Neil Cummins Elementary School

58 Mohawk Ave. • Corte Madera, CA 94925-1033 • 415-927-6965 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

School Description

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

School Vision Statement

We believe all children are capable of learning, and it is our responsibility to provide a rich, positive, safe and engaging learning environment that fosters their desire to learn and meets 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 Elementary 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.

About the SARC

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 and 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	120
Grade 1	89
Grade 2	91
Grade 3	95
Grade 4	99
Grade 5	105
Total Enrollment	599

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	5.3
Filipino	0.3
Hispanic or Latino	11.7
Native Hawaiian or Pacific Islander	0.3
White	72.8
Two or More Races	9.2
Socioeconomically Disadvantaged	8.7
English Learners	5
Students with Disabilities	9.2
Foster Youth	0.2
Homeless	0.5

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 for Neil Cummins	17-18	18-19	19-20
With Full Credential	33	34	34
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Larkspur-Corte Madera	17-18	18-19	19-20
With Full Credential	♦	♦	95
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Neil Cummins Elementary School

Indicator	17-18	18-19	19-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials
Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	Writing Workshop, Teachers College/2015, Reading Workshop, Teachers College/2018, Units of Study Phonics K-2/2019, Fountas and Pinnell Phonics/2019	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0 %
Mathematics	Pearson TERC Investigations 3rd Edition/2017	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0 %
Science	FOSS NGSS/2015	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0 %
History-Social Science	Scott Foresman/2007	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0 %

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The site achieved a "Good" status (97.81%) on its most recent FIT report dated 12/12/19.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/12/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Gym: Roof Gutters on the south side of building causing leak over stage area, three window blinds need replacement and hole in sheetrock wall on stage needs patching.
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	B-1: Roof leak outside B6, in covered walkway on south side has caused dryrot in soffit plywood. C-2: Roof leak in covered walkway on the northside of C2 causing dry rot in soffit plywood. Gym: Temporary fix has been made to rusted out roof gutters on the south side of the building, causing leak over stage area. Will perform permanent fix by replacing gutter next summer. Three window blinds are broken and need replacement. Hole in sheetrock wall on stage needs patching. Library: Small roof leak near front entry door of library.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	A9: South exit door hinge needs to be adjusted upward. B1: B6 roof leak, causing dry rot in soffit plywood. B6: Interior door out of alignment. Hole in sheetrock wall needs patching. C2: Roof leak in covered walkway, causing dry rot in soffit plywood. C4: Window pane seal failure. E3: Battery backup inverter in E3 needs to have batteries replaced. Library: Small roof leak near front entry door. Main Office: Phone line to fax keeps shorting out. Staff Room: Door stop fell of exit door. Parking Lot: Metal cage around water main riser at front of parking lot needs to be secured to the block wall planter.
Overall Rating	**Good**	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	77	84	78	79	50	50
Math	74	79	73	74	38	39

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	7.7	23.1	66.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	298	291	97.65	83.51
Male	149	145	97.32	78.62
Female	149	146	97.99	88.36
American Indian or Alaska Native	--	--	--	--
Asian	18	16	88.89	93.75
Filipino	--	--	--	--
Hispanic or Latino	31	30	96.77	53.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	218	214	98.17	85.98
Two or More Races	28	28	100.00	89.29
Socioeconomically Disadvantaged	29	29	100.00	55.17
English Learners	16	15	93.75	33.33
Students with Disabilities	42	39	92.86	53.85
Homeless	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	299	293	97.99	78.84
Male	149	146	97.99	78.08
Female	150	147	98.00	79.59
American Indian or Alaska Native	--	--	--	--
Asian	18	17	94.44	88.24
Filipino	--	--	--	--
Hispanic or Latino	31	30	96.77	46.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	219	215	98.17	82.33
Two or More Races	28	28	100.00	82.14
Socioeconomically Disadvantaged	30	30	100.00	43.33
English Learners	16	16	100.00	31.25
Students with Disabilities	42	39	92.86	53.85
Homeless	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 school site

Opportunities for Parental Involvement (School Year 2019-20)
Neil Cummins Elementary School provides for the involvement of parents and community through a variety of means. 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, regular Principal Parent Chats, Superintendent Coffee Chats, New Family Welcome event, Back to School Blast, Kindergarten Social 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 voicemail 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 for both groups to facilitate communication. Both the PTO and SPARK are staffed by parent volunteers who are passionate about improving the quality of our students' education, supporting teachers and administrators, keeping families connected to school events, beautifying the campus, and much more.

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.

School Safety Plan
Neil Cummins Elementary School has a Comprehensive School Safety Plan that outlines the strategies and programs to address; 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.7	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	1.3	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	599.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		4		23		4		24		4	
1	24		4		22		4		22		4	
2	23		4		24		4		23		4	
3	23		5		24		4		24		4	
4	24		4		27		4		25		4	
5	24		4		26		4		26		4	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4

The focus of professional development for the 2017-2018 school year was training in the implementation of newly-adopted math curriculum. Teachers worked with trainers from Teacher Education Research Center (TERC), the authors of the Pearson Investigations math curriculum, as well as math coaches from the county office of education. The focus of the work was implementing the new curriculum and integrating math practices, number talks and student discourse in math. The trainers worked with grade-level teams during the three district professional development days, as well as grade-level meetings and staff meetings, to facilitate grade-level based study of math practices and analysis of student work.

The focus of professional development for the 2018-2020 school years has been reading and math. With respect to reading, teachers are working with trainers from Momentum in Teaching to implement the newly-adopted Reading Workshop curriculum. Math professional development has been provided by UCLA Center X and is focused on Cognitively Guided Instruction and strategies to increase student access and engagement with math and expand student discourse around math concepts. In 2018-19 the four district professional development days were devoted to training by Momentum in Teaching and UCLA Center X. In 2019-20, the four district professional development days were devoted to training by Momentum in Teaching and UCLA Center X as well as science through Project Lead the Way.

Additionally, the trainers in both reading and math work with district grade-level teams in the form of lab days where instruction is modeled, practiced and debriefed. These additional days are designed to follow up with instructional design, planning, and data analysis as new practices are implemented in classroom instruction. A number of grade level and staff meetings are also devoted to reading and math professional development.

As a unified support to instructional shifts, the district office and administrative site leaders continue to participate in Collaborative Inquiry Visits to each site to support teacher professional development with feedback from school-wide observations.

Additionally, administrators provide professional growth opportunities during faculty meetings that occur twice a month. Grade level teams meet weekly to collaborate on instructional practices and student learning. The district also provides peer coaching through Teachers on Special Assignment (TOSA) who work with teachers individually and in teams.

Principals work with teachers to identify professional growth goals and avenues for support, including coaching, conferences and workshops.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$54,438	$49,378
Mid-Range Teacher Salary	$81,526	$77,190
Highest Teacher Salary	$100,006	$96,607
Average Principal Salary (ES)	$150,488	$122,074
Average Principal Salary (MS)	$150,488	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$217,949	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	36%
Administrative Salaries	7%	6%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$13,389.49	$4,199.29	$9,190.21	$86,955.38
District	N/A	N/A	$9,190.21	$86,086.88
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	1.0
School Site/ State	42.6	8.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Neil Cummins Elementary School provides a comprehensive school program. In addition to providing academic curriculum in all core subject areas, enrichment opportunities with technology, art, music, science, and physical education are offered. Our school provides library services, counseling, special education services, specific support for English Language Learners and reading intervention.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ 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.