Commonwealth Elementary
School Accountability Report Card
Reported for the 2007-08 School Year
Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest
DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)
This section provides the school's contact information.

School		District	
Street	2200 East Commonwealth Avenue	**District Name**	Fullerton School District
City, State, Zip	Fullerton, CA 92831	**Phone Number**	714-447-7400
Phone Number	(714) 447-7705	**Web Site**	www.fsd.k12.ca.us
Principal	Sherry Hoyt	**Superintendent**	Mitch Hovey, Ed.D.
E-mail Address	sherry_hoyt@fsd.k12.ca.us	**E-mail Address**	mitch_hovey@fsd.k12.ca.us

School Description and Mission Statement (School Year 2007-08)
Commonwealth Elementary School is located in the eastern section of Fullerton, one of 20 school sites in the Fullerton School District.

The Commonwealth community, which includes teachers, staff, and parents, is committed to providing students an educational program of academic excellence. It is the mission of Commonwealth Elementary School that all students will become literate and develop into confident, lifelong learners ready to embrace new challenges.

Opportunities for Parental Involvement (School Year 2007-08)
We encourage parent participation in classrooms as well as volunteers in all school related activities. Parents can support the school through involvement in P.T.A., attendance at Parent/Teacher conferences, school programs and performances, parent education events, and other school and classroom functions. Please contact the school office for more information.

Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	49	**Grade 4**	68
Grade 1	56	**Grade 5**	68
Grade 2	49	**Grade 6**	74
Grade 3	64	**Total Enrollment**	428

Student Enrollment by Group (School Year 2007-08)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.8	**White (not Hispanic)**	14.02
American Indian or Alaska Native	.47	**Multiple or No Response**	4.21
Asian	8.64	**Socioeconomically Disadvantaged**	61
Filipino	1.4	**English Learners**	46
Hispanic or Latino	67.06	**Students with Disabilities**	21
Pacific Islander	1.4	**N/A**	N/A

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.5	1	1		18.5	2			20.0	2		
1	17.0	2			19.5	2			19.3	3		
2	20.0	3	2		19.0	2			19.0	1		
3	26.0		2		20.0	3			19.5	2		
4	34.0			1	28.5		2		31.5		2	
5	33.5			2	31.5		2		31.0		2	
6	29.5		2		29.5		2		33.5		1	1
K-3					20.0	1			19.0	2		
3-4												
4-8	32.0		1									
Other												

III. School Climate

School Safety Plan (School Year 2007-08)

A comprehensive school safety plan was developed and approved prior to March 1, 2000 in compliance with Education Code Sections 33126, 35256 and 32286 as well as applicable District policies and regulations. Each year, prior to March first, the school's safety plan is reviewed, updated and discussed with staff. Annually, during the month of July, the school reports on the status of its safety plan, including a description of the plan's key elements. The safety plan was updated on November 30, 2007 and was reviewed with school staff on January 15, 2008.

The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school and school sponsored activities and are encouraged to use safe practices when traveling to and from school and/or school related activities, c) making district programs and community resources available to students and parents, and d) creating a school where students, parents, staff and community members interact in an atmosphere of mutual respect that enhances the environment for learning. A copy of the plan is available at the school office and will provide a more detailed description of each element of the plan including specific actions, resources and timelines to be implemented by the school.

Suspensions and Expulsions

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

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	2.7	1.9	4.4	3.5	3.8	4.1
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

Commonwealth Elementary School has 18 classrooms, a library media center, a speech room, a childcare room, a SDC room, and a multi-purpose room. The main campus was built in 1956. Additions were constructed in 1957 and 1965. The media center is located in a portable that was added to the campus in 1998.

The District takes great efforts to ensure that all schools are clean, safe, and functional. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems. The District spent $1,329,890 on deferred maintenance during the 2007-08 school year and has budgeted $2,436,836 for the deferred maintenance program for the 2008-09 school year.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the September 8, 2008 school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)		X		Painted over stained ceiling tiles in rms.15 & 16. Repaired carpet bubbles in rms. 5 and 17 (two small areas by each dr. Rm.5 and a few small areas rm. 17).
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)			X	Adjusted drinking fountains (low pressure) rms. 11-23-25-mpr.
Restrooms		X		Fixed faucets not working in restrooms by rms. 8 &13 rms. 17 & 20.
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	25	22	22	596
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence	6	4	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	69	2	2
Total Teacher Misassignments	80	5	2
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.4	0.7
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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

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

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

On October 14, 2008, the Governing Board of the Fullerton School District certified that, as of that date, each pupil in the District in kindergarten through grade eight, had been provided with a standards-aligned textbook or basic instructional materials purchased from the approved standards-aligned adoption list in the core curriculum areas listed below.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	2001-02 Houghton Mifflin K-5, c. 2003 2001-02 Holt 6-8, c. 2003	0
Mathematics	2008-09 Houghton Mifflin K-5, c. 2009 2008-09 Holt McDougal 6-8, c. 2008	0
Science	2007-08 MacMillian McGraw Hill K-5, c. 2008 2007-08 Holt McDougal 6-8, c. 2007	0
History-Social Science	2006-07 Hougton Mifflin K-5, c. 2007 2006-07 McDougal Littell 6-8, c. 2006	0
Foreign Language	2001-02 ¡En español! 7-8, c. 2004	0
Health (7th grade)	2004 Holt McDougal *Decisions for Health* (Level Red) (7th) c. 2004	0
Visual and Performing Arts (Grades 7-8)	• Theatre – Scripts, Costumes, Props • Instrumental Music – Band & String Instruments, Musical Scores • Choral Music – Musical Scores • Visual Arts – Various art materials covering a variety of media, art history prints	0

VIII. School Finances

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Programs	Number of Pupils	Funds
School-Based Coordinated Program	428	$118,385
Title I	428	$100,605

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$5,164	$504	$4,659	$71,284
District	N/A	N/A	$4,242	$69,049
Percent Difference – School Site and District	N/A	N/A	109.8	103.2
State	N/A	N/A	$5,300	$64,702
Percent Difference – School Site and State	N/A	N/A	87.7	112.0

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,513	$40,667
Mid-Range Teacher Salary	$74,026	$66,167
Highest Teacher Salary	$93,708	$84,142
Average Principal Salary (Elementary)	$105,628	$104,640
Average Principal Salary (Middle)	$108,168	$107,227
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	$215,080	$167,564
Percent of Budget for Teacher Salaries	42.4	42.3
Percent of Budget for Administrative Salaries	5.7	5.4

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at http://star.cde.ca.gov. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CST Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	31	42	49	52	53	57	42	43	46
Mathematics	46	52	52	57	58	61	40	40	43
Science	20	42	53	46	54	63	35	38	46
History-Social Science				46	47	44	33	33	36

CST Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	27	55	*	
American Indian or Alaska Native	*	*		
Asian	64	68	*	
Filipino	*	*	*	
Hispanic or Latino	40	45	45	
Pacific Islander	*	*	*	
White (not Hispanic)	65	52	*	
Male	41	50	54	
Female	50	48	52	
Economically Disadvantaged	37	41	42	
English Learners	31	39	33	
Students with Disabilities	13	22	*	
Students Receiving Migrant Education Services	*	*	*	

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	1.6

X. Accountability

Academic Performance Index

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

API Ranks – Three-Year Comparison

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

API Rank	2005	2006	2007
Statewide	3	3	6
Similar Schools	2	3	8

API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	20	56	-5	763
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	14	61	4	740
Pacific Islander				
White (not Hispanic)	35	22		
Socioeconomically Disadvantaged	20	56	-13	723
English Learners	17	81	10	726
Students with Disabilities	0	99	-45	615

Adequate Yearly Progress

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

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

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

AYP Overall and by Criteria (School Year 2007-08)

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

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

Federal Intervention Program (School Year 2008-09)

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

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	15.0

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at http://www.universityofcalifornia.edu/admissions/general.html.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at http://www.calstate.edu/admission/.

XII. Instructional Planning and Scheduling

Professional Development

In each of the last three school years, Fullerton School District dedicated three school days to staff development. This table indicates the focus of the different professional development events in the most recent three-year period.

Year	Primary Focus	Delivery of Professional Development	Other Related Professional Development Activities
2008-2009	• K-8 Mathematics Textbook Adoption • K-5 Physical Education Program • K-8 English Language Development • K-8 Writing Strategies	• Staff Development Day • Workshops • Conferences • After- school Workshops • In-class Coaching	• Data-Driven instruction • Mathematics Training • Differentiated Instruction • Technology • Physical Education/Wellness • SDAIE Strategies • Systematic ELD • Response to Intervention
2007-2008	• K-8 Science Textbook Adoption • K-8 English Language Development • K-8 Writing Strategies	• Staff Development Day • Workshops • Conferences • After- school Workshops • In-class Coaching	• Data-Driven instruction • Science Training • Mathematics • Technology • SDAIE Strategies • Systematic ELD • Step Up to Writing Program • Response to Intervention
2006-2007	• K-8 History/Social Science Textbook Adoption • K-8 Professional Learning Communities • K-8 Research-based Instructional Strategies	• Staff Development Day • Workshops • Conferences • After- school Workshops • In-class Coaching	• Data-Driven instruction • History/Social Science • Technology • Systematic ELD • SDAIE Strategies • Step Up to Writing Program

The Commonwealth School Leadership Council participated in the School Leadership Academy and provided staff development sessions with a focus on the Response To Intervention Model. Universal Screening, Progress Monitoring and Articulation were among the sessions provided. Additional training was provided in Touch Math, QAR (Comprehension strategies), Soar to Success and Comic Life (Technology) to provide a wide range of student intervention services.