

School: Neil Cummins Elementary School

Year: 2020-21

School Local Control & Accountability Plan

School Profile

COVID 19 Response Plan: For the 2020-21 school year, state and local public health criteria will determine what instructional model(s) LCMSD will employ. Three district-wide models have been developed to respond to the following criteria: Tier Level on California's Blueprint for a Safer Economy, A Public Health Guided Return to Site-Based Instruction, Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools, Waiver Status, and Guidance on School Closure (California Department of Public Health). The LCMSD instructional models are: distance learning, hybrid, and five days per week of AM/PM. Student cohorts were built in the beginning of the school year and reconfigured over winter break based on parent selection of in-person when possible or distance learning in all scenarios. Cohort construction emphasized adaptability of instructional models (e.g. transitioning from distance learning to hybrid with minimal student/teacher changes) and safety. LCMSD's approach to navigating COVID-19 has been to follow science, make decisions through a lens of equity, maximize in-person learning to the greatest extent possible, collaborate with stakeholders, and communicate often with the learning community.

Neil Cummins Elementary School exemplifies how a small organization can accomplish meaningful goals through teamwork. The synergy of talented and dedicated staff members, bright, involved and supportive parents, and energetic and valued children, for whom the importance of school is a focus, keeps Neil Cummins united, resilient, and upward bound.

We are one of two elementary schools in the District, serving roughly 560 students in TK through fifth grade. Neil Cummins has 24 general education classrooms and several additional classrooms to support the arts and specialized learning instruction. The additional classrooms include the following: a learning center, intervention services room, music room, art room, occupational therapy room, speech and language room, a school library and a gymnasium. We support a school garden and cultivate the school wide garden program.

Neil Cummins is devoted to delivering an academic program focused on the Common Core State Standards (CCSS). We have made significant progress toward full implementation of CCSS aligned curriculum and instruction in both ELA and math. In our classrooms, we strive for student-centered reading and writing instruction with Lucy Calkins Readers and Writers Workshop and a balanced literacy framework. Our Cognitively Guided Instruction in math supports student development as mathematicians, as outlined in the eight Standards for Mathematical Practice. Neil Cummins teachers implement workshop-model instruction, and regularly conduct one-on-one and small-group student conferences. In reading, Neil Cummins teachers use research-based strategies to determine students' independent and instructional reading levels and create strategy groups for targeted instruction in ELA and mathematics. Teachers use formative and summative assessment to identify students who need intervention and additional support. Our goal is for teachers to regularly practice and improve the art of conferring with students independently and in small groups, taking anecdotal notes, collecting work samples, and collecting data to inform instruction.

Due to generous parent support, we provide an array of educational experiences at Neil Cummins. In each classroom, students use technology as learning tools (1:1 iPads in K-2, 1:1 Chromebooks in grades 3-5). In science, teachers provide students with hands-on experiences built upon the Next Generation Science Standards, which nurture an appreciation for the inquiry process. A companion to our Science curriculum is our implementation of Project Lead the Way to support design and problem solving skills with technology and robotics. Neil Cummins students enjoy music instruction provided weekly by our music teacher. Weekly art lessons with our art teacher provide imaginative pieces of work and opportunities for our students to explore with a variety of media. Students, staff and parents actively access our school library, which is continually growing as a result of the PTO Annual Book Fair and Readathon. During physical education, our credentialed physical education teachers have ample equipment for student use and provide stimulating and engaging physical education lessons for all grades. SPARK, our districtwide education foundation, provides funding for a full time credentialed school counselor, as well as support for the arts, science and technology integration. We are fortunate to have fantastic parent involvement at Neil Cummins.

Neil Cummins enjoys a 95% approval rating from parents per our annual Local Control Accountability Parent Survey. This high level of positive regard is generated by recognition of our strong commitment to the: 1) achievement, personal growth, and happiness of every student; 2) collaborative parent-staff relationships; 3) motivated, high-performing students; 4) an effective standards-based curriculum; and 5) by school spirit and commonly held values.

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	117	94	92	114	91	91	114	91	91	97.4	96.8	98.9
Grade 4	105	108	101	96	107	98	96	107	98	91.4	99.1	97
Grade 5	87	105	105	86	104	102	86	104	102	98.9	99	97.1
All Grades	309	307	298	296	302	291	296	302	291	95.8	98.4	97.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2468.1	2478.2	2520.1	42.11	50.55	69.23	28.07	23.08	20.88	14.04	15.38	7.69	15.79	10.99	2.20
Grade 4	2535.0	2543.1	2539.0	57.29	62.62	58.16	21.88	19.63	20.41	10.42	12.15	7.14	10.42	5.61	14.29
Grade 5	2575.6	2553.7	2573.5	50.00	42.31	54.90	31.40	31.73	27.45	8.14	13.46	8.82	10.47	12.50	8.82
All Grades	N/A	N/A	N/A	49.32	51.99	60.48	27.03	24.83	23.02	11.15	13.58	7.90	12.50	9.60	8.59

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.11	48.35	62.64	39.47	41.76	35.16	18.42	9.89	2.20
Grade 4	52.08	55.14	56.12	38.54	40.19	33.67	9.38	4.67	10.20
Grade 5	53.49	45.19	53.92	36.05	40.38	33.33	10.47	14.42	12.75
All Grades	48.65	49.67	57.39	38.18	40.73	34.02	13.18	9.60	8.59

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.98	43.96	57.14	45.61	42.86	38.46	11.40	13.19	4.40
Grade 4	55.21	52.83	52.04	33.33	40.57	36.73	11.46	6.60	11.22
Grade 5	56.98	52.88	61.76	40.70	36.54	28.43	2.33	10.58	9.80
All Grades	51.01	50.17	57.04	40.20	39.87	34.36	8.78	9.97	8.59

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.09	39.56	47.25	52.63	52.75	49.45	12.28	7.69	3.30
Grade 4	48.96	41.12	50.00	42.71	53.27	43.88	8.33	5.61	6.12
Grade 5	34.88	28.85	35.29	59.30	57.69	56.86	5.81	13.46	7.84
All Grades	39.53	36.42	43.99	51.35	54.64	50.17	9.12	8.94	5.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.35	46.15	60.44	47.37	42.86	35.16	12.28	10.99	4.40
Grade 4	50.00	56.07	55.10	44.79	33.64	36.73	5.21	10.28	8.16
Grade 5	59.30	50.00	54.90	32.56	37.50	35.29	8.14	12.50	9.80
All Grades	48.99	50.99	56.70	42.23	37.75	35.74	8.78	11.26	7.56

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	117	94	92	115	92	91	115	92	91	98.3	97.9	98.9
Grade 4	105	108	101	97	106	98	97	106	98	92.4	98.1	97
Grade 5	87	105	106	87	104	104	87	104	104	100	99	98.1
All Grades	309	307	299	299	302	293	299	302	293	96.8	98.4	98

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2464.4	2480.7	2512.3	30.43	38.04	61.54	39.13	39.13	20.88	18.26	15.22	12.09	12.17	7.61	5.49
Grade 4	2524.9	2538.5	2548.8	37.11	50.94	51.02	37.11	29.25	30.61	20.62	15.09	16.33	5.15	4.72	2.04
Grade 5	2566.0	2547.5	2562.3	43.68	40.38	45.19	26.44	24.04	27.88	20.69	22.12	21.15	9.20	13.46	5.77
All Grades	N/A	N/A	N/A	36.45	43.38	52.22	34.78	30.46	26.62	19.73	17.55	16.72	9.03	8.61	4.44

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.70	56.52	72.53	33.91	31.52	19.78	17.39	11.96	7.69
Grade 4	46.39	66.04	63.27	41.24	23.58	27.55	12.37	10.38	9.18
Grade 5	56.32	47.12	50.96	33.33	34.62	34.62	10.34	18.27	14.42
All Grades	50.17	56.62	61.77	36.12	29.80	27.65	13.71	13.58	10.58

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.87	46.74	65.93	46.96	45.65	26.37	12.17	7.61	7.69
Grade 4	51.55	55.66	55.10	41.24	37.74	38.78	7.22	6.60	6.12
Grade 5	49.43	41.35	46.15	40.23	44.23	45.19	10.34	14.42	8.65
All Grades	46.82	48.01	55.29	43.14	42.38	37.20	10.03	9.60	7.51

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.52	44.57	65.93	52.17	46.74	30.77	11.30	8.70	3.30
Grade 4	48.45	59.43	60.20	43.30	32.08	31.63	8.25	8.49	8.16
Grade 5	37.21	38.46	41.35	48.84	41.35	50.96	13.95	20.19	7.69
All Grades	40.60	47.68	55.29	48.32	39.74	38.23	11.07	12.58	6.48

Related State Priorities	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Annual update: Analysis of Progress
				Actions & Services	"Description of expenditures and funding source, if any"	
Performance Goal #1:						
Equity: Close or narrow the equity gap for student groups (English Language Learners, Students with Disabilities, Hispanic/Latinx, and socioeconomically disadvantaged).						
(2) Implementation of Common Core State Standards	2020 California Healthy Kids Survey	Narrow the equity gap in terms of access and achievement.	English Language Learners	Targeted outreach	LCFF Concentration Grant	
(3) Parental Involvement	86% of students report feeling safe at school most or all of the time.	On state testing, 75% of students in target groups (English Language Learners, Students with Disabilities, Hispanic/Latinx, and socioeconomically disadvantaged) will meet or exceed standards	Students with Disabilities	Counselor check ins with at-risk students	Title II	
(4) Student Achievement	86% of students report a high level of school connectedness.		Hispanic/Latinx	Parent education	SPARK	
(5) Student Engagement	Equity audits: Discipline Attendance Awards/recognition		Socioeconomically Disadvantaged	Community connectedness Counselors Teachers Administrators DELAC - SPARK, multicultural events SSC	General Fund	
(6) School Climate				Equity audits		
(7) Course Access	2019 CAASPP Subgroup Data (LCMSD)			Professional development plan 2020-23		
(8) Other Student Outcomes	Low Socioeconomic Status ELA Achievement - 49% Math Achievement - 34%			Readers and Writers Workshop CGI Math NGSS/PLTW EL strategies Intervention strategies and curriculum Defined teacher collaboration Courageous Conversations		
	English Language Learner ELA Achievement - 30% Math Achievement - 16%			Data analysis and action planning Measure and communicate student progress Conferring and strategy groups in reading, writing, and math		
	Hispanic/Latinx ELA Achievement - 55% Math Achievement -					

Related State Priorities	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Annual update: Analysis of Progress
				Actions & Services	"Description of expenditures and funding source, if any"	
	39% Students with Disabilities ELA Achievement - 44% Math Achievement - 41% Local Elementary Literacy Assessments Local Math Common Assessments Parental engagement Surveys Meetings Conferences			Implement systematic literacy and math intervention via MTSS EL/Literacy specialist Identified intervention curriculum Offer translation services and translated communications		

Related State Priorities	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Annual update: Analysis of Progress
				Actions & Services	"Description of expenditures and funding source, if any"	
Performance Goal #2:						
Academic Growth: Increase academic achievement in mathematics and English language arts above the rate of similar schools for all students with a focus on narrowing the achievement gap for subgroups through best-practices in personalized learning and a multi-tiered system of supports.						
(2) Implementation of Common Core State Standards (4) Student Achievement (8) Other Student Outcomes	<p>2019 CAASPP Data (Neil Cummins) 3rd grade ELA Achievement - 90% Math Achievement - 82%</p> <p>4th grade ELA Achievement - 79% Math Achievement - 82%</p> <p>5th grade ELA Achievement - 82% Math Achievement - 73%</p> <p>2019 CAASPP Subgroup Data (LCMSD) Low Socioeconomic Status ELA Achievement - 49% Math Achievement - 34%</p> <p>English Language Learners ELA Achievement - 30% Math Achievement - 16%</p>	<p>State Testing: All grades will meet or exceed growth targets established by similar school mean gain scaled score</p> <p>Local Benchmarks: 90% of students in grades 3-5 will meet or exceed standards on local reading and writing benchmark assessments</p> <p>85% of students in grades 3-5 will meet or exceed standards on local math benchmark assessments.</p> <p>100% of classroom teachers will embed professional learning (in the specific district focus areas of reading or math) in their annual professional goals</p>	All	<p>Implement and update curriculum maps and common assessments</p> <p>Implement systematic literacy intervention based on MTSS</p> <p>Implement Professional Development Map 2020-2023</p> <p>Provide differentiated professional learning opportunities that focus on curriculum and pedagogy that is firmly rooted in research</p> <p>Data analysis and action planning Measure and communicate student progress Conferring and strategy groups in reading, writing, and math</p>	LCFF Concentration Grant Funding Title II SPARK General Fund	

Related State Priorities	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Annual update: Analysis of Progress
				Actions & Services	"Description of expenditures and funding source, if any"	
	<p>Hispanic/Latinx ELA Achievement - 55% Math Achievement - 39%</p> <p>Students with Disabilities ELA Achievement - 44% Math Achievement - 41%</p> <p>Local Elementary Literacy Assessments</p> <p>Local Math Common Assessments</p> <p>Collaborative Inquiry Visits (CIV) with district administrative team to collect data and observe instructional practices as modeled and implemented with Reader's and Writer's workshop and Cognitively Guided Instruction in math</p>					

Related State Priorities	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Annual update: Analysis of Progress
				Actions & Services	"Description of expenditures and funding source, if any"	
Performance Goal #3: Wellness & Connectedness: A comprehensive wellness program will be maintained and improved, which includes social-emotional learning, campus and student safety, growth mindset, and a well rounded course of study.						
(1) Basic Services (5) Student Engagement (6) School Climate (7) Course Access	Local Survey: 2019 LCAP Survey 92% of parents report their child feels connected to an adult in their classroom or other staff members at NC. (This is up from 84% in 2018.) 85% of 3rd-5th grade students reported feeling safe on playground. (86% in 2018.) 86% of students reported positive relationships with peers at school. 91% of students reported feeling included while eating at lunch. Universal Mental Health Screening	Implement a comprehensive wellness program that will be maintained and improved, which includes social-emotional learning, campus and student safety, growth mindset, and a well rounded course of study Implement Universal Mental Health Screening Implement systems and structures to meet or exceed the COVID-19 30-Point Safety Guidance outlined by the Marin County Department of Public Health Safely reopening schools for in person instruction based on local and State health criteria Maximize percentage of students feeling safe and connected to school	All	Maintain Wellness Counselor position Maintain viable and guaranteed counseling program: Defined classroom-based lessons on conflict resolution and prosocial relationships, involvement in class placement, small group/individual counseling, executive functioning, drug/alcohol/nicotine education, suicide awareness and prevention, conflict resolution, growth mindset, self regulation Implement common set of mindfulness tools K-8; Use of mindfulness techniques implemented in classrooms by teachers Use of brain breaks throughout the day to maintain student engagement Counselor check in's with at-risk students Counselor collaboration with	Learning Loss Mitigation Funds Fund 35 General Fund SPARK Education Foundation	

Related State Priorities	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Annual update: Analysis of Progress
				Actions & Services	"Description of expenditures and funding source, if any"	
	<p>Ability to fill 100% of designated Personal Protective Equipment (PPE) and Safety requests.</p> <p>California Healthy Kids Survey</p> <p>Attendance and Engagement Logs</p>			<p>teachers, parents and stakeholders to develop plans to support prosocial behaviors in specific students</p> <p>Offer staff wellness opportunities and resources</p> <p>Foster school-connectedness (DELAC, Site ELAC- ELCC, social/peer safety)</p> <p>COVID-19 Related Committees: Districtwide Operations Committee, Distance Learning Committee</p> <p>Develop and Implement School Site Specific Protection Plan (Marin County and State level mandated safety plan)</p> <p>Develop and Implement LCMSD COVID-19 Response Plan Website</p> <p>Plan and Offer Parent education on safety practices and protocols</p>		