	38
390	San Francisco	San Francisco Unified School District	Harte (Bret)	52	57	38	30	40	36	36	32

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
391	San Francisco	San Francisco Unified School District	Hillcrest Elementary	48	41	34	47	40	36	35	30
392	San Francisco	San Francisco Unified School District	John Muir Elementary		26	38	36		37	39	37
393	San Francisco	San Francisco Unified School District	Malcolm X Academy Elementary	37	28	24	43	45	42	41	36
394	San Francisco	San Francisco Unified School District	Marshall Elementary	45	49	48	51	35	38	38	26
395	San Francisco	San Francisco Unified School District	McKinley Elementary	62	61	55	59	35	41	40	38
396	San Francisco	San Francisco Unified School District	Milk (Harvey) Civil Rights Academy	58	60	56	54	42	41	41	38
397	San Francisco	San Francisco Unified School District	Ortega (Jose) Elementary	61	46	52	60	48	47	46	43
398	San Francisco	San Francisco Unified School District	Parks (Rosa) Elementary	44	43	48	50	31	35	35	33
399	San Francisco	San Francisco Unified School District	Revere (Paul) Elementary	27	30	31	35	37	32	33	35
400	San Francisco	San Francisco Unified School District	Sanchez Elementary	40	37	38	32	33	34	34	36
401	San Francisco	San Francisco Unified School District	Serra (Junipero) Elementary	56	52	56	57	36	39	38	32
402	San Francisco	San Francisco Unified School District	Sheridan Elementary	68	64	62	71	41	44	42	39
403	Riverside	San Jacinto Unified School District	Clayton A Record, Jr Elementary	44	42	47	49	32	36	37	40
404	Riverside	San Jacinto Unified School District	DeAnza Elementary	51	52	53	54	40	38	39	42
405	Riverside	San Jacinto Unified School District	Estudillo Elementary	52	59	59	57	31	36	38	44
406	Riverside	San Jacinto Unified School District	Park Hill Elementary	40	41	44	41	40	35	35	38
407	Riverside	San Jacinto Unified School District	San Jacinto Elementary	33	30	40	46	35	38	38	41
408	Santa Clara	San Jose Unified School District	Almaden Elementary	43	48	51	47	41	41	41	39
409	Santa Clara	San Jose Unified School District	Darling Elementary	42	42	49	48	39	38	37	34
410	Santa Clara	San Jose Unified School District	Gardner Elementary	32	35	42	48	29	33	34	36
411	Santa Clara	San Jose Unified School District	Merritt Trace Elementary	48	50	58	59	33	36	34	35
412	Santa Clara	San Jose Unified School District	Washington Elementary	37	42	41	32	38	37	38	37
413	Sacramento	San Juan Unified School District	Dyer-Kelley Elementary	32	36	32	36	37	37	36	37

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
414	Sacramento	San Juan Unified School District	Greer Elementary	43	41	46	46	40	39	40	42
415	Sacramento	San Juan Unified School District	Howe Avenue Elementary	35	38	38	46	39	41	43	44
416	Sacramento	San Juan Unified School District	Skycrest Elementary	44	47	52	53	40	38	39	40
417	Imperial	San Pasqual Valley USD	San Pasqual Valley Elementary		39	43	47		37	38	38
418	San Diego	San Ysidro Elementary School District	Beyer Elementary	38	41	41	51	39	33	34	36
419	San Diego	San Ysidro Elementary School District	Smythe Elementary	38	42	51	59	37	37	38	40
420	San Diego	San Ysidro Elementary School District	Sunset Elementary	52	52	65	69	37	39	39	40
421	Orange	Santa Ana Unified School District	Carver Elementary	39	46	51	52	40	37	37	34
422	Orange	Santa Ana Unified School District	Diamond Elementary	29	43	45	41	38	37	38	37
423	Orange	Santa Ana Unified School District	Edison Elementary	35	43	44	44	39	38	38	38
424	Orange	Santa Ana Unified School District	Franklin Elementary	36	40	45	49	39	40	38	35
425	Orange	Santa Ana Unified School District	Fremont Elementary	34	41	41	43	33	34	34	34
426	Orange	Santa Ana Unified School District	Garfield Elementary	32	32	38	39	38	43	42	36
427	Orange	Santa Ana Unified School District	Harvey Elementary	44	47	53	50	55	45	43	38
428	Orange	Santa Ana Unified School District	Heninger Elementary	43	48	55	61	40	39	40	42
429	Orange	Santa Ana Unified School District	Hoover Elementary	37	43	47	47	42	38	40	42
430	Orange	Santa Ana Unified School District	Jackson Elementary	41	44	52	52	34	33	35	36
431	Orange	Santa Ana Unified School District	Kennedy Elementary	32	39	37	39	49	43	43	41
432	Orange	Santa Ana Unified School District	King Elementary	36	41	51	55	43	40	40	39
433	Orange	Santa Ana Unified School District	Lincoln Elementary	38	38	44	48	40	37	37	36
434	Orange	Santa Ana Unified School District	Lowell Elementary	25	30	38	39	36	36	36	37
435	Orange	Santa Ana Unified School District	Madison Elementary	50	58	58	61	41	39	38	36
436	Orange	Santa Ana Unified School District	Martin Elementary	34	43	46	50	37	37	37	39

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
437	Orange	Santa Ana Unified School District	Monte Vista Elementary	35	48	47	46	75	55	51	37
438	Orange	Santa Ana Unified School District	Pio Pico Elementary	33	39	48	55	48	46	46	47
439	Orange	Santa Ana Unified School District	Remington Elementary	42	49	59	54	39	35	35	33
440	Orange	Santa Ana Unified School District	Romero-Cruz Elementary		42	45	50	49	45	44	38
441	Orange	Santa Ana Unified School District	Roosevelt Elementary	38	34	40	40	41	39	40	39
442	Orange	Santa Ana Unified School District	Sepulveda Elementary	40	34	39	43	41	38	38	36
443	Orange	Santa Ana Unified School District	Wilson Elementary	26	29	31	40	35	40	39	39
444	Santa Barbara	Santa Maria-Bonita ESD	Bonita Elementary	37	40	45	44	41	41	40	36
445	Santa Barbara	Santa Maria-Bonita ESD	Bruce (Robert) Elementary	40	43	40	39	38	36	36	35
446	Santa Barbara	Santa Maria-Bonita ESD	Rice Elementary	43	41	52	53	41	38	38	36
447	Ventura	Santa Paula Elementary School District	Blanchard Elementary	42	47	49	49	28	33	33	33
448	Ventura	Santa Paula Elementary School District	Glen City Elementary	43	52	52	55	30	35	35	35
449	Ventura	Santa Paula Elementary School District	Thille (Grace S.) Elementary	51	56	56	65	35	36	36	38
450	Ventura	Santa Paula Elementary School District	Webster (Barbara) Elementary	40	43	42	46	27	31	31	30
451	Sonoma	Santa Rosa City Schools	Abraham Lincoln	40	38	37	41	39	39	38	39
452	Sonoma	Santa Rosa City Schools	Brook Hill	45	45	38	45	42	40	40	38
453	Sonoma	Santa Rosa City Schools	Helen Lehman	49	45	54	56	37	33	33	32
454	Sonoma	Santa Rosa City Schools	James Monroe	38	43	52	51	40	40	40	40
455	Sonoma	Santa Rosa City Schools	Luther Burbank	44	45	55	59	40	35	36	40
456	Sonoma	Santa Rosa City Schools	Steele Lane	41	49	45	51	39	37	38	36
457	Imperial	Seeley Union Elementary School District	Seeley Elementary	46	50	44	58	50	46	45	41
458	San Diego	South Bay Union School District	Central	42	38	50	45	41	37	38	36
459	San Diego	South Bay Union School District	Mendoza	50	49	53	63	36	38	38	37

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
460	San Diego	South Bay Union School District	Nicoloff	38	37	37	46	34	35	35	36
461	San Diego	South Bay Union School District	Sunnyslope	40	49	49	47	38	37	37	37
462	Los Angeles	South Whittier Elementary School District	Carmela Elementary	43	43	45	51	42	39	41	45
463	Los Angeles	South Whittier Elementary School District	Los Altos Elementary	43	48	50	46	28	30	32	37
464	Tulare	Stone Corral Elementary School District	Stone Corral Elementary		39	17	20		34	31	31
465	Kern	Taft City School District	Conley	49	45	45	43	41	40	40	40
466	Kern	Taft City School District	Jefferson	50	48	50	46	39	40	41	43
467	Kern	Taft City School District	Taft Primary	52	54	46	53	45	43	44	46
468	Solano	Vallejo City Unified School District	Grace Patterson Elementary		34	42	33		39	41	43
469	Solano	Vallejo City Unified School District	Highland Elementary		46	41	48		34	37	38
470	Solano	Vallejo City Unified School District	Johnston Cooper Elementary		51	48	46		41	41	43
471	Solano	Vallejo City Unified School District	Lincoln Elementary		47	54	45		35	33	33
472	Solano	Vallejo City Unified School District	Loma Vista Elementary		36	31	36		44	40	34
473	Solano	Vallejo City Unified School District	Mare Island Elementary			42	40			33	36
474	San Diego	Vista Unified School District	Bobier	33	41	48	50	40	39	40	42
475	San Diego	Vista Unified School District	Crestview	46	48	50	55	44	45	47	48
476	San Diego	Vista Unified School District	Grapevine	45	47	49	53	44	43	43	43
477	San Diego	Vista Unified School District	Maryland Elementary		38	37	43		44	42	39
478	San Diego	Vista Unified School District	Olive	40	41	48	54	40	41	44	50
479	Kern	Wasco Union School District	John L. Prueitt		37	47	60	37	37	37	35
480	Kern	Wasco Union School District	Karl F. Clemens	30	37	39	44	28	32	34	38
481	Kern	Wasco Union School District	Palm Avenue			33	39			33	32
482	Kern	Wasco Union School District	Teresa Burke			33	41			35	33

#	County	District	School	RFAI				RFII			
				2006	2007	2008	2009	2006	2007	2008	2009
483	Yolo	Washington Unified School District	Elkhorn Village	40	40	39	40	41	40	40	38
484	Yolo	Washington Unified School District	Stonegate			58	57			40	39
485	Yolo	Washington Unified School District	Westfield Village	40	38	41	38	43	43	44	43
486	Fresno	West Fresno School District	West Fresno Elementary		32	42	48		39	40	41
487	Imperial	Westmorland Union Elementary School District	Westmorland	38	40	39	32	51	48	49	53
488	Los Angeles	Whittier City Elementary School District	Hoover Elementary	55	49	54	57	46	48	47	42
489	Los Angeles	Whittier City Elementary School District	Longfellow Elementary	54	53	51	54	46	44	44	43
490	Los Angeles	Whittier City Elementary School District	Lydia Jackson				35				42
491	Los Angeles	Whittier City Elementary School District	Orange Grove Elementary	56	56	55	64	38	43	42	38
492	Los Angeles	Whittier City Elementary School District	Phelan (Daniel) Elementary	57	57	62	63	55	50	49	43
493	Los Angeles	Whittier City Elementary School District	Sorensen Elementary	46	47	49	54	38	38	37	33
494	Los Angeles	Wilsona School District	Vista San Gabriel	44	49	53	52	52	45	45	41
495	Los Angeles	Wilsona School District	Wilsona	48	52	54	50	52	47	45	41
496	Merced	Winton Elementary School District	Crookham Elementary	45	47	45	50	36	36	36	38
497	Merced	Winton Elementary School District	Sparkes Elementary	41	49	50	53	42	38	38	34
498	Merced	Winton Elementary School District	Winfield			42	42				37