

School Accountability Report Card



A Profile For The Community **COMMONWEALTH ELEMENTARY SCHOOL**

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Learning for a Lifetime

2001-02 School Year

A Message from the Principal

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. The School Accountability Report Card is a summary report of a variety of areas in our educational program. If you would like additional information on any of these areas, please feel free to call me at Commonwealth Elementary School.



School Description

Commonwealth Elementary School is located in the eastern section of Fullerton, one of 19 school sites in the Fullerton School District. In the 2001-02 school year the enrollment at Commonwealth as reported at California Basic Educational Data Systems (CBEDS) was 486. The ethnic breakdown of the student body is 26.3% White, 61.5% Hispanic, 7.4% Asian, .1% Filipino, .2% Pacific Islander, 2.7% African American and .8% American Indian.

In addition to ethnic diversity, the student body at Commonwealth Elementary School has 149 students whose English proficiency is limited. These students speak five different languages, with Spanish representing the largest language group.

Opportunities for Parent Involvement

We encourage parent participation in primary classrooms, as well as volunteers in all school related activities. Please contact the school office for more information.



Teacher Assignments

The State Department of Education requires all teachers to have a completed Bachelors degree plus 30 additional units of credit to be certificated to teach in California public schools. Teaching assignments are made by the school principal. All Commonwealth Elementary School's teachers are appropriately credentialed as indicated by the chart below. Specialized credentials include: Special Education and English Language Development.

	2000	2001	2002
Credentialed Teachers	23	22	24
Emergency Credentials or Waiver	3	0	2
Outside Subject Area	0	0	0
Masters Degree or Higher	8	12	12
Specialized Credentials	5	9	12

Substitute Teachers

The school district maintains a list of qualified substitute teachers. Three hundred and fifty substitutes were on the 2001-02 district substitute list.

During the 2001-02 school year Commonwealth was unable to obtain substitute teachers on two days. On these days, non-classroom personnel, such as the principal or other certificated personnel were used to ensure that all classes had a certificated teacher present.

District Expenditures

In 2001-02, the district spent an average of \$6,372.86 per student. In 2001-02, the district received \$1,826,680 in lottery funds which represent 2% of the General Fund income for the year. Program expenditure data are for 2001-02. School-Based Coordinated Program (SBCP) is a combination of state allocated funds to support academic achievement for students. SBCP funds offer Commonwealth Elementary School the flexibility to serve all students. The Title I program provides funds to schools that have at least 35% of their students at or below the federal poverty level.

Programs	No. of Pupils	Funds
School-Based Coordinated Program	486	\$89,850
Title I	277	\$105,731

Class Size and Class Size Reduction

At Commonwealth Elementary School the ratio of students per teacher varies by the grade level taught. The state Class Size Reduction (CSR) program (20:1 ratio) was first implemented in grade one in the fall of 1996, and kindergarten and grade two in the fall of 1997. Kindergarten differs in that the full class has no more than 20 students per teacher for at least one-half of each day, as required by CSR Option 2. The charts below display the average class size by grade level for the last three years and the percent of time in CSR.

1999-00						2000-01						2001-02					
Grade	Avg.	1-22	23-32	33+	% in CSR	Grade	Avg.	1-22	23-32	33+	% in CSR	Grade	Avg.	1-22	23-32	33+	% in CSR
K	30.50		2		50	K	32.50		1	1	50	K	33.00			2	50
1	20.00	3			100	1	19.67	3			100	1	17.67	3			100
2	18.00	3			100	2	17.33	3			100	2	19.00	3			100
3	31.00		2			3	29.00		2			3	29.00		1		
4	33.50			2		4	34.00			2		4	32.00		1		
5	29.00	1				5	29.00		1			5	30.00		1		
6	30.00		1			6	33.00			1		6	35.00			1	
K-3	20.00	1			100	K-3	18.00	1			100	K-3	18.00	1			100
4-6	29.50		2			4-6	33.00		1	1		3-4	31.00		1		
												4-6	31.00		2	1	

The overall district class size for 2001-02 for grades K thru 6 is 23.1 students per teacher. The county class size average is 19.8 and the state class size average is 18.5 students per teacher. The average class size for Commonwealth School is 22.4 students per teacher.

Teacher Evaluation, Professional Development, Training and Curriculum Improvement

Administrators evaluate teachers based on State Education Code requirements, provisions of the certificated contract agreement, and district policy. This year district and site level curriculum work focused on:

- Standards/Assessment / Accountability via the School Plan
- Adoption of grade 6 standards-based Language Arts textbook material
- Implementation of standards-based Science curricula and materials
- Continuing the implementation of the California Reading Initiative (Teacher Training Component) for teachers new to Fullerton School District
- Evaluating and adopting standards-based Math textbook materials K-8
- Collection of multiple student assessment data by class/grade
- Continuing the implementation of grades K-6 standards-based report cards

Teachers at Commonwealth Elementary School attended workshops and training in:

- Writers Workshop
- Multiple Intelligences
- Integration Writing Across the Curriculum
- State Standards

Professional growth training took place prior to the start of school, on two student-free days, during restructured Wednesdays, and after school. The following chart shows the number of days dedicated to staff development for the most recent three years. As of 2001-02, all students attend the 180 days of designated instruction.

1999-00	2000-01	2001-02
3	3	3

Climate for Learning

Commonwealth Elementary School's educational environment has a strong academic focus. Students are rewarded for their efforts through:

- Citizenship Awards (each trimester)
- Terrific Tiger Awards
- Honor Roll
- Student-of-the-Month Awards
- Academic Awards (each trimester)

Students can participate in:

- Student Council and Leadership
- DARE (Drug Abuse Resistance Education)
- Cross-Age Tutoring
- After School Intervention Program
- Lunch Sports League
- Fine Arts Magnet Education (FAME)
- Boys & Girls Club

Our school-wide discipline plan ensures an orderly school environment. School and classroom expectations are clearly communicated to parents and students, with consequences consistently enforced. The following chart displays Commonwealth Elementary School's suspension and expulsion rates for the last three years. The rate of suspensions and expulsions is the total number of incidents divided by the total enrollment for the given year.

	School			District		
	2000	2001	2002	2000	2001	2002
Suspensions	16	42	52	1,007	992	1102
Suspensions (rate)	3.3%	8.5%	10.7%	7.9%	7.6%	8.3%
Expulsions	0	0	0	13	18	10
Expulsions (rate)	0	0	0	.1%	.14%	.08%

Instructional Materials

Commonwealth Elementary School and the Fullerton School District set a high priority upon ensuring that there are sufficient textbooks and materials to support each school's standards-based instructional program.

- Teachers, parents, and administrators are involved in textbook adoptions.
- Subject area textbook adoptions occur on a seven-year cycle determined by the California Department of Education.
- The District Educational Media Center and District Library are available to all staff.
- Computer and Internet access in all classrooms

Commonwealth Elementary School's Media Center provides teacher and student access to:

- Supplemental curriculum materials
- Library books and research materials
- Computer lab with Internet Resources



Student Support Services

A variety of support services are available at Commonwealth Elementary School.

- Resource Specialist (1 full-time)
- Speech and Language Specialist (2 full-time)
- School Psychologist (four days a week)
- School Nurse (one day a week)
- Library Media Teacher
- Student Intervention Team to screen student referrals for academic or behavioral difficulties
- Project Fullerton's Future: United for Success

Quality of Instructional Leadership

The curriculum is comprised of all of the State content standards. District assessments, report cards, and instruction are all aligned with the Standards to assure student achievement.

Commonwealth Elementary School has a comprehensive school plan which addresses the strengths and weaknesses of the overall school program.

Instructional Minutes and Minimum Days

The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade. There were a total of 10 minimum days at Commonwealth Elementary School during the 2001-02 school year. Nine of these days were used for parent-teacher conferences. The accompanying chart displays the number of instructional minutes offered in this school year by grade level compared with the total number of instructional minutes required by law.



2001-02 Instructional Minutes		
Grades	Required	Actual
K	36,000	36,000
1-3	50,400	51,300
4-6	54,000	54,900

Student Attendance

School attendance patterns are important identifiers of students who are at risk of dropping out of school in the junior high or high school years. Commonwealth Elementary School carefully monitors student attendance to identify those students exhibiting excessive absences. The chart below displays Commonwealth Elementary School's total student attendance rate for the past three years.

Student Attendance		
1999-00	2000-01	2001-02
95.1%	95.1%	95.8%

Commonwealth Elementary School also attempts to assist students with excessively high unexcused absentee rates. Emphasis is put on the importance of being at school and on time. Students who continue to have excessive unexcused absences are referred to the School Attendance Review Board (SARB). The chart below displays the number of students for the past three years with high unexcused absentee rates. Since the primary source of state income to schools is based upon attendance, the higher the absence rate the less income the school district receives.

Unexcused Absences	Number of Students		
	1999-00	2000-01	2001-02
10-15	26	32	16
16-20	5	10	1
21 or More	5	8	4

Salary Comparison

Average salaries are reported for the 2000-01 school year, the most recent year for which statewide averages are available. The district spent 44.31% of the total district budget on teachers' salaries as compared to the statewide average of 45.90%. The district spent 6.05% of the total district budget on administrators' salaries as compared to the statewide average of 5.40%.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$35,504	\$35,222
Mid-Range Teacher Salary	\$60,400	\$57,707
Highest Teacher Salary	\$75,509	\$70,135
Average Principal Salary (Elementary)	\$93,041	\$89,033
Average Principal Salary (Middle)	\$95,278	
Superintendent Salary	\$130,854	\$129,527
Percentage of Budget for Teachers Salaries	44.31	45.90
Percentage of Budget for Administrative Salaries	6.05	5.40

Safety, Cleanliness and Adequacy of School Facilities

Safety of students and staff is a primary concern of the Fullerton School District. In compliance with SB187, each school maintains a Safe Schools Plan which satisfies the mandates of the law and reflects the individual needs of the site. The major focus areas of the plan are: 1) providing a safe learning environment; 2) safe practices at school sponsored activities and enroute to and from school; 3) connecting families with community resources; 4) building an environment of mutual respect. The Comprehensive School Safety Plan was last updated and approved by School Site Council in February 2002, and reviewed with staff in May, 2002.

At Commonwealth there are established security procedures along with an annually revised emergency plan. Playgrounds and parking lots are supervised during school hours. There is a sign-in book and name badges in the office for our visitors. The Mobile Family Resource Center is available to Commonwealth families every Friday. Active peer and student intervention teams connect families with needed resources.

Preparation for the Workplace

The focus of Commonwealth Elementary School is to raise student achievement in English Language Development, Reading, Writing and Mathematics. Students are prepared for entering the workforce by meeting grade level academic standards, attending school regularly and being on time. They are supported in their efforts to work with others in their academic, athletic and social endeavors.



Student Achievement

The Stanford Achievement Test, Ninth Edition (SAT 9) was administered to students in grades 2-6 in the spring of 2000, the spring of 2001, and the spring of 2002. Results of these tests are used to evaluate the instructional program and to assist in planning program improvements for our students. Standardized tests provide one measure of assessing student performance while the school uses a wide variety of additional measures, including ongoing diagnostic assessment in grades kindergarten through six. The following charts present:

- > 2001-02 test results by grade level and subgroups
- > 2000-01 test results by grade level
- > 50th percentile rank is the average score achieved by students in the same grade across the country
- > 1999-00 test results by grade level
- > Scores reported in average percentile ranks

Reading									
Grade	School			District			State		
	00	01	02	00	01	02	00	01	02
2	75	45	35	55	56	55	49	51	53
3	30	29	39	48	48	49	44	46	47
4	46	35	37	54	53	52	45	47	49
5	46	51	37	48	53	50	44	45	46
6	57	50	59	57	56	57	46	47	48

Reading—Subgroups						
Grade	Male	Female	English Learners	Not English Learners	Economically Disadvantaged	Not Econ. Disadvantaged
2	33	38	8	53	26	55
3	25	57	29	43	28	59
4	30	46	31	41	38	35
5	36	37	22	46	24	57
6	62	56	47	62	40	87

Math									
Grade	School			District			State		
	00	01	02	00	01	02	00	01	02
2	78	62	44	63	64	63	57	58	62
3	33	38	50	55	56	60	56	59	62
4	51	44	42	57	58	61	51	54	58
5	43	54	54	53	58	60	50	54	57
6	67	67	65	65	66	69	55	57	60

Math—Subgroups						
Grade	Male	Female	English Learners	Not English Learners	Economically Disadvantaged	Not Econ. Disadvantaged
2	47	40	28	54	32	68
3	46	55	53	49	42	65
4	43	41	48	37	47	35
5	44	67	48	58	49	63
6	65	66	33	73	52	84

Language									
Grade	School			District			State		
	00	01	02	00	01	02	00	01	02
2	81	49	41	56	57	54	52	53	55
3	30	22	35	50	51	52	48	51	53
4	49	41	38	59	58	59	51	54	57
5	50	62	44	55	60	58	50	53	55
6	71	67	57	63	62	62	52	54	56

Language—Subgroups						
Grade	Male	Female	English Learners	Not English Learners	Economically Disadvantaged	Not Econ. Disadvantaged
2	42	40	12	59	25	73
3	18	57	27	38	28	47
4	27	52	38	37	34	42
5	29	63	26	55	38	54
6	58	57	47	60	39	84

Student Achievement (SAT 9)

The following charts present the 2001-02 test results by racial/ethnic groups showing the percentage of students scoring at or above the 50th percentile for reading and mathematics:

Note: (-) within each of the charts indicates that data is not available

Reading		
Grade	Hispanic or Latino	White (Not Hispanic)
2	22	-
3	27	-
4	33	35
5	33	54
6	39	84

Mathematics		
Grade	Hispanic or Latino	White (Not Hispanic)
2	30	-
3	41	-
4	38	39
5	51	57
6	50	84

California Standards Test (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. The following charts present the percentage of students scoring at the Proficient or Advanced level in English and Math. The subgroups scoring at Proficient or Advanced level in English and Math include Gender, English Learners, Not English Learners, Socioeconomically Disadvantaged and Not Socioeconomically Disadvantaged.

Note: (-) within each of the charts indicates that data is not available

English Language Arts						
Grade	School		District		State	
	01	02	01	02	01	02
2	18	10	34	33	32	32
3	12	20	31	36	30	34
4	12	21	39	39	33	36
5	30	17	36	36	28	31
6	41	35	39	39	31	30

English Language Arts—Subgroups						
Grade	Male	Female	English Learners	Not English Learners	Economically Disadvantaged	Not Econ. Disadvantaged
2	8	14	0	16	9	14
3	6	43	17	22	14	33
4	17	28	24	19	25	14
5	11	26	4	25	7	36
6	31	40	24	38	27	48

Mathematics						
Grade	School		District		State	
	01	02	01	02	01	02
2	-	17	-	45	-	43
3	-	14	-	35	-	38
4	-	20	-	40	-	37
5	-	17	-	29	-	29
6	-	35	-	42	-	32

Mathematics—Subgroups						
Grade	Male	Female	English Learners	Not English Learners	Economically Disadvantaged	Not Econ. Disadvantaged
2	20	13	4	24	13	27
3	18	9	26	8	13	17
4	18	22	24	17	21	17
5	14	22	9	22	12	26
6	32	39	22	39	24	53

English Language Arts—Racial/Ethnic Groups				
Grade	African-American	Asian American	Hispanic or Latino	White (Not Hispanic)
2	50	25	2	27
3	33	25	13	38
4	-	75	13	22
5	0	0	11	43
6	50	20	26	52

Mathematics—Racial/Ethnic Groups				
Grade	African-American	Asian American	Hispanic or Latino	White (Not Hispanic)
2	20	25	10	45
3	0	75	10	0
4	0	75	15	16
5	0	0	7	47
6	50	57	23	48

Local Assessment

The following chart represents the percentage of students meeting or exceeding the district standard. The multiple measures scores are for all students, including special education, enrolled at Commonwealth School for the 1998-99, 1999-00 and 2000-01 school years.

Grade	Reading			Writing			Math		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
K	0	43	16	2	2	4	48	72	66
1	71	61	79	19	65	69	84	53	71
2	67	51	45	32	78	75	70	74	48
3	49	40	41	19	22	36	35	30	33
4	71	60	1	11	52	47	60	49	37
5	66	49	72	56	54	84	66	35	48
6	49	56	59	55	68	67	47	42	48

California Fitness Test

This state test is given to students in grade 5. This table shows the percents of students scoring within the Healthy Fitness Zone on all six fitness tasks for 2001-02.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	18.8	42.2	57.8	35.6	49.9	50.1	22.3	48.6	50.4

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis the state has set 800 as the API score that schools should strive to meet.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education Web site at <http://api.cde.ca.gov/> or by speaking with the principal. ***The II/USP Program was not funded for the year 2002.

	API BASE DATA				API GROWTH DATA		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	92		99	Percentage Tested	99	100	
Base API Score	649		642	API Growth Score	656	631	
Growth Target	8		8	Actual Growth	7	-11	
Statewide Rank	6		4	Eligible for Awards	No	No	
Similar Schools Rank	9		4	Applied for II/USP	No	***	
Hispanic or Latino							
Base API Score	580		607	API Growth Score	616	576	
Growth Target	6		6	Actual Growth	36	-31	
White (Not Hispanic)							
Base API Score	746		699	API Growth Score	718	712	
Growth Target	6		6	Actual Growth	-28	13	
Socioeconomically Disadvantaged							
Base API Score	602		597	API Growth Score	610	584	
Growth Target	6		6	Actual Growth	8	-13	

Academic Success for All Students

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