



# Neil Cummins Elementary School

58 Mohawk Ave. • Corte Madera, CA 94925-1033 • 415-927-6965 • Grades K-5

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Larkspur-Corte Madera School District

230 Doherty Drive  
Larkspur, CA 94939

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[www.lcmschools.org](http://www.lcmschools.org)

#### District Governing Board

Monica Cañas  
Clerk

Katherine Chan  
Vice President

Sarah Mueller  
Trustee

Jill Sellers  
President

Annie Sherman  
Trustee

#### District Administration

Brett Geithman, Ed. D.  
Superintendent

Daniel Norbutas

Senior Director of Educational  
Services and Technology

Paula Rigney  
Chief Business Official

Megan Dunn

Director of Special Education

Erik vonBlakenburg  
Director of Facilities

Patricia Flynn Elliot, Ed. D.  
Principal, Neil Cummins  
Elementary School

Michelle Walker  
Principal, The Cove School

Toni Brown, Ed. D.  
Principal, Hall Middle School

### 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 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	94
Grade 2	92
Grade 3	99
Grade 4	97
Grade 5	98
<b>Total Enrollment</b>	<b>597</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	5
Filipino	0.3
Hispanic or Latino	12.1
Native Hawaiian or Pacific Islander	0.3
White	72.4
Two or More Races	9.7
Socioeconomically Disadvantaged	7.7
English Learners	5.9
Students with Disabilities	8.5
Homeless	0.3

## 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	18-19	19-20	20-21
With Full Credential	34	34	34
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Larkspur-Corte Madera	18-19	19-20	20-21
With Full Credential	♦	♦	92
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Neil Cummins Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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 2020-21)

### Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

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 %

### School Facility Conditions and Planned Improvements (Most Recent Year)

The site achieved a "Good" status (97.66%) on its most recent FIT report dated 12/15/20.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/15/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	F-1: HVAC unit not heating all the time only intermittently. Need to repair Gym (Music): Timer for HVAC unit in music room not working. Will replace thermostat this year along with the rest of the district. Main Office: Move thermostat from main office entry into principals office. Not heating right
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	C-1: Skunk hole in planter outside of room C1. Need to fill in with concrete.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	D (Restrooms): Rollup door electrical cord needs replacement 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. Repairing damaged wattstopper lighting panel. Waiting on parts Staff Room: Replace outlet that is not working
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Gym Offices: Leaking faucet in CM park 7 rec office restroom
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	B-1: Roof leak outside B1, in covered walkway on south side has caused dry rot in soffit plywood C-2: Roof leak in covered walkway on the northside of C2 causing dry rot in soffit plywood Conference Room: Bad gutter design, low spot holds a lot of water and can overflow and leak into conference room 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. Repairing damaged wattstopper lighting panel. Waiting on parts Library: Small roof leak near front entry door of library.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	A-2: Back door lock is tight, needs adjustment A-3: Door lock needs adjustment, keys getting stuck B-3: Window handle broken. Ordered new one, waiting for delivery. C-3: Fogged up window pane needs to be replaced. C-4: One window pane with condensation between the panes indication of seal failure. Need to replace. Main Playground: Ball wall plywood needs replacement The O.T.: Repair, replace or remove window blinds. They are damaged.
<b>Overall Rating</b>	<b>Good</b>	

## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	84	N/A	79	N/A	50	N/A
Math	79	N/A	74	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	55	N/A	50	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

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 (School Year 2020-2021)**

Safety of students and staff is a primary concern of Neil Cummins Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to safety standards. It has a Comprehensive School Safety Plan that includes strategies and programs to address a) child abuse reporting procedures; b) disaster procedures; c) policies regarding actions leading to suspension and/or expulsion; d) procedures to notify teachers of dangerous pupils; e) sexual and gender-based harassment policies; f) school-wide dress code; g) procedures for safe ingress and egress of pupils; h) rules and procedures on school discipline; i) bullying and harassment policies; j) suicide prevention measures; k) school counseling; and l) school resource officer. The safety plan is reviewed and updated annually by staff. In conjunction with the district's Comprehensive School Safety Plan, the school conducts annual emergency/disaster drills and trains teachers and volunteers in search and rescue, first aid, and CERT training as provided by local emergency preparedness professionals. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. The day to day security of the campus is closely monitored by school personnel and a visitor check in/badge system. A full scale district wide emergency drill involving students, staff, and volunteers as well as Central Marin Fire Department, which serves Larkspur and Corte Medera and/or Central Marin Police Authority advisors takes place annually. The campus is closely monitored by district maintenance and operations personnel. In addition, students have access to a school counselor as well as their teachers with regard to matters of personal safety on campus. We use a variety of strategies to support students' Social Emotional Learning including Mindfulness, Zones of Regulation, Kimochis, and Superflex resources.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.7	0.7	1.3	1.3	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	597

\*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 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1.2
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	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	23		4		24		4		24		4	
1	22		4		22		4		24		4	
2	24		4		23		4		23		4	
3	24		4		24		4		24		4	
4	27		4		25		4		23		4	
5	26		4		26		4		25		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 (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Professional development for the 2018-2020 school years focused on reading and math. With respect to reading, teachers worked 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 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.

Professional development for the 2020-2021 school year has been focused on closing the achievement gap of students in sub groups and providing effective and safe instruction during the pandemic. Three key elements to this include:

- 1) Equity and Social Justice: Trainers from Race-Work are working with certificated and classified staff to explore issues around race, implicit bias and racial mindsets during professional development time. The District Teacher on Special Assignment (TOSA) supports these efforts by providing coaching support for teachers individually and part of grade level teams to incorporate instructional strategies to meet the needs of all students.
- 2) Effective Use of Technology in Virtual and In Person Learning Models: Given the shifting landscape of education during the pandemic, additional professional development has been focused on supporting teachers in providing effective instruction in a variety of models (virtual and in-person) and ensuring student safety during in-person instruction. Teachers and support staff have been trained in Zoom and other instructional technologies.
- 3) Safe Return to School: With the return of in-person instruction in October, a key priority has been training all staff in safety protocols for classroom set up and management, student ingress, egress, and movement on campus. All staff learned procedures for daily health checks and contact tracing.

The district office and administrative site leaders continue to participate in Collaborative Inquiry Visits to each site to support teacher professional development and continuous improvement with feedback from school-wide observations. Principals work with teachers to identify professional growth goals and avenues for support, including coaching, conferences and workshops. Additionally, administrators provide professional growth opportunities during faculty meetings that occur twice a month.

**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,982	\$50,574
Mid-Range Teacher Salary	\$82,341	\$76,649
Highest Teacher Salary	\$101,006	\$98,993
Average Principal Salary (ES)	\$151,993	\$125,150
Average Principal Salary (MS)	\$155,794	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$225,631	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38.0	34.0
Administrative Salaries	7.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**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).

**California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$14,241	\$4,786	\$9,454	\$94,963
District	N/A	N/A	\$9,454	\$89,398
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	6.0
School Site/ State	19.8	16.4

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