



Richman Elementary
Principal, Devi Sok-Huynh

School Mission/Vision/Demographics

Our Mission is to empower students and create thoughtful citizens by promoting a highly engaging, relevant and rigorous learning environment that encourages critical thinking and creativity. We will provide a strong foundation in literacy and communication skills by integrating the disciplines of reading, writing, science, technology, engineering, robotics, arts and mathematics, STREAM, as part of the education STEM pipeline.

Richman Elementary School serves a total of 470 students in grades Preschool through 6th. The school's demographic data for 2026 highlights a diverse student body with significant support needs. Approximately 78.9% of students are socioeconomically disadvantaged, indicating that a large majority come from low-income households.

Additionally, 26% of the student population are English learners, reflecting a strong need for language development resources and bilingual support. Foster youth make up 1.5% of the enrollment, a small but important group that requires focused social-emotional and academic interventions. These demographics underscore the school's commitment to providing equitable and inclusive support for all students.





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School Data

SBAC: In English Language Arts, Richman School demonstrated overall growth, with the percentage of students meeting or exceeding standards rising from 39.9% in 2024 to 41.5% in 2025, a gain of 1.6 percentage points. Notable bright spots include Grade 3, which improved by 5.3 points, Grade 4 by 1.9 points, and Grade 6 by 5.9 points. English Learners experienced a significant decline of 9.5 percentage points (from 18.8% to 9.4%), accompanied by a Distance from Standard drop of -32.4, signaling an urgent area of focus. Special Education students showed meaningful improvement in DFS (+19.4), though their proficiency rate remains low at 10.4%. Hispanic students held steady with a 1.9 point gain.

In Mathematics, overall performance remained stable, with proficiency at 39.5% compared to 39.3% in 2024. Grade 3 was a standout, improving by 14.0 percentage points and gaining 18.7 points in Distance from Standard, reflecting strong foundational math instruction. English Learners in Math declined sharply by 11.2 percentage points, mirroring the ELA trend and this shows the need for targeted instructional support for this subgroup. Grades 4, 5, and 6 each saw modest declines ranging from 2.1 to 5.4 points. Sustaining and extending math achievement across upper grades will be a key priority.

i-Ready Data: The 2025–2026 i-Ready English Language Arts data, showed encouraging growth across the year, with all students improving their Distance from Standard by 24.4 points (from -75.2 in Fall to -50.8 in Spring) and the percentage of students on grade level rising from 9% to 23%. Grade 5 and Grade 6 were standouts, gaining 29.9 and 28.2 DFS points respectively, with Grade 6 reaching 32% on grade level by Spring. While English Learners and Long-Term English Learners remain significantly below grade level (6% and 0% on grade level respectively), both groups showed measurable DFS growth across the year. 62% of all students met the D1 Fall to D3 Spring progress goal, reflecting strong instructional momentum schoolwide.

In Mathematics, All students gained 18.5 DFS points across the year (from -46.8 to -28.3), with the percentage on grade level growing from 7% to 21%. Grade 6 was a bright spot, improving 24.6 DFS points and reaching 30% on grade level by Spring. Math English Learners and Special Education students continue to require targeted support, with on-grade-level rates remaining at 8% and 6% respectively by Spring. Overall, 56% of all students met the D1 to D3 Spring progress goal, and the school's SPSA will continue to focus on accelerating growth for English Learners, Long-Term English Learners, and Special Education students across both content areas.

Fiscal Information

Budget Information		LCAP Goal	Total Expenditures
LCFF Supplemental	\$174,724	Goal 1	\$190,089
LCFF Base	\$59,047	Goal 2	\$107,897
Title I	\$ 157,833	Goal 3	\$75, 248
		Goal 4	\$18, 370



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Goal 1: Student Achievement

According to the 2026 California School Dashboard, Richman Elementary is dedicated to improving student outcomes by increasing the CAASPP Distance from Standard (DFS) in both English Language Arts and Math by at least three points overall and across all significant student subgroups, including English Learners, Economically Disadvantaged students, students receiving Special Education services, and Hispanic students.

To achieve this, all teachers will implement the Common Core State Standards using district-approved instructional materials and will actively engage in the Professional Learning Community (PLC) process. This collaboration will center on identifying and teaching Guaranteed and Viable standards, designing and analyzing Common Formative Assessments (CFAs), and developing responsive, in-class and tutorial interventions for students who are not yet meeting grade-level expectations. Weekly advisory periods will support academic and behavioral expectations, promote social-emotional learning, and strengthen relationships between students and staff.

Targeted support for students will include the use of instructional aides within classrooms, Response to Intervention (RTI) services in both ELA and Math, small group instruction, using Orton Gillingham, Heggerty, and ISME ancillaries. English Learners benefit from focused instruction through daily ELD lessons in reading, writing, listening and speaking practice. Teachers will continue professional learning through content-specific professional development, instructional rounds, and monthly PLC collaboration.

Family engagement will be a key component of Richman's improvement strategy, with consistent communication through ELAC, PTA, School Site Council, Coffee with the Principal events, parent conferences, family workshops, and digital platforms such as SMORE weekly newsletter and Blackboard Connect.

Goal 2: Digital and Informational Literacy

In alignment with Fullerton School District's vision for technology and digital literacy, Richman Elementary equips students with the digital tools and instruction needed for college and career readiness. Educators collaborate to exchange strategies, engage in peer coaching, and design lessons that integrate 21st-century technology skills. Students use iPads to explore science simulations, create digital artwork, produce multimedia projects, and build foundational knowledge in AI (Snorkl) and digital citizenship through Common Sense Media's curriculum, enriched by academic field trips and local high school visits.

To ensure a future ready environment, Richman is investing in devices a 1:1 student-to-iPad ratio, and a dedicated computer technician. As part of our High Reliability Schools (HRS) initiative, staff partnered with consultant Dr. Phil for professional development on Snorkl, an AI tool supporting student learning in writing, math, grammar, and more. Teachers were trained to build rigorous, standards-based questions using images and domain-specific prompts. Students work independently or in pairs to review submissions against a rubric, receive immediate feedback, and apply targeted improvements, strengthening self-assessment skills and ownership of learning. This directly supports HRS Indicator 1 by ensuring meaningful student engagement with grade-level standards and performance expectations.



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Goal 3: Safe and Secure Environment

Richman Elementary is dedicated to creating a safe, inclusive, and nurturing school environment that supports the physical, social, and emotional well-being of every student and staff member. Positive attendance and behavior are reinforced through our PBIS framework and schoolwide events such as ASB spirit weeks and Autism Awareness Week, fostering a strong sense of belonging and school pride. Students are encouraged to participate in clubs, after-school programs, and community-building events that promote connection and unity across the campus. Targeted supports like our new OCDE Care Club groups at lunch, academic interventions, and vigilant campus supervision help ensure that all students feel secure and supported throughout the day.

The campus remains clean, welcoming, and prepared for emergencies through regularly updated safety protocols in partnership with local law enforcement and fire departments. Social-emotional learning is embedded in daily instruction through the Second Step and ReThinkEd curriculum, while mental health services are supported by a full-time Mental Health Specialist and a part-time Associate.

Family engagement is a cornerstone of Richman's approach, with parents actively involved through ELAC, SSC, PTA, Coffee with the Principal, and Community Schools Meetings. Educational workshops on topics such as mental health, substance abuse prevention, and digital safety further empower families to support their children's overall development.

Goal 4: Parent and Community Engagement

Richman Elementary continues to build a vibrant and welcoming school community where families are active partners in their children's education. This year, Richman's ELAC successfully hosted all 20 district sites for the DELAC meeting, bringing together parents from across Fullerton to learn about Richman's GATE, Broadcast, and SDC Inclusion programs, positioning Richman as a districtwide model for inclusive and meaningful family engagement. Consistent communication remains a cornerstone of this partnership, with families staying connected through ELAC, PTA, School Site Council, Coffee with the Principal events, parent conferences, family workshops, and digital platforms including, IG, SMORE weekly newsletter, and Blackboard Connect.

Community pride and school spirit reached new heights this year through Richman's exciting collaboration with the Mighty Ducks NHL, bringing the energy of the Stanley Cup with students, families, and fire and police in Fullerton. The STAGES program, celebrated at the annual Eccellenza event, united the community by showcasing student talent and artistic achievement on a prominent stage. Student performers will show their talent at the Spring Carnival on May 16 with its first ever open mic talent showcase. Our music teacher is leading our school's first ever 4th, 5th and 6th grade, ukulele performances. These experiences reflect Richman's deep belief that when families and communities are engaged, celebrated, and connected, students thrive both inside and outside the classroom.



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Title 1

Richman Elementary benefits greatly from its Title I status, which brings with it the largest federal financial assistance program available to schools. With 81% of students qualifying for free or reduced price lunch, Richman qualifies as a Title I schoolwide program, a designation that gives it unique flexibility to use federal funds to benefit every student on campus, not just those with the greatest academic needs. These funds can be directed toward getting additional technology, running before, after school and summer learning programs, supporting students with disabilities, funding educational field trips, and building family engagement initiatives. This is reflected in Richman's staffing, which includes a reading intervention specialist, mental health associates, and instructional assistants. Title I schools ensure meaningful involvement of parents and families, with funds supporting regular two way communication between school staff and families including in languages families can understand, which is especially vital for Richman's large Spanish speaking community. Additional priorities include increasing parental involvement, supporting at risk students, and strengthening instructional programs, as well as professional development that keeps teachers equipped with current, culturally responsive practices.

Community School

Richman Elementary's inclusion in the Fullerton School District's Community Schools Partnership Program, led by FSD Community Partnership Program Specialist Jenny Saul, is one of the most powerful forces behind student success. The Community Schools team which includes credentialed school counselors, a Social Services Assistant, a school nurse, and a community liaison works together to remove barriers that keep students from learning. The Social Services Assistant plays a central role, conducting home visits and outreach to identify and address the root causes of chronic absence, whether that is housing instability, family stress, or health concerns. The options for food pantry locations ensures no student has to choose between eating and learning, and parent classes build the capacity of families to actively support their children's education. Together, these wraparound services transform Richman from a place where children simply come to learn into a hub of support for the entire family, ensuring every student walks through the door ready to be present, engaged, and successful.

*Richman
OPEN HOUSE
2026*



*At the lunch tables we
have FREE DINNER with
@brackenskitchen serving
orange, chicken, rice,
vegetables, salad, and
brownies with iced tea.*