



Commonwealth
Jean Summy, Principal

School Mission/Vision/Demographics

Established in 1955, Commonwealth Elementary School is located in southeastern Fullerton, just blocks away from California State University Fullerton, Hope International University, and Marshall B. Ketchum University. As one of 15 elementary schools in the Fullerton School District, Commonwealth currently serves 297 students in grades PreK through 6, including children enrolled in our State Preschool program and five Special Day Classes that support a range of learning needs.

Our mission is to provide a rigorous, relevant, and personalized education in a safe and nurturing environment. In partnership with families and the community, we are committed to developing confident, self-directed learners who will thrive as honorable and productive citizens. Aligned with this mission is our vision: empowering students to be confident, purposeful, and honorable future college graduates.

The student population at Commonwealth is diverse, with 84.85% identifying as Hispanic/Latino, alongside representation from White, Asian, African American, Filipino, and multiracial students. Over 88% are socioeconomically disadvantaged, and 43% are English Learners, primarily Spanish-speaking. Thirty percent receive special education services. The school is also home to a districtwide Occupational Therapy Room and a Clay Lab serving students across the district. Students in grades K–6 have access to iPads, and teachers implement high-impact instructional practices such as Orton Gillingham, Thinking Maps, ELlevation strategies, CGI Math, and Marzano’s design questions to support achievement and learning recovery.

As a designated California Community School, Commonwealth proudly participates in Cohort V of the California Community Engagement Initiative (CEI) to strengthen parent and community partnerships through inclusive leadership. Our school benefits from support by Pathways of Hope, the Boys and Girls Club, Fullerton College, CSUF, and the Fullerton Collaborative. Our schoolwide PBIS program has earned Platinum recognition in both 2023, 2024, and 2025. The iROAR values—Integrity, Responsibility, Organization, Accountability, and Respectfulness—shape our positive school culture and are celebrated monthly through student and staff recognition. At Commonwealth Elementary, students are empowered to learn, lead, and succeed. *We Can, We Will, We ROAR!*





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School Data

During the 2024–2025 school year, Commonwealth Elementary School demonstrated significant academic growth, as reflected in i-Ready assessment data. In English Language Arts (ELA), i-Ready scores showed strong improvement. The schoolwide Distance From Standard (DFS) improved from -85.7 in the fall to -56.9 in the spring, and the percentage of students meeting grade-level standards rose from 4% to 17%. Seventy-one percent of students met their annual growth goals. Notably, English Learners increased grade-level proficiency from 2% to 16%, while economically disadvantaged students showed similar progress, with DFS improving from -89.8 to -64.3. Grade 3 students demonstrated the most growth, raising grade-level proficiency from 3% to 28%, and Grade 6 finished the year with the highest proficiency at 17%. Students with disabilities showed some growth, but overall performance remained well below standard. In Mathematics, Commonwealth students improved their DFS from -56.8 to -36.5, with grade-level proficiency increasing from 1% to 11%. Sixty-one percent of students met their yearly growth targets. English Learners and economically disadvantaged students each improved their performance by over 19 points, with more than 60% meeting their progress goals. Grade 5 showed the strongest growth in Math, raising proficiency from 0% to 14%, followed closely by Grade 6, where 69% of students met their annual growth target. However, the 2024 California School Dashboard highlights the continued need for support. Commonwealth was rated Red in ELA, with students performing 73 points below standard and a decline of 21.2 points. Math was rated Orange, with a DFS of -77.4 and a smaller decline of 7.1 points. English Learner Progress was also Orange, with 41.9% of students making progress. In terms of student engagement and school climate, Chronic Absenteeism and Suspension Rate were both rated Orange. Chronic Absenteeism affected 22.4% of students, and the suspension rate rose slightly to 1.2%. Despite these challenges, Commonwealth's i-Ready data reveals positive academic momentum, particularly in key student groups.

Fiscal Information

Budget Information	
LCFF Supplemental	111,104
LCFF Base	31,138
Title I	91,118

SPSA Goal	Total Expenditures
Goal 1	147,901
Goal 2	22,670
Goal 3	47,689
Goal 4	15,900



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Goal 1: Student Achievement

To establish a culture of continuous improvement, Commonwealth Elementary implements evidence-based instructional practices and provides ongoing professional development to teachers and staff. Schoolwide strategies include Hattie's high-impact practices, Marzano's Teaching Elements and Design Questions, and Academic Vocabulary instruction. Staff are trained in GLAD strategies, CGI Math, Thinking Maps, Writer's Workshop, and NGSS. English Learners receive both designated and integrated ELD instruction, with targeted support for newcomers and long-term ELs.

Professional Learning Communities (PLCs) support data-driven instruction and Response to Intervention (RtI). Grade-level and vertical collaboration time, supported by PE instruction, enhances alignment and intervention planning. Teachers engage in High-Reliability School Level 2 training and instructional rounds to monitor progress and improve outcomes. To foster authentic, innovative learning, students participate in a wide range of enrichment opportunities: instrumental music, visual and performing arts, the Disney Musicals in Schools program, STEAM/robotics, and field trips that connect learning to real-world experiences. A dedicated STEAM classroom serves all TK–6 students. Resources include supplemental CCSS-aligned materials, digital licenses, and basic learning tools. Parent education—computer classes, English, parenting skills, and ELAC—supports family engagement. Extended-day academic support ensures intervention beyond school hours, reinforcing Commonwealth's commitment to equity and achievement for all students.

Goal 2: Digital and Informational Literacy

Commonwealth Elementary is committed to ensuring that all students and staff have access to and demonstrate mastery of 21st-century tools and skills to support rigorous, relevant learning experiences. Instructional technology—including iPads, software programs, and accessories—enhances curriculum aligned to core standards and 21st-century competencies. Professional development supports staff in integrating these tools through trainings, conferences, and guidance from the Tech TOSA, Leadership Team, and Tech IA. The STEAM Lab is continuously enhanced to offer flexible, interactive learning experiences. Additionally, the school promotes digital citizenship and internet safety through student and parent trainings, including Parent Tech Night and orientation sessions.



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Goal 3: Safe and Secure Environment

Commonwealth Elementary is dedicated to providing a safe, supportive environment that promotes the physical, social, and emotional well-being of all students and staff, in alignment with FSD's LCAP Goal 3. The school implements a comprehensive safety plan, including emergency preparedness, updated materials, and monthly playground supervisor meetings. Wellness supports include PBIS, early mental health services, counseling, and district-funded health assistants. Theme weeks such as Red Ribbon Week, Kindness Week, and Autism Awareness Week promote social-emotional learning and inclusion. To improve attendance and parent engagement, the school offers Saturday School (SSOAR), participates in the School Attendance Review Board (SARB), and provides rewards, performances, and multilingual communication through Blackboard Connect. Facilities are regularly maintained, with upgraded equipment, daily cleaning, and access to essential classroom materials. A dedicated Social Services Assistant helps families navigate basic needs, education, and mental health resources, ensuring all students have what they need to thrive.

Goal 4: Parent and Community Engagement

Commonwealth Elementary supports meaningful parent and community engagement through open communication, inclusive practices, and strong partnerships, aligning with FSD's LCAP goal to foster a culture of respect, integrity, and inclusion. The school ensures access to timely information through office staff, a Social Services Assistant, scheduled mailings, websites, social media, calendars, and student planners. Interpreters are provided for meetings to support language access. Families are engaged through parent-led conferences, PTA, advisory councils, and participation in the California Engagement Initiative (Cohort V). Training opportunities and events promote involvement and build connections with community partners, including Fullerton College, CSUF, HIU, and First Evangelical Community Church. Efforts to highlight student success include the Disney Musicals in Schools program, FSD Fest, Every Student Succeeding recognition, PTA Reflections, STEAM projects, Eccellenza Art Show, and iROAR awards assemblies. Communication tools such as the SPSA, LCAP, PAL, and informational fliers ensure transparency and alignment with schoolwide goals while promoting collaboration among all stakeholders.

ATSI/TSI/CSI/Title I/Educational Partners

As part of its ATSI plan, Commonwealth Elementary uses Title I funds to increase supervisory staff and provide additional instructional support from a program specialist. A Social Services Assistant helps families access essential resources. An enhanced STEAM Lab and basic classroom materials ensure engaging, hands-on learning. Students needing extra help receive extended day academic support, while families benefit from extended learning opportunities. Community partners provide funding for enrichment programs such as theatrical performances and a Culinary Arts Academy. The school fosters inclusive communication and a culture of respect and support to meet students' academic and social-emotional needs.

