

SCHOOL ACCOUNTABILITY REPORT CARD

A 2004-05 SCHOOL YEAR PROFILE OF

COMMONWEALTH ELEMENTARY SCHOOL

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

Contact Information

School Information		District Information	
School Name	Commonwealth Elementary School	District Name	Fullerton School District
Principal	Ramon Cusi	Superintendent	Cameron M. McCune, Ed.D.
Street	2200 East Commonwealth	Street	1401 West Valencia Dr.
City, State, Zip	Fullerton, CA 92831	City, State, Zip	Fullerton, CA 92833-3938
Phone Number	714-447-7705	Phone Number	714-447-7400
FAX Number	714-447-7777	FAX Number	714-447-7414
Web Site	www.fsd.k12.ca.us/commonwealth	Web Site	www.fsd.k12.ca.us
E-mail Address	ramon_cusi@fsd.k12.ca.us	E-mail Address	cameron_mccune@fsd.k12.ca.us
CDS Code	30-66506-6028021	SARC Contact	Judy Lieb, Ed.D.

School Description and Mission Statement

Commonwealth Elementary School is located in the eastern section of Fullerton, one of 20 school sites in the Fullerton School District.

The Commonwealth community, including 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

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 -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	60	Grade 4	63
Grade 1	67	Grade 5	78
Grade 2	64	Grade 6	77
Grade 3	70	Total Enrollment	479

Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	18	3.8	Hispanic or Latino	295	61.6
American Indian or Alaska Native	3	0.6	Pacific Islander	6	1.3
Asian	43	9.0	White (Not Hispanic)	106	22.1
Filipino	2	0.4	Multiple or No Response	6	1.3

School Safety Plan

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 it's safety plan including a description of the plan's key elements. The most recent safety plan review and update took place on November 2, 2004, with the results being discussed with school staff on November 16, 2004.

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) district programs and community resources are made available to students and parents, and d) the school is a place 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

The Board of Trustees believes that all students have the right to be educated in a positive learning environment free from disruptions. It is the policy of the Fullerton School District to encourage and support staff in the implementation of a positive school climate that teaches students the meaning of equality, human dignity, and mutual respect and tolerance. This support and encouragement encompasses the use of cooperative learning strategies that foster positive interactions among students of diverse backgrounds and also promotes the teaching of nonviolent conflict resolution techniques. Programs such as Service Learning, Peer Assistance Leadership (PAL), and Friday Night Live are examples of ways that are used in schools to promote positive attitudes and behaviors among students.

The District believes that positive recognition and rewards are the corner stone of any effective behavior/discipline program. Schools are encouraged to involve students and parents in the process of establishing behavior expectations and rewards/consequences Regular and frequent communications between parents and the school, as well as a hierarchy of consequences, are integral parts of the school's discipline policy and procedure. Consistency in the implementation of both rewards/recognition and consequences are also key aspects of an effective and fair behavior program found in the classrooms of the school. Board Policy encourages staff to use preventative measures and positive conflict resolution techniques whenever possible.

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	19	23	10	833	983	759
Rate of Suspensions	3.9%	4.9%	2.1%	6%	7.1%	.05%
Number of Expulsions	0	0	0	9	7	1
Rate of Expulsions	0	0	0	.06%	.05%	.01%

School Programs and Practices That Promote a Positive Learning Environment

Commonwealth Elementary School's educational environment has a strong academic focus. Students are rewarded for their efforts through citizenship awards, Terrific Tiger awards, Student-of-the-Month awards, Honor Roll, "Reading Counts" awards, Reader-of-the-Month awards.

Students can participate in Author's Fair, All the Arts, Band, Science Camp, Lunch Sports League, Cross-Age Tutoring, After School Intervention Program, Fine Arts Magnet Education (FAME), Boys & Girls Club (on site), Student Council and Leadership.

School Facility Conditions -- General Information

Commonwealth Elementary School has 18 classrooms, a library media center, a speech room, a child care 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.

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. For the 2005-06 school year the district budgeted \$2.5 million for the deferred maintenance program.

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.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		N/A
Mechanical Systems	X		N/A
Windows/Doors/Gates (interior and exterior)	X		N/A
Interior Surfaces (walls, floors, and ceilings)	X		N/A
Hazardous Materials (interior and exterior)	X		N/A
Structural Damage	X		N/A
Fire Safety	X		N/A
Electrical (interior and exterior)	X		N/A
Pest/Vermin Control	X		N/A
Drinking Fountains (inside and outside)	X		N/A
Restrooms	X		N/A
Sewer	X		N/A
Playground/School Grounds	X		N/A

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	27	25	25	41	42	47	35	36	40
Mathematics	31	30	36	43	42	51	35	34	38
Science		24	20	0	29	37	27	25	27
History-Social Science				36	36	37	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	0	*	49		22	*	37
Mathematics	17	*	71		31	*	49
Science	*		*		11	*	36
History-Social Science							

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	28	28	18	23	23	
Mathematics	42	34	24	32	27	
Science	25	13	4	16	*	
History-Social Science						

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer

tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	34	29	14	47	46	46	43	43	41
Mathematics	40	43	33	57	57	56	50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	*		*		7	*	22
Mathematics	*		*		25	*	44

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	15	13	3	12	0	
Mathematics	45	17	16	24	9	

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K	59	72	36	17	34	26	75	89	62
1	66	58	55	90	80	58	84	88	63
2	40	87	36	72	93	32	47	66	50
3	24	54	35	18	60	17	34	83	41
4	45	43	42	33	39	12	36	25	24
5	52	48	39	49	62	38	36	38	16
6	59	62	31	72	84	70	47	53	43

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	33.3	29.0	36.6	30.0	30.8	29.4	24.5	26.7	22.3
7				36.2	43.0	30.0	28.8	30.9	26.8
9							26.7	25.8	27.5

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.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	573	614	639	API Growth Score	620	635	654
Growth Target	7	6	5	Actual Growth	47	21	15
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	713	698	746	API Growth Score	714	746	742
Growth Target	7	6	5	Actual Growth	1	48	-4

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	100	99	100	Percent Tested	99	100	100
API Base Score	626	642	679	API Growth Score	652	676	689
Growth Target	9	8	6	Actual Growth	26	34	10
Statewide Rank	3	2	3				
Similar Schools Rank	3	1	3				

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	581	607	635	API Growth Score	615	632	653
Growth Target	7	6	5	Actual Growth	34	25	18

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation	2003-2004	
Year in Program Improvement (Implementation Level)	Year 2	
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	20.0

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	Yes	No	Yes	Yes

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "n/a" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	Yes	Yes	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	N/A	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	No	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	No	Yes	Yes	Yes	Yes
Students with Disabilities	No	Yes	Yes	No	Yes	Yes

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2003				2004				2005			
	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	32.5		1	1	29.5		2		29.0		2	
1	20.0	2			17.7	3			19.3	3		
2	19.8	4			18.3	3			19.3	3		
3	32.5		1	1	25.5		2		31.5		2	
4	32.0		1		30.0		2		30.0		2	
5	34.0			1	36.0			1	35.5			2
6	34.0			1					32.0		1	
K-3												
3-4												
4-8	33.3		1	3	35.0			3	35.0			1
Other												

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K	50	50	50
1	100	100	100
2	100	100	100
3	0	0	0

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers 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 CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100.0
All Schools in District	97.3
High-Poverty Schools in District	100.0
Low-Poverty Schools in District	97.4

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	22	22	23
Teachers with Full Credential	20	21	23
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (district and university internship)	1	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	3	2	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2004-05 school year, the most currently available data are reported.

	2003	2004	2005
Misassignments of Teachers of English Learners	--	265	218
Total Teacher Misassignments	--	10	10

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	0.3
Master's Degree plus 30 or more semester hours	4.4	19.8
Master's Degree	39.1	26.3
Bachelor's Degree plus 30 or more semester hours	47.8	38.5
Bachelor's Degree	8.7	15.1
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2004-05 school year, the most currently available data are reported.

	2003	2004	2005
Vacant Teacher Positions	0	0	0

Teacher Evaluations

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, continuing implementation of standards-based science curricula and materials, continuing the implementation of grades K-6 standards-based report cards, collection of multiple student assessment data by class/grade, and continuing the implementation of the California Reading Initiative (Teacher Training Component) for teachers new to Fullerton School District.

Substitute Teachers

The school district maintains a list of qualified substitute teachers. Three hundred sixty substitutes were on the 2004-05 district substitute list. During the 2004-05 school year Commonwealth was unable to obtain three substitute teachers on three days needed.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	
Library Media Teacher (Librarian)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

School Instruction and Leadership

Commonwealth's Leadership Council is composed of 5 members: the principal, an upper and a primary grade representative, a special education teacher representative, and a kindergarten representative. The Leadership Council meets once a week and has the responsibility for communicating information regarding specific issues to the faculty and staff.

Professional Development

The State Department of Education requires all teachers to have a completed Bachelors degree plus 20 additional units of credit to be certificated to teach in California public schools. Teaching assignments are prepared by the school principal. All of Commonwealth Elementary School's teachers are appropriately credentialed.

Teachers at Commonwealth Elementary School attended workshops and trainings in technology, writing, language arts, English learners, differentiated instruction, school safety and disaster preparedness, student achievement data analysis, and Professional Learning Communities.

Quality and Currency of Textbooks and 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.

Availability of Sufficient Textbooks and Instructional Materials

Sufficient state-adopted and standards-aligned textbooks and other instructional materials are available for each pupil, including English learners. These are consistent with content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health as appropriate.

Core Curriculum Areas	Textbooks/Materials Per Student	Percent of Pupils Who Lack Sufficient Textbooks and Instructional Materials
Reading/Language Arts	1	0
Mathematics	1	0
Science	1	0
History/Social Science	1	0
Foreign Language	1	0
Health	1	0

Instructional Minutes

The California Education Code establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	37,074	36,000
1	52,750	50,400
2	52,750	50,400
3	53,422	50,400
4	55,161	54,000
5	55,161	54,000
6	55,161	54,000

Workforce Preparation Programs

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.

School Site Teacher Salaries (Fiscal Year 2003-04)

This information is intended to provide a comparison of the average teacher salary at a school site with the average teacher salaries at the district and state levels. Data reported are to reflect actual salaries paid to certificated instructional personnel at the school site. The CDE will begin calculating district and state average teacher salaries, using 2004-05 data, for report cards published in the 2006-07 school year.

Average Teacher Salary			Percent Difference Between School Site Average Teacher Salary and:	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
60,688	59,163	---	1.03%	---

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,902	\$38,749
Mid-Range Teacher Salary	\$64,478	\$61,369
Highest Teacher Salary	\$81,621	\$75,429
Average Principal Salary (Elementary)	\$100,078	\$94,485
Average Principal Salary (Middle)	\$102,485	\$97,032
Superintendent Salary	\$156,852	\$143,443
Percent of Budget for Teacher Salaries	43.3	44.2
Percent of Budget for Administrative Salaries	6.1	5.4

Expenditures Per Pupil (Fiscal Year 2003-04)

This information is intended to provide a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Data reported are to include actual salaries of personnel assigned to the school site. The CDE will begin calculating state expenditures per pupil from unrestricted sources, using 2004-05 data, for report cards published in the 2006-07 school year.

School Site Expenditures per Pupil			Percent Difference Between School Site and:			
Total	From Restricted Sources	From Unrestricted Sources	District Expenditures Per Pupil from Unrestricted Sources	State Expenditures Per Pupil from Unrestricted Sources	District Expenditures Per Pupil from Unrestricted Sources	State Expenditures Per Pupil from Unrestricted Sources
\$526	\$400	\$126	\$4,610	---		---

Types of Services Funded

Programs	Number of Pupils	Funds
School-Based Coordinated Program	479	\$73,430
Title I	479	\$121,477