Neil Cummins Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 may 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.

Patty Flynn Elliot, Principal

Principal, Neil Cummins Elementary

About Our School

Neil Cummins Elementary in Larkspur-Corte Madera School District is a dynamic learning community. We are inspired to think critically, collaborate, encourage creativity, and communicate effectively in supportive and inclusive environments. Every individual is empowered to become a productive citizen through relevant, rigorous, and engaging curriculum, active partnerships, and authentic interdisciplinary learning experiences.

We believe that in order for our students to be successful in college and careers, all learners must demonstrate the 21st Century skills necessary for this success. Learners will:
· Be Effective Communicators

· Be Critical Thinkers and Problem Solvers

· Use Curiosity and Imagination

· Use Creativity to Express and Explore Learning

· Collaborate with Others in Learning and Leading

· Be Flexible and Resilient

· Demonstrate Initiative and Entrepreneurialism

· Innovate

Neil Cummins Elementary and LCMSD focus on these priorities:

- Foster healthy, inclusive, respectful, and safe learning environments that promote social, emotional, and intellectual growth.
- Inspire students to maximize their potential through an inquiry-based curriculum that adapts continuously in order to address individual needs, encourage critical thinking, and cultivate collaborative, life-long learners.
- Attract, develop, and support innovative, inspirational learning leaders who engage and empower students.
- Sustain the fiscal integrity and stability of the District.
- Communicate effectively and consistently through open, accessible methods, in order to facilitate collaborative partnerships among classroom, home, school, district, and community.

Our School and District core values and concepts are:

Promoting Visionary & Collaborative Leadership

Our learning leaders model, set direction, and maintain a focus on students and positive learning climates, clear and visible values, and high expectations for all members of our learning community. Our leaders inspire and motivate teams, involve and communicate with our community, and collaborate and form key relationships.

Student-Centered Education
In order to ensure that our students meet their highest potential, we provide a comprehensive, inquiry- and standards-based differentiated curriculum, and opportunities for every student to be successful, involved, and engaged in collaborative learning with peers and teachers. We believe ongoing assessment of student learning informs our instructional practices.

Organizational and Personal Learning
We promote strategic thinking, innovation, flexibility, and agility in response to changing requirements. We invest in personal learning for all through focused professional development, peer-to-peer learning, and opportunities for reflection across the learning community.

Valuing Faculty, Staff, and Partners
Our success depends on valuing the diversity of our faculty, staff, parents, and community members. Their varied backgrounds, skills and knowledge, along with their creativity, dedication, and motivation, contribute to a more enriching educational environment.

Citizenship
We model good citizenship, ethical behavior, and sensitivity to others, and promote each individual's success as members of a local community and global society. We value diversity in our students and believe it enriches our inclusive educational program.

Focus on Process, Progress, and Results
We use a variety of measures and data to assess continuous improvement in academic and social and emotional goals, develop short and long term strategic priorities, and manage our resources effectively and efficiently.

Contact

Neil Cummins Elementary
58 Mohawk Ave.
Corte Madera, CA 94925-1033

Phone: 415-927-6965
E-mail: pelliot@lcmschools.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Larkspur-Corte Madera
Phone Number	(415) 927-6960
Superintendent	Valerie Pitts
E-mail Address	vpitts@lcmschools.org
Web Site	www.lcmschools.org

School Contact Information (School Year 2016-17)	
School Name	Neil Cummins Elementary
Street	58 Mohawk Ave.
City, State, Zip	Corte Madera, Ca, 94925-1033
Phone Number	415-927-6965
Principal	Patty Flynn Elliot, Principal
E-mail Address	pelliot@lcmschools.org
Web Site	www.lcmschools.org
County-District-School (CDS) Code	21653676024376

Last updated: 11/21/2016

School Description and Mission Statement (School Year 2016-17)

Neil Cummins Elementary School is a public elementary school serving pre-kindergarten through fifth graders in the Larkspur-Corte Madera School District. Located in Corte Madera, California in scenic Marin County, just north of San Francisco's Golden Gate Bridge, Neil Cummins is known for its excellence in education.

School Vision Statement
We believe all children are capable of learning, and it is our responsibility to provide a rich, positive, and safe engaging learning environment that fosters their desire to learn and meet the challenges of a changing world.

School Mission Statement
Together our staff, parents, students and community are dedicated to the ongoing education of all young people in the Neil Cummins School.
We work collaboratively to teach, mentor, motivate, challenge, and inspire our students. Our goal is for our students to become independent, critical thinkers who respond ethically to the challenges facing the world.
We accomplish our mission through a well-rounded curriculum including rigorous academic instruction. We differentiate the curriculum to meet divergent learning styles in a variety of ways including implementing experiential, thematic and project-based learning wherever appropriate. Our focus is on educating the whole child, addressing cognitive, emotional, social, and physical growth. Best practices are enhanced by frequent assessment, regular opportunities for reflection, and innovative, ongoing professional development for our highly qualified, inspirational staff.

Last updated: 11/21/2016

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	94
Grade 1	87
Grade 2	114
Grade 3	109
Grade 4	83
Grade 5	105
Total Enrollment	592
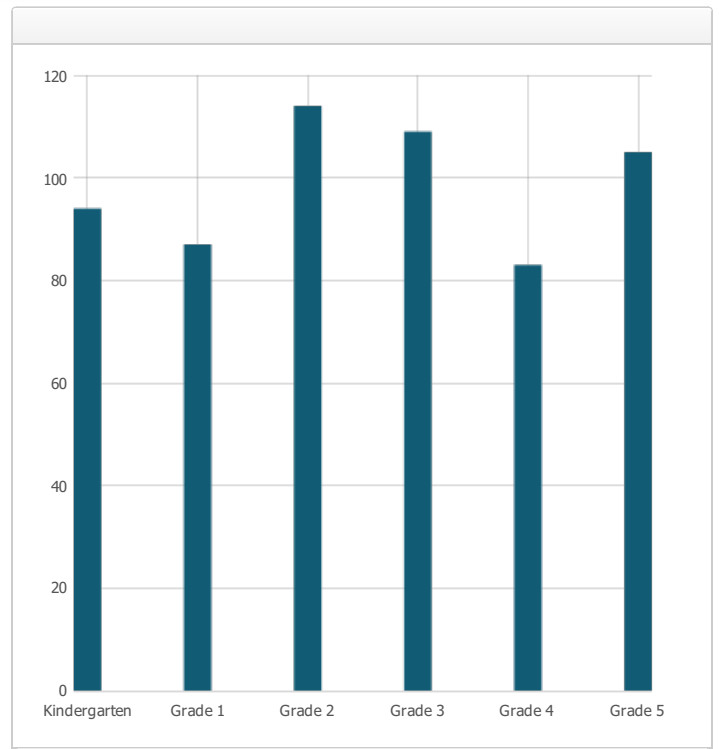
Last updated: 11/21/2016

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	3.2 %
Filipino	0.3 %
Hispanic or Latino	10.8 %
Native Hawaiian or Pacific Islander	0.2 %
White	74.2 %
Two or More Races	10.3 %
Other	1.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	7.1 %
English Learners	3.2 %
Students with Disabilities	7.4 %
Foster Youth	0.0 %

Last updated: 11/21/2016

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	29	33	35	96
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
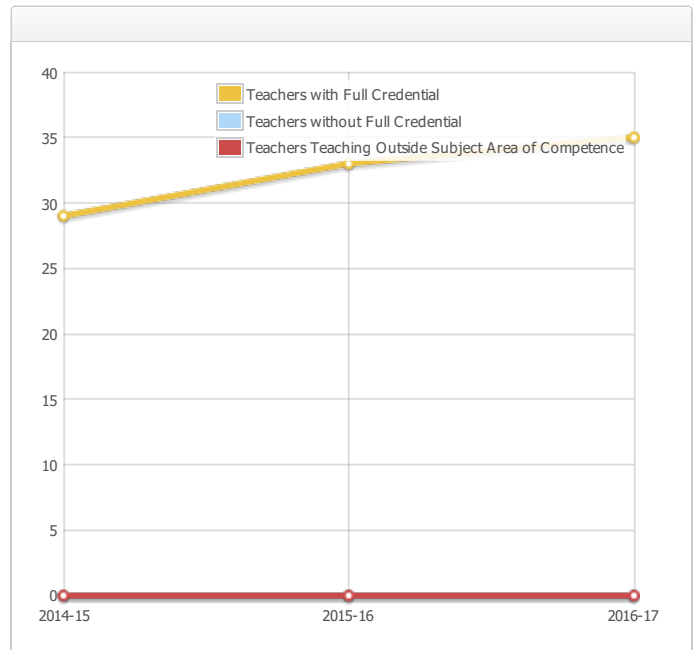
Last updated: 11/21/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
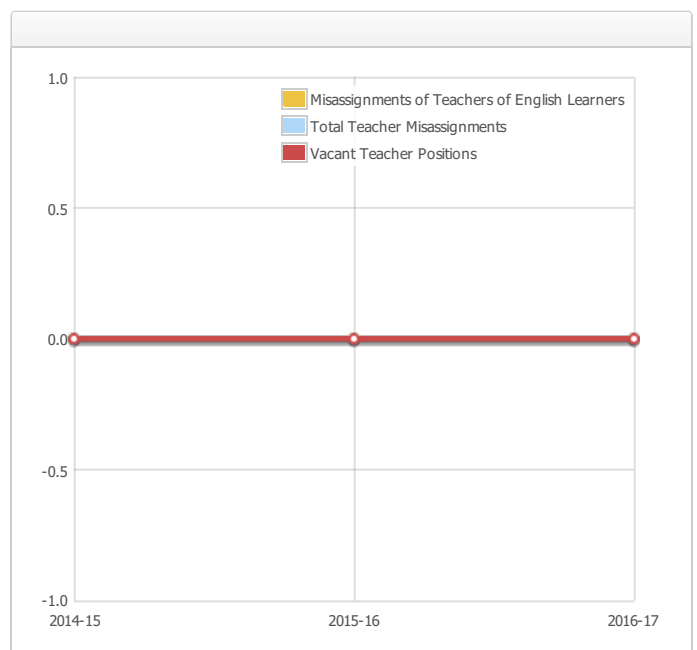
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 11/21/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 12/1/2016

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin	Yes	0.0 %
Mathematics	Houghton Mifflin: 2nd - 5th grade; McGraw: Kindergarten - 1st grade	Yes	0.0 %
Science	FOSS	Yes	0.0 %
History-Social Science	Scott Foresman	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 11/22/2016

School Facility Conditions and Planned Improvements

The site achieved an "Exemplary" status on its most recent FIT report dated 11/28/15. During the past year, the District returned 6 leased portables and demolished 6 portables which it had owned over the past 15-20 years. Also demolished was a 6 classroom building stick built some 60+ years ago. During this same year, the District has also constructed two stick built buildings which house 6 classrooms together with 3 collaborative breakout spaces and a dedicated Arts Kiln room.

Last updated: 11/30/2016

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Good

Last updated: 11/30/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| | Percent of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	80.0%	81.0%	77.0%	77.0%	44.0%	49.0%
Mathematics (grades 3-8 and 11)	74.0%	75.0%	65.0%	64.0%	33.0%	37.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 11/21/2016

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	112	105	93.0%	79.0%
Male	53	51	96.0%	72.0%
Female	59	54	91.0%	85.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	6	6	100.0%	--
Filipino	--	--	--	--
Hispanic or Latino	14	9	64.0%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	78	76	97.0%	81.0%
Two or More Races	12	12	100.0%	84.0%
Socioeconomically Disadvantaged	10	6	60.0%	--
English Learners	9	5	55.0%	--
Students with Disabilities	9	6	66.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 11/21/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	86	81	94.0%	83.0%
Male	51	49	96.0%	79.0%
Female	35	32	91.0%	88.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	1	1	100.0%	--
Filipino	2	2	100.0%	--
Hispanic or Latino	9	7	77.0%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	67	64	95.0%	83.0%
Two or More Races	7	7	100.0%	--
Socioeconomically Disadvantaged	4	3	75.0%	--
English Learners	--	--	--	--
Students with Disabilities	9	8	88.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 11/21/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	107	104	97.0%	82.0%
Male	51	51	100.0%	78.0%
Female	56	53	94.0%	87.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.0%	53.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	83	80	96.0%	89.0%
Two or More Races	11	11	100.0%	72.0%
Socioeconomically Disadvantaged	13	12	92.0%	67.0%
English Learners	13	12	92.0%	67.0%
Students with Disabilities	7	6	85.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 11/21/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 11/21/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 11/21/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 11/21/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 11/21/2016

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	112	105	93.0%	82.0%
Male	53	51	96.0%	84.0%
Female	59	54	91.0%	79.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	6	6	100.0%	--
Filipino	--	--	--	--
Hispanic or Latino	14	9	64.0%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	78	76	97.0%	82.0%
Two or More Races	12	12	100.0%	100.0%
Socioeconomically Disadvantaged	10	6	60.0%	--
English Learners	9	5	55.0%	--
Students with Disabilities	9	6	66.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 11/21/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	86	81	94.0%	76.0%
Male	51	49	96.0%	76.0%
Female	35	32	91.0%	75.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	1	1	100.0%	--
Filipino	2	2	100.0%	--
Hispanic or Latino	9	7	77.0%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	67	64	95.0%	76.0%
Two or More Races	7	7	100.0%	--
Socioeconomically Disadvantaged	4	3	75.0%	--
English Learners	--	--	--	--
Students with Disabilities	9	8	88.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 11/21/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	107	104	97.0%	69.0%
Male	51	51	100.0%	72.0%
Female	56	53	94.0%	64.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.0%	53.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	83	80	96.0%	89.0%
Two or More Races	11	11	100.0%	54.0%
Socioeconomically Disadvantaged	13	12	92.0%	67.0%
English Learners	1	0	0.0%	0.0%
Students with Disabilities	7	6	85.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/11/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 11/21/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 11/21/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 11/21/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 11/21/2016

CAASPP Test Results in Science for All Students

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	70.0%	79.0%	66.0%	75.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 11/21/2016

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	107	104	97.0%	70.0%
Male	51	51	100.0%	70.6%
Female	54	53	98.0%	69.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.0%	38.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	83	80	96.0%	78.0%
Two or More Races	11	11	100.0%	55.0%
Socioeconomically Disadvantaged	13	12	92.0%	42.0%
English Learners	1	--	--	--
Students with Disabilities	7	6	85.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 11/21/2016

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

	Percentage of Students Meeting Fitness Standards		
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 11/21/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Neil Cummins Elementary School provides for the involvement of parents and community through a variety of opportunities including notification procedures, parent outreach, and interpretation of student assessment results to parents. The family school connection is intentionally developed by a wide array of parent involvement/partnership activities such as parent-teacher conferences, school site council, PTO, Principal Parent Chats open and parent education events. Critical information is communicated to parents in a variety of ways such as school and district electronic newsletters (print versions available as necessary), website postings, email, text messages and telephone (voicemail). Parents have access to teacher and administrative voice and email for quick communication. The School Site Council (consisting of parents, administration, and staff members) conducts a parent survey annually to determine perceived areas of strength and need. The findings are used to help administration and staff prioritize goals and programs for the upcoming year. The PTO and SPARK (Larkspur-Corte Madera Schools Foundation) provide strong venues for parent participation and support of the schools. There are faculty representatives to both groups to facilitate communication. Both the PTO and SPARK are staffed by parent volunteers who are passionate about improving the quality of our kids' education, supporting teachers and administrators, keeping families connected to school events, beautifying the campus and much more.
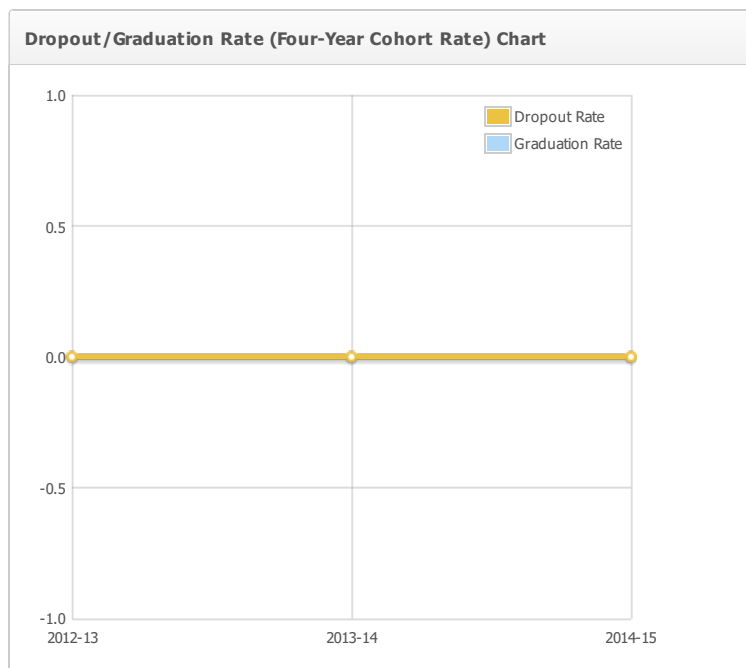
State Priority: Pupil Engagement

Last updated: 11/21/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

	School			District			State		
Indicator	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate				100.00	100.00	100.00			

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

Last updated: 11/28/2016

2015-16 SARC - Neil Cummins Elementary

Completion of High School Graduation Requirements - Graduating Class of 2015

(One-Year Rate)

| Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	77
American Indian or Alaska Native	--	--	75
Asian	--	--	99
Filipino	--	--	97
Hispanic or Latino	--	--	84
Native Hawaiian or Pacific Islander	--	--	85
White	--	--	87
Two or More Races	--	--	91
Socioeconomically Disadvantaged	--	--	77
English Learners	--	--	51
Students with Disabilities	--	--	68
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.0	2.0	3.0	12.0	7.0	20.0			
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0			
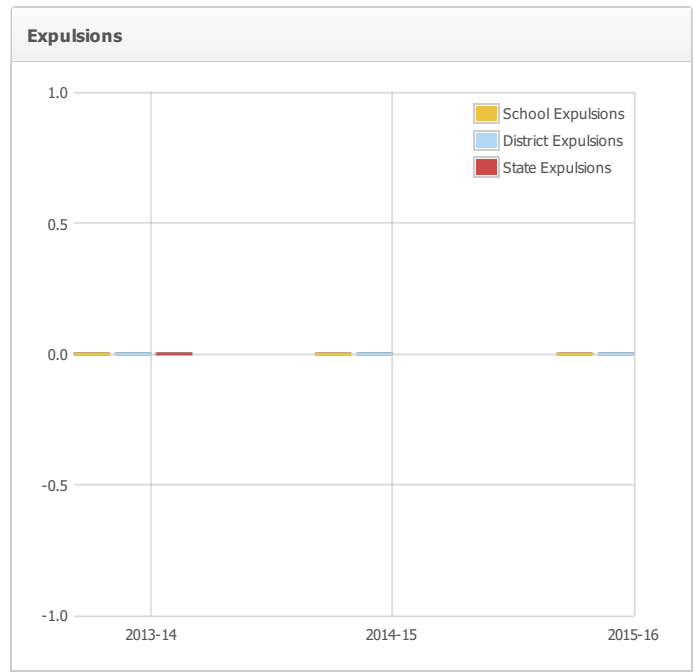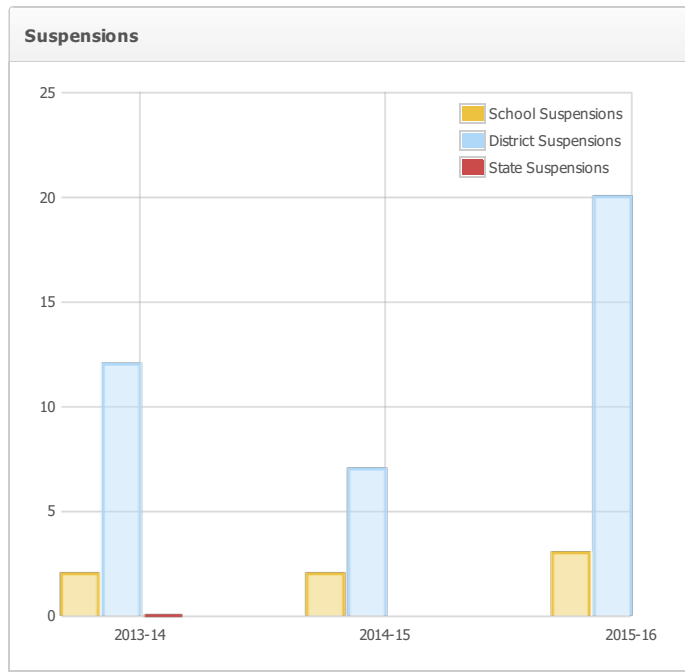
School Safety Plan (School Year 2016-17)

Neil Cummins has a Comprehensive School Safety Plan that provides for an assessment of the current status of school safety incidences. The Plan also covers the following areas with process, policies and procedures; a) child abuse reporting procedures; b) disaster procedures; c) policies regarding actions leading to suspension and/or expulsion; d) notification to teachers of dangerous pupils; e) sexual harassment policy; f) dress code; and g) rules and procedures on school discipline. The plan is updated and reviewed annually.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 12/2/2016

Average Class Size and Class Size Distribution (Elementary)

	2013-14				2014-15				2015-16			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	20.0	1	8	0	22.0	0	4	0	23.0	0	4	0
1	20.0	6	2	0	23.0	0	5	0	21.0	1	3	0
2	24.0		6	0	24.0	0	4	0	23.0	1	4	0
3	25.0		7	0	25.0	0	4	0	23.0	0	4	0
4	27.0		6	0	26.0	0	3	0	24.0	0	3	0
5									26.0	0	4	0
6												
Other					1							

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 11/22/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 11/21/2016

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.3	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.9	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/7/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$10929.7	$2051.8	$8877.9	$88310.0
District	N/A	N/A	$8877.9	$79835.0
Percent Difference – School Site and District	N/A	N/A	0.0%	15.0%
State	N/A	N/A	$5677.0	$71610.0
Percent Difference – School Site and State	N/A	N/A	60.0%	8.0%

Note: Cells with N/A values do not require data.

Last updated: 12/9/2016

## Types of Services Funded (Fiscal Year 2015-16)

Neil Cummins provides a comprehensive school program. In addition to providing an academic curriculum in all core subject areas, enrichment classes such as technology, art, music, science and physical education are offered. Our school provides library services, counseling, specific support for English Language Learners and academic/reading support.

Last updated: 12/1/2016

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50,670	$44,507
Mid-Range Teacher Salary	$74,013	$68,910
Highest Teacher Salary	$93,083	$88,330
Average Principal Salary (Elementary)	$135,176	$111,481
Average Principal Salary (Middle)	$134,668	$115,435
Average Principal Salary (High)	$	$113,414
Superintendent Salary	$220,352	$169,821
Percent of Budget for Teacher Salaries	46.0%	39.0%
Percent of Budget for Administrative Salaries	8.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
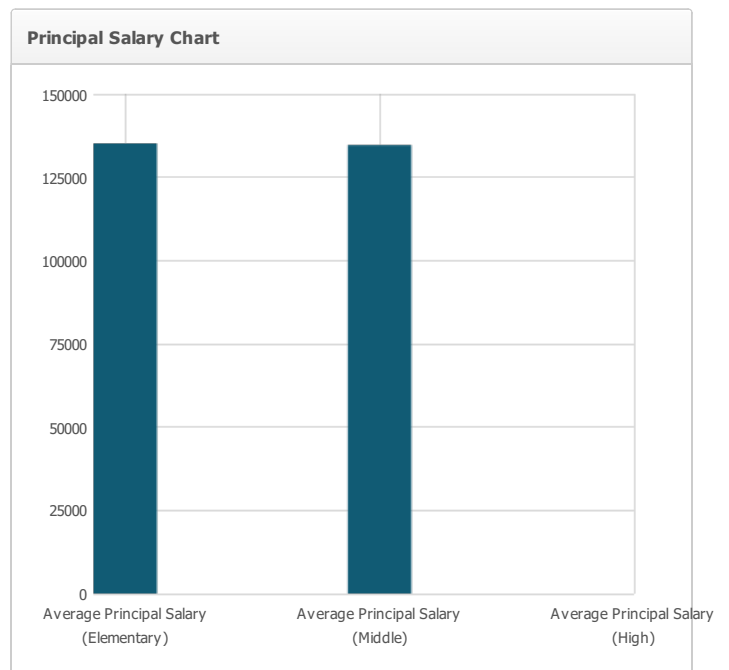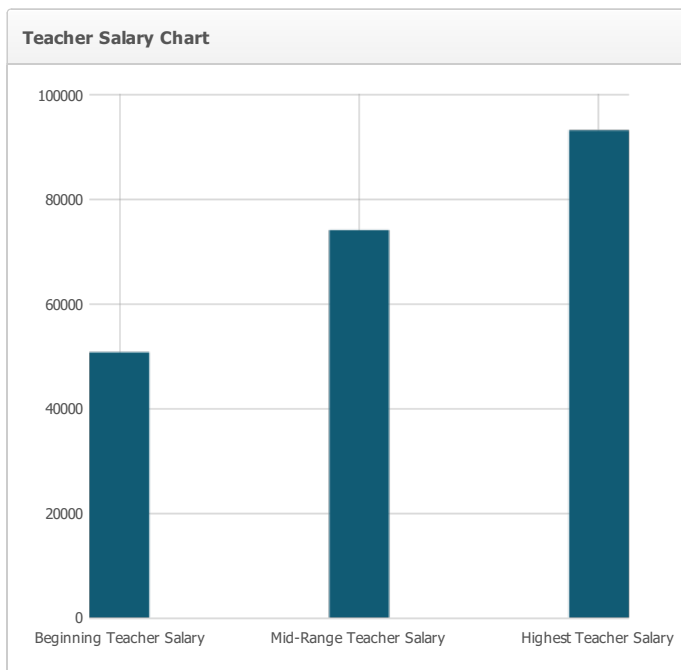
Last updated: 12/9/2016

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 12/1/2016

Professional Development

- **Integration:** Inquiry, Common Core, Strategies for English Language Learners, Technology, Arts integration and strategies for students with IEPs are infused in all professional development (PD) sessions.

- **Sustained Focus:** The calendar represents sustained focus. To this end, there are repeating topics, and PD sessions are given further attention during grade level planning time with administrators and/or coach support.

- **Teacher Leadership Development:** The PD reflects development in teachers' instructional leadership.

- **Differentiation:** While we ensure a sustained focus, the PD reflects differentiation and choice. This is structured by sessions with a menu of PD topics, time allotted to meet and collaborate with a colleague of a particular expertise, and the peer observation structure.

- **Embedded Planning Time:** As Neil Cummins' teachers make the shift to teaching and assessing students in the Common Core State Standards, it is essential that this learning is supported by consistent time to think, learn, collaborate and plan. This is reflected in both the professional development calendar and in the Wednesday grade level planning time. The grade level meeting schedule reflects includes Common Core-based planning time that is separate from meeting with administration or attending to business items.

- **Tuned to the Tenets of a High Functioning Learning Organization:** The professional development reflects the practices of what constitutes a high functioning learning community. All aspects of professional development time is shaped by norms and protocols that support collaboration, reflection, analysis and inquiry in the service of bringing about high quality learning experiences and advancing student achievement.

Last updated: 12/3/2016